

	Student Learnings Outcomes Policy	Endorsed by Curriculum Committee: May 2022 Developed: May 2022
Information: 02 6076 1566 Manager: Principal	DET Schools Reference Guide: Associated Policies: Previous College Policies view "500 Curriculum", Appendix 1: Corryong College's Assessment Schedule	Next review: February 2023 Issue No: 1.1

Rationale/Aims:

The role of every educational facility is to improve the student learning outcomes for all its students. This is no different for Corryong College.

This statement is to document Corryong College's strategies to plan for and improve student learning outcomes.

Implementation:

Our school has an annual assessment schedule to assess student learning and provide accurate feedback to students and report to parents.

Policy and Procedures:

The school's Strategic Plan will set out the school's direction, goals, targets and key strategies for improvement. This document is updated every 4 years.

The school's Annual Implementation Plan (AIP) will outline incremental stages of strategic plan implementation, monitoring and evaluation, broken down into 12 month targets. An Annual Report will provide the school community with information about the school's performance in implementing improvement strategies and how resources have been used.

Data plays a key part in the ongoing school improvement process.

Data collection:

The school will continuously monitor student outcomes using a variety of assessment strategies and tools. Testing is completed approximately every 6 months, so that progress can be measured and relative growth determined. Main school-based testing is done at the end of Term 1 and Term 3 each year, in order to make comparisons.

Student data is collected via:

- NAPLAN.
- Essential Assessments (English and Maths based).
- Pre Test / Post Test
- Teacher judgements against the Victorian Curriculum standards.
- VCE and VCAL data
- MSL & MSL Spelling tests and diagnostic decoding assessment
- Number Fluency
- ABLES
- Math Mate Tests

The School Leadership team (Principal class, Leading Teacher Coordinator, PLC and LKA leaders, Literacy and Numeracy Specialists Year Level Coordinators) will track whole school data, cohort and/or individual data and identify potential teaching and learning areas that require further focus.

Qualitative data through teacher judgement made in line with the Victorian curriculum through progression points.

Data analysis:

All teaching staff will implement the school's assessment schedule. A variety of approaches will then be used to analyse data at an individual, group, cohort and/or school level.

The leadership team will work with teachers (at an individual, team or whole school level) ensuring a comprehensive understanding of the importance of data, how to interpret it and how to use data to plan for continued improvement in both teaching and learning.

The use of data will inform curriculum planning including the identification of goals, targets and key improvement strategies in the School's Strategic Plan and Annual Implementation Plan.

Data will also be used to determine student support options including for those at risk, developing an Individual Learning Plan, provision of extra teaching support and/or referral for further assessments.

Data and achievement reporting:

Data will be reported in different ways according to the audience.

For students: Feedback will be given about current learning and areas for future learning. The more immediate the feedback, the greater the impact.

Feedback, both written and verbal will be provided by teachers on a regular basis.

For staff: Both informal and formal data will be used to inform planning and teaching on both a short and longer term basis. Trend data will also provide relevant information about the school's continuous improvement journey.

For parents: Teachers, and other staff, will provide feedback regarding student achievement throughout the year via:

- Student reports: 2 x Interim and 2 x Semester reports per year.
- Parent/teacher Interviews: 2 x half day.
- Student Led Conference P-6 1X Semester.
- Teacher initiated meetings: organised throughout the year, as needed to discuss students.
- Email/phone call discussions: organised throughout the year, as needed to discuss students.
- Student support group meetings held for students with ILP's.

For community: Student learning outcomes data will be reported in the Annual Report to the School Community provided to the DET, and also available on the State Register maintained by the Victorian Registration and Qualifications Authority and on the school website.

Definitions:

NIL

Review Process:

This policy will be reviewed annually, or more often if necessary, due to changes in regulations or circumstances.

References:

<https://edugate.eduweb.vic.gov.au/sc/sites/SchoolReorganisation/minimumregistrationrequirements/Exemplar%20School%20Policies/Forms/AllItems.aspx> (included as part of the Curriculum Framework policy).

Related Policies and Documents:

Appendix:

Appendix 1: Corryong College's Assessment Schedule.

Assessment	Year 11	Year 12
Internal Assessment		
VCE School Assessed Coursework Outcomes	Ongoing	Ongoing
VCAL Competency Assessments	Ongoing	Ongoing
External Assessment		
GAT	September *VCE/VET Unit3/4 & Senior Level VCAL	September
VCAA EXAMS		Oct-Nov
External Tests of Curriculum Achievement		
ICAS English Competition	July	July
UNSW Maths Competition	August	August
Science	May	May

Assessment	Purpose
NAPLAN	NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. The assessments are undertaken every year in the second full week in May.
Essential Assessment	is a complete whole school summative and formative model that allows schools to deliver a consistent whole school approach to numeracy and literacy teaching, learning and assessment.
English Online Assessment	The English Online Interview is an online tool for assessing the English skills of students from Foundation to Level 2. It assesses students across the three modes of English in the Victorian Curriculum F-10 – Reading, Writing and Speaking and Listening. The interview is one-to-one between a teacher and student, using texts and downloadable resources. Teachers record each student's responses directly onto the online system. This data is used to generate reports that provide an overview of student achievement and diagnostic information to inform program planning and resource allocation.
IMSLE – Diagnostic Decoding Assessment	A Diagnostic Assessment done with students in F-2 to identify phonemic awareness and targeted learning. It is also used to identify students at risk and in need of early intervention.
Running Records	Running records can be done on the first 100 words of a familiar (seen) text. To identify the instructional level i.e. 90-95% accuracy.
MSL – Phonemic Spelling Test	This MSL assessment is a benchmark tool used F-6 to gauge where students spelling is at. This data is used then to focus and target key learning using the MSL reading and writing approach.
Numeracy Fluency Assessment (NFA)	The Numeracy Fluency Assessment involves the teacher interviewing students individually as they perform assessment tasks to determine the strategies they are using on the developmental pathways of counting, numeration, addition and subtraction, multiplication and division.
Pre-Post Test	Tests or assessments given to students before a unit of work and at the end to measure learning growth.
Early Years Interview (Numeracy)	Used by teachers in a one-on-one interview situation to determine students' existing mathematical knowledge in relation to growth points, which can be described as key "stepping stones" along paths to mathematical understanding. Analysis of student responses provides teachers with powerful information to use when planning to meet student learning needs.
Math Mate Tests	Tests given to students twice a term to monitor improvement and growth in Maths – linked to the Mathmate Program.
ABLES	The Abilities Based Learning and Education Support (ABLES) program supports the teaching and learning of students with disabilities and additional needs. It provides a suite of curriculum, pedagogy, assessment and reporting resources that assist teachers in recognising and responding to the diverse learning needs of all students, and in assessing and reporting student learning, monitoring student progress and providing accurate intervention advice. ABLES provides an approach to effectively assess, monitor and respond to a student's abilities by: Accurately identifying and setting learning goals for students with disabilities and additional learning needs. Tracking a student's progress against their individual learning plan over time, and providing new information to parents on their child's learning and development. Identifying the optimal resources that are known to improve learning, which can be adjusted as the learning needs of students change over time. The ABLES assessment tools are located on the Insight Assessment Platform
GAT	Provides a measure of comparison with exams results as compared to SACS and Senior VCAL Assessment, to ensure consistency.
VCAA EXAMS	It is the VCAA's responsibility to ensure that Victorian school students have access to the most fair and accurate assessment procedures possible. This responsibility includes the development, conduct and assessment of external VCE examinations and the General Achievement Test (GAT).
VIC Curriculum Reporting	The Victorian Curriculum F-10 is the curriculum for Victorian schools. It incorporates the Australian Curriculum and reflects Victorian standards and priorities. The curriculum is accessed from the Victorian Curriculum F-10 website , whilst resources and supporting information is available here.