



Student Learning Outcomes Policy

Introduction

OakTree College ('the College') is an independent co-educational specialist senior secondary school providing education opportunities for young people of migrant backgrounds who are at risk of disengaging from education.

OakTree College ('the College') seeks to provide a safe and supportive environment where all students can safely participate in the educational experiences offered by the College.

Rationale

The Education and Training Reform Regulations 2017 (Vic) (sch 4 cl 2), require that a school must have processes in place that enable it to plan for, and achieve improvement in, student learning outcomes.

The College uses the outcomes of reviews of its curriculum, assessment and teaching practices to inform strategies to promote a positive attitude towards learning among staff and students and contribute to successful outcomes for all students.

Purpose

The purpose of this policy is to identify:

- approaches to learning and teaching that promote student achievement
- areas of the curriculum and support services that may require improvement or increased allocation of resources to better meet the needs of students.

The focus areas for improving student outcomes are identified in the College Annual Action Plan.

Scope

This policy applies to the Executive Principal, Assistant Principal/Curriculum Leader, teaching staff and education support staff.

Responsibility

The College Board is responsible for approving the Improving Student Outcomes Learning Policy.

The Executive Principal is responsible for:

- overseeing the annual plan for improving student outcomes and ensuring that it addresses legislative and regulatory requirements;
- determining the schedule for formal analysis of student performance data as it becomes available and implementation of strategies from the data to improve student outcomes
- leading the annual staff performance review process.

The Assistant Principal/Curriculum Leader is responsible for:

- scheduling annual reviews of curriculum and learning and teaching
- coordinating the collection of student outcomes data to be examined as part of the annual reviews of curriculum and learning and teaching
- analysing student data from a number of sources in collaboration with teaching staff;
- preparing a report on the outcomes of annual reviews of curriculum and learning and teaching for the consideration of the Executive Principal
- co-ordinating any VCAA school-based assessment audits
- coordinating the compilation of data from student/parent/guardian/teacher satisfaction surveys
- organising Curriculum Days at the College and placing them on the professional learning calendar.

Teachers and education support staff are responsible for:

- keeping up-to-date student records of assessments and results
- participating in annual reviews of curriculum and learning and teaching
- participating in annual staff performance reviews
- contributing to relevant Curriculum Days
- attending relevant professional learning activities
- co-operating as required, with any VCAA school-based assessment audits.

Implementation

i. The College will collect data on the following:

- assessment of needs identified by staff during the pre-enrolment process such as those from administration of Australian Core Skills Framework (ASCF) assessments
- assessment of additional learning support using competency mapping tools
- test results (previous school reports, referral information from support agencies, parent/guardian observations, diagnoses provided)
- teacher judgements for assessment tasks undertaken during the year

- differences in results between different skill areas within Literacy and Numeracy subjects.
 - records of conversations between teachers and students
 - other data related to student participation and wellbeing, for example student attendance data.
- ii. The Executive Principal and staff, including education support staff will analyse these data to:
- identify students at risk of disengagement from school and the strategies required to support them
 - review the achievements of specific groups of students, and identify the underlying reasons for their achievements
 - inform and update individual learning and support plans
 - inform the review of the College's priorities for teaching and learning as described in its Annual Action Plan
- iii. Teaching practice is based on an applied learning approach to teaching which is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning. Applied learning emphasises skills and knowledge that may not normally be the focus of more traditional school curriculums. It also recognises individual differences in ways of learning and post-educational experiences.

The College will participate in the VCAA's VCE VM and VPC VCE VM and VPC Curriculum and Assessment Audit to better understand effective teaching, learning and assessment practices. The results from these audits will inform priorities for:

- curriculum planning days
 - staff professional learning including that offered by the VCAA
 - staff Annual Performance Reviews.
- iv. The annual staff performance review is undertaken in four stages:
- i. Stage 1: Focusing
- In this stage, the Executive Principal initiates or reviews existing processes and works with teachers to define the purpose and processes of conducting an evaluation of teachers' professional strengths and growth needs, ensuring that the pre-conditions for conducting the evaluation are in place.
- ii. Stage 2: Initiating
- In this stage, the Executive Principal provides an implementation plan to staff that describes the timeframes and scope for the reviews, highlighting any areas that are new to the process or have a special focus. These decisions are informed by feedback from the previous review cycle, any priorities identified

by the College Board or described in the College Annual Plan and issues identified by the Victorian Institute of Teaching.

iii. Stage 3: Evaluating/reviewing

The Executive Principal and teachers conduct the review: they gather, collate and analyse information collaboratively by following the agreed processes. Consequently, a judgement is made about the outcome(s) of the evaluation. This could include clarifying teachers' existing strengths and identifying teachers' professional growth needs, progress, new goals, and next actions to achieve those goals.

iv. Stage 4: Supporting learning

In the final stage, teachers and Executive Principal critically reflect upon not only the processes that were followed, but also on the decision/s made. This feedback is considered and should inform any modifications to processes, infrastructure, and resourcing at the school and system level. To ensure that this process supports system-level learning, strategies are put in place to share the lessons learned.

Communication

This policy will be communicated to staff as part of their induction and ongoing professional learning programs and to the College community through the College website and referenced in Student and Parent/Guardian Handbook and Teachers' Handbook.

A copy of the policy is also available on the staff and student portals.

Approval and Review

Document Owner:	Executive Principal
Approved by:	College Board
Approval date:	15 June 2024
Next review date:	June 2025 (and every 12 months thereafter)