



Broadford Primary School

STUDENT LEARNING OUTCOMES POLICY

Rationale:

The effective monitoring and improvement of student learning outcomes requires all members of Broadford Primary School staff to effectively collect, analyse and report on student data.

Aims:

To have clear processes and procedures in place which enable Broadford Primary School staff to plan for, and achieve improvement in, student learning outcomes.

Implementation:

Guidelines Actions and requirements to meet guidelines
Strategies to improve student learning outcomes including:

What data is collected to monitor outcomes

- Broadford Primary School will use NAPLAN, English Online, On Demand, teacher judgements based on a student's progress against the Victorian Curriculum, pre and post testing of number strands, open ended mathematical portfolio tasks, Fountas and Pinnell/PM Benchmark, writing moderation and Number Fluency assessment data to monitor student outcomes.
- Broadford Primary School will ensure a range of ongoing monitoring and assessment strategies will be utilised in the development of student learning outcomes, ensuring the ongoing learning needs of students are addressed
- Teachers will monitor student progress and achievement in an ongoing manner, assessing student progress in order to inform future planning for student learning.

How BPS will analyse data to set goals and targets for outcomes, including for students at risk

Broadford Primary School analyses data in various ways:

- At the whole school level, NAPLAN data will be analysed in Oct-Nov of each year to address areas for improvement. Identified areas will be documented and included in the following year's planning. NAPLAN data will be analysed in relation to "like schools" and State and National standards and targets set accordingly. Targets to improve, maintain or exceed NAPLAN results will form part of the Strategic Plan and Annual Implementation Plan (AIP).
- At the whole school level, Victorian Curriculum teacher judgement progression points will be used mid-year and end of year for reporting to parents and to inform teaching. At risk students performing 12 or more months behind expected level will be identified and will be placed on their own Individual Learning Plan (ILP). Students identified as performing 12 months or more

ahead of the expected level with also be placed on their own Individual Learning Plan (ILP).

- From grades F-6, students will participate in Number Fluency Assessment. Students will be aware of their learning needs and will set goals and targets to help them progress along the number continuum.
- Grades 3-6 staff will analyse OnDemand testing results in terms two and four to inform planning, teaching and to set unit targets.
- Grade 3-6 teachers will use PM Benchmarking for students at risk (below PM level 25). PROBE will be used for testing reading comprehension. At risk students will be identified and will be place on their own Individual Learning Plan (ILP)
- Foundation – Grade 2 teachers will use the English Online assessment and data will be used within these units to inform planning and teaching. School approved assessments will be used (PM Benchmarking) to further direct planning and teaching. At risk students will be identified and will be placed on their own Individual Learning Plan (ILP)
- Teachers will engage in moderation across all levels in order to monitor student progress and plan for future learning.

How the data will be analysed, used and reported

- Data will be brought to weekly unit planning meetings and will be analysed to inform teaching. Teachers will use all forms of data to inform their teaching, amend their programs and design programs for individual students.
- Teachers will prepare a report to parents and students twice each year. The report will inform parents and students of student progress and achievement in relation to student learning outcomes developed utilising the Victorian Curriculum. The report will be prepared in accordance with DET guidelines.
- Please refer to Communication Policy (Student Achievement) for more specific reporting information.

Evaluation: This Policy will be reviewed every three years as part of the Broadford Primary School cyclic policy review process.

Date Implemented	October 2016
Author	
Approved By	School Council
Approval Authority (Signature & Date)	
Date Reviewed	October 2016
Responsible for Review	Principal
Next Review Date	October 2019