



2.1.2 Student Learning Policy - Primary

Introduction

South Coast Baptist College is committed to providing an excellent education program that enables students to develop the necessary knowledge, skills and understandings to achieve and thrive academically, socially & personally. An ongoing process for the review of student learning is integral to the achievement of high-quality learning outcomes for our students. The process of reviewing student learning is consistent with the school's stated values and beliefs about learning and teaching.

Susan Sather's (2009) "Inquiry Cycle" provides the scaffold and direction for South Coast Baptist College's Primary Departments coherent vision of school improvement as we continue to build a culture that values and uses data to inform decisions, guides teaching practice in the classroom and at the same time increasing clarity about desired outcomes and developing consistent accountability connected to student learning.

Audiences for information include students, parents and/or carers and teachers as well as the broader education community – the school and state and Commonwealth governments.

In implementing this Review of Student Learning Policy, all members of the South Coast Baptist College Primary School community are required to ensure that Information Privacy Guidelines are adhered to and that records are managed and preserved appropriately.

Purpose

This Policy provides direction relating to how South Coast Baptist College uses information about student learning (achievement, progress and engagement) in the Primary School to make positive changes. This policy outlines when and how staff members are involved, what information is gathered and how it is used to support improvement planning in the Primary School classes at the College. This Policy recognises that to improve student learning outcomes, it is essential that the ongoing review of student learning is consistent in every year of schooling. Through this Policy, accountability requirements can be met at student, school and Government levels.

Scope

The Review of Student Learning Policy is intended to apply to all learning and teaching for which South Coast Baptist College is responsible including learning and teaching undertaken by partner organisations where the school is responsible for quality assurance. In such cases, this policy serves as a guide for the expectations of South Coast Baptist College.

Related Policies

- Assessment and Reporting Policy
- Curriculum Evaluation Policy

Definitions

Student learning includes positive gains in achievement, progress and engagement.

- Student achievement and progress can be reviewed based on information gathered from a number of sources;
- Student engagement is based on information about student attendance, behaviour and motivation as well as any evidence relating to the impact of critical incidents and other matters relating to student welfare and safety;

Data is information collected by the school at regular intervals, through a variety of sources that can be used to provide information about student learning.

Review is looking critically at data to make sure that it is adequate, accurate or correct. It is looking back on a process to consider and check whether the intended goals have been met. Reviews of student learning can be done to monitor various levels within the school: individuals, groups, cohorts and whole school

Responsibility

South Coast Baptist College Board

The Board has a responsibility to:

- Ensure mandated compliance with School Registration requirements.
- Seek feedback from the Principal of South Coast Baptist College to ensure this Policy is implemented and monitored.

Principal

The Principal of South Coast Baptist College has a responsibility to:

- Manage the implementation of this Policy by delegating to the Head of Primary.
- Allocate responsibility for developing and implementing the Policy to School Leadership positions.
- Ensure that information about the policy and College action is accessible to and enacted upon by all members of the school community.
- Ensure that teachers are supported to implement this policy effectively.
- Show leadership in identifying and developing good practice.
- Facilitate the development school policy and procedures to ensure ongoing review of student achievement.

- Ensure that the review of student learning is regularly monitored, reviewed and evaluated.
- Ensure that members of the school community are provided with opportunities to participate in the development and review of this Policy.
- Support transition of students between levels of schooling and different schools.
- Manage and preserve accurate records of student learning.
- Communicate aggregated data to the school community and the Board.

Teachers

Teachers have a responsibility to:

- Assess, provide feedback and report on student learning.
- Work with colleagues to contribute to a coordinated whole school approach to review student learning (achievement, progress and engagement).
- Ensure that their review practices are valid and reliable.
- monitor student learning as well as the effectiveness of their own programs, teaching methods, record keeping and assessment tasks.
- Encourage students to review their own knowledge, skills and understanding.
- Collate and maintain a complete profile of students that is 'handed over' to the next teacher.
- Maintain and share relevant records of student progress as appropriate.
- Plan tasks and activities based on a review of student learning.
- Report student progress and achievement to parents and/or caregivers as outlined in this Policy.
- Report student achievement as required to State and Commonwealth Government bodies.
- Undertake professional learning programs designed to address identified student learning needs.
- Complete Curriculum Adjustment Plans in-line with school policy for education support students in accordance with school and legal requirements.

Students

Students have a responsibility to:

- Contribute to discussions about their own learning.
- Assess their own learning.
- Respond to assessments made by peers, teachers and others.
- Aim to achieve their personal best.

Parents

Parents have a responsibility to:

- Communicate relevant information that may impact / influence their child's learning.
- Take advantage of opportunities to be informed of and learn about how they may be involved in their child's education.
- Provide feedback about their child's learning.
- Respond to issues raised by the student or the school during the reporting process.

Principles

Susan Sather's "Inquiry Cycle" provides the scaffold and direction for South Coast Baptist College's Primary School with conversations about student learning. Teachers start by examining school-wide data from a variety of sources and move to classroom-based data collection and analysis within the classroom. The teachers' repertoire is strengthened by investigating and employing best practices and research-based strategies.



Guidelines for Reviewing Student Learning

South Coast Baptist College has both formal and informal methods of reviewing student learning. Formal review process timelines include:

Term 1

- Whole School Data collection.
- PAT Social Emotional Wellness Survey (SEWS).
- PAT Spelling (Years 3-6).
- PM Reading Benchmarks (Year 4).
- Mathematics Curriculum Test A (Years 2-6).
- Accelerated Reader (Years 3-6).
- On-entry Testing (Pre-Primary & Year 1).
- Diana Rigg PLD (Kindy-Year 3): Pre-Literacy Screen, Foundation Screen and Junior Primary Reading and spelling profiles.
- Diana Rigg Screening tool PLD (Kindy & Pre-Primary).
- Team planning for Primary School staff and with year level colleagues.
- Standardised Testing Templates (PP-6) completed for Term 1.
- Review of PAT Term 4 data from previous year.

Term 2

- Accelerated Reader (Years 3-6).
- NAPLAN – Years 3 & 5.
- New students / existing student updates: SAER meetings with Education Learning Support Coordinator (Review CAPs).
- Semester 1 Report
- Western Australian Curriculum Program Reviews:
 - Moderated school assessment of student achievement (grading for Semester 1 reports) in line with SCSA
 - Student learning (achievement, progress and engagement) review in Semester reporting support teacher meetings with classroom teachers
 - Standardised Testing Templates (Pre-Primary-Year 6) completed for Term 2

Term 3

- Student Progress Interviews with parents.
- New students/existing student updates: CAP meetings with Deputy Head of Primary (review Curriculum Adjustment Plans).
- Mathematics Curriculum Test B.
- Program / Unit Plans catch-ups (review assessment data):
 - Standardised Testing Templates (Pre-Primary-Year 6) completed for Term 3
- Accelerated Reader (Years 3-6).

Term 4

- Whole School Data collection:
 - Standardised online PAT testing Maths, Comprehension and Spelling (Years 2-6).
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 - Diana Rigg PLD Screens as above (Pre-Primary-Year 3).
- Review annual NAPLAN data:
 - Moderated school assessment of student achievement (grading for Semester 2, end of year reports).
- Accelerated Reader (Years 3-6).
- Handover process (to incoming & outgoing year level).
- Student learning (achievement, progress and engagement) review in Semester reporting.
- Student attendance records and behaviour management records will also be analysed for any patterns/information regarding the level of a student's engagement in learning.
- Standardised Testing Templates (Pre-Primary-Year 6) completed for Term 4.
- Semester 2 Report.

Legislative Requirements

Federal

- West Australian Curriculum
- Revised National Quality Standards (Kindy-Year 2)
- EYLF (Kindy-Year 2)
- WAKCG

Sources

- School Curriculum and Standards Authority: Curriculum and Assessment Outline (2012)
- National School Improvement Tool (2012)
- AITSL National Teacher Standards (2012)
- AITSL National Principal Standards (2012)

References

Sather, S. (2009) *Leading Professional Learning Teams*, SAGE Publications Inc.

Date Reviewed: 01/04/2021

Next Review: Term 1, 2023