



STUDENT LEARNING OUTCOME IMPROVEMENT POLICY BLACKBURN LAKE PRIMARY SCHOOL Florence Street Blackburn 3130

RATIONALE

The strategically planned and sequenced curriculum that is taught to students at Blackburn Lake is crucial for maximising students' development and learning. It includes the course content, student activities, teaching approaches, the way in which teachers and classes are organised and decisions on the need for and the use of facilities and resources.

AIMS

The aim of this policy is to ensure that Blackburn Lake Primary School facilitates opportunities for all students to continually improve.

IMPLEMENTATION

The school provides sequential teaching and learning programs that deliver a comprehensive, broadly based and inclusive curriculum by doing the following:

DET Compliance

1. Undergoing a review every three years or as requested by DET to review successes and areas for improvement.
2. Considering recommendations made by external DET reviewers when formulating a new strategic plan.
3. Complying with all DET guidelines about the length of student instruction time required in Victorian schools.
4. Using Ausvels/Victorian Curriculum as a framework for curriculum development and delivery from Foundation to Year 6 in accordance with DET policy and guidelines.
5. Conducting performance reviews that comply with DET guidelines

Strategic Planning and Annual Improvement Plan (AIP)

1. Enacting the strategic plan by outlining goals targets and improvement strategies in the annual implementation plan.
2. Creating Strategic Improvement Teams that work on school improvement that is aligned with AIP goals.
3. Ensuring that the outcomes of the AIP are reflected in teacher's Performance and Development Plans.
4. Enabling staff to plan in teams to better address the desired outcomes of the AIP.

Implementing Research Based Practices

1. Assessing and monitoring student progress using multiple forms of data including
 - i) Victorian Curriculum Teacher Judgements
 - ii) Student Performance Analyser Software
 - iii) Naplan Data
 - iv) Parent Opinion Survey
 - v) Student Opinion Survey
2. Recognising and responding to diverse student needs when developing curriculum programs.
3. Adopting whole school approaches to all curriculum areas.
4. Utilising instructional methods that are informed by relevant research

5. Preparing curriculum and programs that allow seamless transition from kindergarten to school as well as primary school to secondary school.
6. Resourcing teaching and learning programs through the School Resource Package.

EVALUATION

This policy will be reviewed within three years.

RATIFIED BY SCHOOL COUNCIL: 15th November 2016

PRINCIPAL: Lois Steed **SCHOOL COUNCIL PRESIDENT:** Mark Eaton