



## Student Learning Outcomes (Secondary) Policy

### Context

St Patrick's College is a Catholic day and boarding school for boys in the Edmund Rice tradition, established in 1893. St Patrick's College is committed to providing a caring, supportive, and safe environment where every student has a place, a voice and their story is known. Edmund Rice Education Australia is committed to providing safe and supportive environments where all children and young people entrusted to our care are affirmed in their dignity and worth as a person. This policy should be read in the context of the College Child Protection and Safety Policy.

### Background

Edmund Rice Education Australia (EREA), as St Patrick's College's governing authority, sets the policy framework for all EREA schools. These policies have been contextualised for St Patrick's College's particular school environment so that our policies reflect the needs of our students.

### Source of Obligation

The Victorian Registration Standards (sch 4 cl 2 ETR Regs) (CECV Guidelines ref 3.2) require that the College must have processes in place that enable it to plan for, and achieve improvement in, student learning outcomes.

### Source of Obligation (Senior Secondary)

The Victorian Registration Standards (sch 8 cl 2 ETR Regs) (CECV Guidelines ref 7.3) require that a senior secondary education provider that provides, or proposes to provide, an accredited senior secondary course must:

- deliver the course to the standards established by the awarding body for the qualification; and
- ensure that a student who satisfactorily completes all of the course requirements will be entitled to be awarded the registered qualification.

### Student Learning Outcome Strategy

St Patrick's College has adopted the following strategy with respect to ensuring student learning outcomes normally expected for its student cohort, and for the College to plan and achieve improvements in those learning outcomes.

### *The Data that we Collect*

The College collects the following data which allows it to monitor outcomes:

- NAPLAN Testing
- Victorian Certificate of Education (VCE)/Victorian Certificate of Applied Learning (VCAL)
- On Track data



- Parent Opinion Surveys
- VCAA On Demand - Vocational Education Training in Schools (VETiS)

### ***How we Use and Analyse this Data to Set Goals and Outcomes***

The Principal and Leadership Team will use the data that 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 subjects
- compare the College's results with the state average and other state-wide information, having regard to schools with similar student backgrounds.

This data is used and analysed by the Principal and Leadership Team to set a student learning outcomes strategy. This strategy will:

- allocate teaching resources appropriately
- create Personalised Learning Plans and support groups for relevant students
- inform goal setting against the Victorian Curriculum F-10 and design improvement strategies
- develop school improvement plans
- develop teacher professional learning plans
- identify, target and address students at risk through the development of supportive personalised learning plans
- set goals and targets for learning outcomes for all students, including students at risk.

### ***How we Analyse, Use and Report this Data***

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

- to the EREA Board
- to parents/carers
- in our Annual Report.

### **Student Learning Outcome Strategy for Senior Secondary Qualification Providers**

To ensure that senior secondary courses are delivered to the established standards, and that students who satisfactorily complete course requirements will be entitled to such qualifications, we maintain:

- current student and staff handbooks and course outlines of the accreditation qualification
- sample student learning sequences or plans for the accredited qualification.

### **Senior Secondary Courses - Providing Current and Accurate Information**

The provision of current and accurate information to staff and parents is important in ensuring that awarding body requirements for senior secondary courses (such as the Victorian Certificate of Education or the Victorian Certificate of Applied Learning) are met. In order to ensure this, St Patrick's College:

- holds an information night at the beginning of each year
- provides the relevant documentation about senior secondary courses (including awarding body documents, course standards, timelines and qualification requirements) to students, staff and



parents/carers at the beginning of each year. Further information is provided as appropriate for updates to senior secondary course requirements.

### **Written Agreements with Other Senior Secondary Course Providers**

In the event that we share responsibility for a senior secondary course with another provider, we maintain a copy of the written agreement between the College and the provider that states how the requirements of the student learning outcomes standard will be met.

### **Curriculum and Teaching Practices Review**

It is the College's policy to annually review our curriculum and Curriculum Plan, and teaching practices.

Reviews also focus on current teacher professional learning plans and any adjustments to be made are informed by an analysis of the student performance data collected by the College.

### **Documentation**

The College maintains documentation in relation to this policy, including:

- course curriculum and assessment documentation, and student attainment and administration documentation in accordance with the requirements of the awarding body
- documentation to demonstrate that the College provides staff and students with current and accurate information about the awarding bodies' requirements including course standards, timelines and qualification requirements.

The College also maintains a documented strategy to plan for and improve student outcomes. The strategy includes:

- policies and procedures for reviewing the curriculum and teaching practices
- the processes the College uses to set goals and targets for outcomes for all students including students at risk
- what data will be collected, and how it will be analysed and used to improve student learning outcomes.

The College also:

- publishes student and staff handbooks and course outlines annually
- produces sample student learning sequences or plans for the accredited qualification.

This documentation is maintained by the **Director of Teaching and Learning, working through Executive and with Curriculum Committee**; and copies of all documents are stored **online in College File Libraries**.

### **Implementation**

St Patrick's College has set up a series of compliance tasks in **CompliSpace Assurance**, to ensure that key obligations under the Victorian Registration Standards and CECV Guidelines are managed effectively.

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## Status of Policy

This policy has been developed by CompliSpace.

This policy was extracted from the CompliSpace portal on 7 July 2021.

This policy has been endorsed by the College Advisory Council on [date].

This policy is due to be updated in 12 months from the date endorsed by the College Advisory Council unless required earlier.