

TRINITY CATHOLIC PRIMARY SCHOOL

Part 3: Curriculum and Student Learning Standard

Policy: **3.2 Student Learning Outcomes**



Gospel Values

At Trinity Catholic Primary School, we strive to promote the Gospel values of: fairness, equal rights, dignity, responsibility and faith, hope & love.

Standard

Processes are in place, which enable staff and students in our school to plan for, analyse growth and trends in data to achieve improvement in student learning outcomes.

Purpose

At Trinity Catholic Primary School we are committed to providing an education that develops the whole person. Trinity Catholic Primary School provides a comprehensive curriculum that caters for the individual needs of students. We encourage all students to achieve excellence in all their endeavours. To achieve this, the school provides learning and teaching opportunities that deliver a comprehensive, differentiated and inclusive curriculum.

Guidelines

Trinity has adopted the following strategy with respect to improving student learning outcomes.

The school collects the following data which allows it to monitor and plan for improved student learning outcomes:

- Australian Early Learning Development Index (AEDI);
- Victorian Child and Adolescent Monitoring System (VCAMS);
- NAPLAN testing (Years 3 and 5);
- ACER PAT Reading (Years 1 to 6);
- BAS F & P - Benchmark Assessment System (Years Foundation to 6);
- BAS F & P Spelling (Years Foundation to 3);
- ACER PAT Mathematics 4th edition (Years 1 to 6);
- MAI – Maths Assessment Interview (Years Foundation to 6);
- Essential Numeracy (Years Foundation to 6);
- ROL – Record of Oral Language (Years Foundation and 1); and
- Concepts about Print (Years Foundation and 1).

The Principal, Leadership Team and classroom teachers will use the data we collect to:

- Examine trends and analyse how performance has changed over time;
- Review the achievements of specific groups of students, and analyse the underlying reasons for their achievements;
- Analyse outcomes for individuals and cohorts of students, as they move from one year level to the next;
- Look at differences in results between different skill areas within English and Mathematics; and
- Compare the school's results with the state average and other state wide information, having regard to schools with similar student backgrounds.

The data is used and analysed by the Principal and Leadership Team to set a student learning outcome strategy.

This strategy will:

- Allocate teaching resources appropriately;
- Provide targeted teaching opportunities for all students;
- Create personalised Learning Plans for relevant students; and
- Identify, target and address students at risk.

This data, and the outcomes of our student learning outcomes strategy, are reported:

- To the CECV;
- To parents; and
- In our Annual Report to the School community.

The school maintains documentation in relation to the Student Learning Outcomes Policy. This documentation is maintained by our Curriculum Leaders and copies of all documents are stored in the Student Performance Analyser – SPA program and in the Assessment folders on the Drive.

Links

1. Strategic Improvement Plan (SIP) and Annual Report

https://drive.google.com/drive/folders/1x1HwumBLPgFAw2XY4HWOBjvxbD_Rbdha

2. Curriculum Planning and Work Programs

<https://drive.google.com/drive/folders/13iPjQ6dJ4SKhkQl-5tL2lw86zq73cJwy>

3. School Data Room

Location: Administration Building

4. NCCD – Personalised Learning Plans

Server: Teacher Shared (T:) > 2019 >NCCD & Learning Adjustments > Student Adjustment Files

5. Meeting Agendas

<https://drive.google.com/drive/folders/1t830sahZ-P5RFWQeU-ibLH4XhsV1nwfd>

Ratification

This policy was ratified by the staff of Trinity Catholic Primary School in 2019 and will be reviewed on an annual basis or when the need arises.