

## ***ALICE MILLER STUDENT LEARNING OUTCOMES POLICY***

We are committed to achieving improvements in student learning outcomes.

This includes working with students to improve their recognition of patterns and connections within systems, their understanding of relationships within contexts of social systems and environments, their ability to transfer knowledge and understandings to new contexts and situations (including vocational and recreational) and to make connections between concepts across all learning areas, their understanding of the organic nature of change, their use of divergent thinking, their recognition of the cyclical and ongoing nature of planning, thinking, learning and problem solving, and their ability to relate learning to their own experience/s.

Our aim is for students to achieve an understanding of world views and how they are constructed and manifested, to be able to identify developments involved in the transition from industrial world views to different future views, to identify Western world values and practices and be able to critically compare them to other world views, and to identify and analyse challenges for the future, based upon a diverse range of world views.

We also want students to be able to identify personal, vocational and cultural sources of meaning, to critique contemporary culture and understand the role of value systems as they affect culture, behaviour, attitude and world views, to be able to consider the future from ethical, aesthetic, emotional, rational and intuitive perspectives, to be able to draw on a range of cultures (including indigenous cultures) to examine future challenges, to be able to use future tools such as technological/virtual environments, scenario building, futures wheels, futures scanning, and apply them to contemporary social and political issues, to be able to create new knowledge from insights of the past as well as understandings of the present and foresights of the future, and to be able to draw on available data to analyse history, to map trends, and to predict and construct alternative futures.

It is our intention that students acquire skills such that they will thrive in the fast changing world of the 21st century, rather than becoming casualties of such change, and that they will be able to use mathematical, linguistic, scientific and ICT models to represent systems and analyse the effects of change.

Students should be able to take responsibility for initiating aspects of their own learning, for planning and facilitating their own learning, for evaluating and articulating what has been learned and how it was learned, for exploring ways and means of influencing the future, for exploring relationships with the community and the potential roles the community offers, for undertaking a variety of roles in teams, and for understanding the importance of evaluation in learning.

It is desirable that students are able to explore, interact with and respond to changes in their natural, social and built environments, use symbolic play to represent, make meaning and develop abstract thought, use understandings from prior experiences in new contexts, explore past, present and preferred futures through play and creative expressions, ask questions, research and clarify aspects of the local and wider community, be actively involved in shaping their own learning environment, begin to recognise that there are ways that others are included or excluded, begin to challenge bias, unfairness, extremist and stereotypical views, contribute to group projects, decision-making and taking action, develop understandings about patterns and connections associated with personal relationships with environments and

others, be able to transfer knowledge to new contexts and manage change effectively, are supported to engage in critical reflection, and recognise and value the balance between rational and emotive/intuitive parts of our being.

Hence, teachers need to ensure that the teaching and learning environment engages students and promotes independence, interdependence and self-motivation, that students are challenged and supported to develop deeper levels of thinking, understanding and application, that teachers have knowledge and deep understanding of the curriculum, that teachers are committed to developing quality pedagogy supported by high expectations, that quality assessment practices can be an important tool in the teaching and learning process, that the class and school learning environments are safe, supportive and productive, that students' needs, backgrounds, perspectives and interests are considered and supported in the learning program, and that learning connects strongly with the wider community.

At Alice Miller and Candlebark, a strong professional development program supports the achievement of these outcomes for teachers.

To assist in the achievement of the above outcomes, we aim to ensure that students attend school regularly, that they are organised, optimistic and positive about their learning, and that they feel a sense of belonging, engagement and connectedness with their school and with education generally. We aim to have school and community work together to build on the strengths of individuals and groups, and by way of, inter alia, camps, excursions and incursions we aim to enable children to interact with people from all walks of life, to develop positive social behaviours, to learn the value of learning outside the classroom, and to develop a sense of well-being and a resilient spirit. Progress in these areas is measured by monitoring and recording attendance, including late arrival and early departure data, interrogating attendance data to identify reasons both individual and community for lateness/absences, evaluating feedback from parents/students/staff, and formal and informal discussions among staff concerning student progress on an individual and group level.

Our target is to have children attend school on at least 95% of days, to have children demonstrate resilience in a range of situations, to have children function successfully with others, and to have them demonstrate their ability to engage in culturally productive practices.

Our learning outcome targets are that children should achieve national benchmarks in literacy and numeracy, that children are progressing at levels commensurate with their developmental levels, and that the school's policies and procedures are continuously updated and used as the bases for planning and practice.

In all subjects, our learning outcome targets are to improve learning outcomes and raise the levels of literacy and numeracy in that subject, as well as improving knowledge, understanding and use of the subject; specifically, to increase knowledge and skills in understanding, analysing and using the subject's methods and knowledge, to increase the ability to analyse, critically respond to and use appropriate skills and knowledge pertaining to the subject in everyday life situations, to provide access to curricula in each subject that are broad and deep, engaging and relevant, to encourage a positive attitude to each subject, to develop the ability where relevant to use ICT skills to critically design and construct texts, diagrams and graphs, and search for and sort information and communicate it to others, to

help children make informed and ethical decisions about local and global issues and their own health and well-being.

In English and literacy, our learning outcome targets are to increase students' knowledge and skills in the understanding, analysis and use of English, to increase students' ability to analyse, critically respond to and use appropriate literate English in all situations in everyday life, to assess, identify and address individual learning needs, to provide access to an English curriculum that is broad, deep, engaging and relevant, and to promote a positive attitude to English and literacy.

Our strategies to support Learner Achievement include ongoing review of literacy programs and regular formal meetings of teachers, as well as informal daily conversations, as well as frequent formal and informal conversations with parents and students to ensure that students' progress is carefully monitored. Where necessary, other assessments including Neale Analysis, ICAS spelling, and Waddington's spelling and reading are used. Students with additional needs are supported through individual learning programs, and tutored as needed either in the classroom or on a one-on-one basis, with a specialist-learning tutor.

Teachers explicitly teach and assess phonics and reading comprehension, the deconstruction of texts to support writing development, and the explicit teaching and assessment of creative, reflective, analytical and persuasive writing. Although the school places little faith in the results of NAPLAN tests, we nonetheless aim to have children who choose to sit the tests show continuing improvement, just as we aim for all children who are formally tested to show measurable improvement in those tests, and we aim for all children to show improvement and progression in their literacy learning, particularly as measured by formal and informal ongoing assessments by teachers.

Revised December 2017. No changes made.

Next revision: December 2019

Checked January 21 2019  
John Marsden