Cape Clear Primary School

Rationale:
- Before we commit to a particular course of action or investing time in developing possible solutions, it is integral to fully understand the learner – centred problem of understanding or skill that underlies the performance on assessments. We aim to investigate data to ensure that we do not misdiagnose the problem of performance or practice.
- This will relate to both the collective and the individual, to better serve improvement of our outcomes.

Aims:

•To optimise student learning through the implementation of an assessment regime that includes both formative and summative assessments. This is to include student moderated writing samples. Achievement then will drive the scaling of proficiency to determine the next learning cycle. Through the analysis, we aim to identify a problem of practice to gain greater understanding of student thinking to better target the learning intent of classroom programs.

Implementation:
1. Our school is committed to the successful implementation of each of the Targeted learning of all students.
2. School Council will have an active Education Sub- Committee in order to oversee curriculum direction and Victorian Curriculum implementation across the school.
3. Whole school professional development opportunities will be provided, as well as personal professional development plans developed, that cater for the Curriculum understanding and implementation needs of each staff member. In addition Professional Development opportunities to be provided to ensure an awareness of the cultural diversity and needs of students.
4. Enhanced Data literacy professional learning for all staff.
5. PLC will review all data sets in teams when mapping instruction for the next learning cycle.
6. Proficiency scales are to be used where appropriate, post data analysis.
7. Mapped individual leaning goals will be used in Literacy and numeracy.
8. Our strategic plan will incorporate audits of existing curriculum to ensure the relevance and effect of our provision. As well as the effective use of all data collection and analysis.
9. All teachers are required to work with Professional Learning teams to implement term and weekly planners that incorporate the delivery of our guaranteed and viable curriculum and will base courses for all students, using agreed planning templates, assessment tools and lesson structures designed for multiple entry points.
10. Student achievement will be measured and reported to students, parents, and critical stake holders.
11. All staff are to enter data in a timely manner for our data wall.
12. Assistant principal will facilitate the annual review of data sets for teachers.

13. Learning Intentions and Success criteria will be used in all classes. Based on information gathered by data analysis.
14. All staff will participate in the collection of student achievement data, and all staff will have input into school decisions resulting from interpretations and analysis of student achievement data.

Annual Review of student achievement – November (curriculum policy)

1. All staff will participate in an annual review of student achievement and performance.
2. All staff will reflect review and discuss Teaching and Learning programs enablers of success.
3. All staff will engage in PLC data share and focus on student learning.
4. Term 4 planning for improvement. Teaching and learning review of programs and practices. Recommendations for subsequent year.
5. Evidence based decision making annual review.
6. Collaborative planning for improvement undertaken in team. Based on Curriculum Plans and provision.
7. Student Data analysis to be supported by 3 data sources.
8. Review of current practice and programs to determine next phases of learning.

Evaluation:
• This policy will be reviewed as part of the school's three-year review cycle.

All curriculum provision must adhere to Child safe principles.