



# Urquhart Park Primary School

## Improving Student Learning

### **Overview:**

At Urquhart Park Primary School, the 'Improving Student Learning Outcomes Strategy' is based upon the DET Literacy & Numeracy P-10 Improvement Schedule for School Leaders. The strategy promotes a differentiated approach to student learning and is based on addressing student need as determined by analyzing assessment data and using this data to inform instruction.

The Urquhart Park Primary School's Improving Student Learning Outcomes Strategy provides a framework for using a variety of DET tools and resources to improve student -learning outcomes across the curriculum. It is divided into two sections:

#### **1. Assessment & Analysis Components**

- Focus on Teaching & Learning

#### **2. Whole School Planning components**

- Stimulating & Secure Learning Environments
- High Expectations For all Learners
- Accountability
- Shared Vision & Goals
- Professional Leadership
- Learning Communities

The Improving Student Learning Outcomes strategy aims to support school leaders, teachers, students and their families to work together to ensure there is a shared focus on and approach to improving student learning outcomes.

Teachers are further supported by a range of Teaching & Learning DET resources available online to ensure a common approach on Literacy and Numeracy and Integrated & Specialist Curriculum provision and assessment practices to improve student learning outcomes across the school.

### **Assessment & Analysis**

#### **Focus On Teaching and Learning:**

The school's Leadership Team supports teachers to analyse key school- wide data such as:

1. English Online Interview data

2. Mathematics Online Interview data
3. Victorian Curriculum data
4. Most recent NAPLAN data
5. Prep Transition Statements
6. Most recent Attitudes to School Survey
7. Urquhart Park Primary School's Whole School Foundation – 6 Assessment Schedule.

The Staff are supported to analyse data in order to identify students well above or well below expected levels in the first instance and then plot individual student's level of achievement in their class and Unit.

Students who have and or require Individual Plans are identified, including:

- Koori students
- Students in Out Of Home Care
- Students with a Disability
- Students with Language difficulties

Individual Learning Plans are developed for students in partnership with the family, teachers and Specialist Staff.

The leadership team ensures school accountability measures are completed in a timely manner.

### **Whole School Planning:**

The Annual Implementation Plan is reviewed in order to ensure that challenging and focused one-year targets are set that build on the previous year's achievements and reflect the goals of the Strategic Plan.

### **Accountability:**

The Leadership Team ensures school accountability measures are completed in a timely manner, including.

- Analysing the staff opinion survey, parent opinion survey and attitude to school survey data at school council, leadership and teacher level.
- Developing and submitting the draft of The Annual Implementation Plan based upon student achievement data collected.
- Completing the Annual Report to the school community.

### **Shared Vision & Goals:**

The Leadership Team consolidates a school wide focus on curriculum (literacy & numeracy) improvement by:

- Leading Victorian Curriculum data analysis at an individual student and cohort level.
- Working with all members of the school community, including students to ensure there is a shared understanding.
- Meeting regularly with Consultants and external providers to support the whole school approach.

### **High Expectations for All Learners:**

School Leadership Team and Professional Learning Teams review:

- That the Learning Intervention Plans are evidence based and being implemented at prescribed intensity
- The progress of students participating in the learning intervention programs
- That 'all' students requiring additional support (this will include students at risk and also students who require extension) are identified by classroom teachers at The Professional Learning Team and at Leadership Team Level with relevant assessment and background data recorded and the focus of student intervention identified.
- All interventions are evidence – based and implemented with prescribed intensity.
- Clear procedures for monitoring students' progress in Intervention or support programs are developed and known by all key staff.

### **Professional Leadership:**

Leadership Team ensures that professional learning stays focused on students learning needs and meeting the goals of the Annual Implementation Plan. This includes:

- Continuing to strengthen Professional Learning Teams
- To assist teachers to develop teacher capacity to analyse student data by cross referencing the different types of data, for instance Victorian Curriculum teacher judgments/moderations, VCCA 'On Demand' Tests, NAPLAN, School Based Assessment and discussions with parents.
- Using Key Characteristics of Effective Literacy and Numeracy Teaching P-6 to build teacher capacity in curriculum planning and instruction.
- Use Equity Guidelines website.
- Using information provided by VCAA
- Using information provided by NAPLAN website

### **Learning Communities:**

Leadership Team strengthens structures in place to partner with families in supporting literacy & numeracy education. This includes:

- Providing Curriculum Information Nights for parents in term 1.
- Providing parents with accurate reports of their child's achievement throughout the year.
- Creating opportunities for broad participation in children's learning through the PYP Program of Inquiry.

### **Stimulating & Secure Learning Environments:**

Leadership Team prepares for the school year by:

- Planning for and resourcing safe and engaging learning environments for every student
- Planning and resourcing for external consultants and coaching across the school
- Planning for and resourcing the whole school assessment schedule, including the timely analysis of student learning data and relevant professional learning.