

Student learning whole school self assessment tool

The initiatives in Student Learning are: Victorian Essential Learning Standards; Principles of Learning and Teaching P – 12; Assessment Advice; New Student Report Cards; and the Curriculum Planning Guidelines.

Elements	Level 1	Level 2	Level 3	Level 4
Learner at the centre	<ul style="list-style-type: none"> Curriculum is usually designed by individual teachers based on the year level and associated domain level. Students require structured support to develop the necessary knowledge and skills to manage and monitor their learning. 	<ul style="list-style-type: none"> Teachers plan together to provide consistency of curriculum that reflects the stages of learning and student backgrounds and addresses the needs of particular cohorts of students. Teachers provide support for students to monitor and manage their learning. 	<ul style="list-style-type: none"> Curriculum planning and practice reflects the achievements of students in relation to the standards for some domains, stages of learning and student backgrounds and perspectives. Students have the opportunity to monitor and manage their learning through structured support. 	<ul style="list-style-type: none"> Curriculum planning and practice analyses and addresses the full range of learning needs of individual students providing coherence, balance and continuity across all of the domains. All students are equipped with the necessary knowledge and skills to monitor and manage their learning.
Leadership	<ul style="list-style-type: none"> The leadership team is exploring what the Student Learning initiatives might mean for their school and beginning to raise awareness of these initiatives with staff. Curriculum planning and practice for cohorts of students is undertaken as something separated from Student Learning initiatives and the School Strategic Plan. 	<ul style="list-style-type: none"> The leadership team is building its depth of knowledge of the Student Learning initiatives and beginning to structure opportunities for staff to engage with these initiatives to facilitate whole school curriculum planning. Any discrepancies between current priorities in the School Strategic Plan and Student Learning initiatives have been identified. 	<ul style="list-style-type: none"> The leadership team has a deep understanding of the Student Learning initiatives and has created structures and processes that support staff to implement these initiatives. Whole school curriculum planning and practice demonstrates the interconnectedness between the School Strategic Plan, Student Learning initiatives and school improvement. 	<ul style="list-style-type: none"> The leadership team has a meta-view of the Student Learning initiatives and provides clear direction for improving student learning that involves all staff, students and relevant aspects of the local community. Whole school curriculum planning and practice is based on the local context and interconnects with the School Strategic Plan and an agenda of continuous school improvement.
Implementation and integration of Student Learning initiatives	<ul style="list-style-type: none"> Domains are connected in an ad hoc manner when planning learning experiences. Assessment <i>for, of and as</i> learning is not explicitly planned for with assessment <i>of</i> learning (summative assessment) the focus. Teachers are beginning to use the Principles of Learning and Teaching P-12 to engage in reflection and discussion to improve student learning. Implementation of Student Learning initiatives is based on individual teacher selection. 	<ul style="list-style-type: none"> Domains are being combined when planning learning experiences for students. Assessment <i>for, of and as</i> learning are being planned, with the focus on identification of effective assessment strategies. The Principles of Learning and Teaching P-12 are being used to identify gaps, action and targeted professional learning across the school. Implementation of the Student Learning initiatives is being explored through whole school curriculum planning. Teachers are deepening their understanding of one of the Student Learning initiatives. 	<ul style="list-style-type: none"> Many of the domains are strategically integrated creating quality learning experiences for students. Assessment <i>for, of and as</i> learning is planned for at the whole school level and for cohorts of students using a range of data. Parents and students receive regular information on strengths and areas for improvement/future learning. Teams of teachers are explicitly using the Principles of Learning and Teaching P-12 to plan and trial improved approaches to learning and teaching. Whole school curriculum planning and practice provides a structure to embed the Student Learning initiatives with confidence and there is engagement with all initiatives. 	<ul style="list-style-type: none"> All domains are interwoven in a sophisticated way in the design and delivery of a cohesive curriculum for all students. All teachers use assessment <i>for, of and as</i> learning to provide individualised learning. Learning portfolios enable ongoing information sharing between teachers, students and parents. Evidence-based, valid and consistent judgements are made through moderation. The Principles of Learning and Teaching P-12 are embedded and enacted in teacher practice. Whole school curriculum planning and practice clearly integrates the Student Learning initiatives.
Organisational structures and learning environment	<ul style="list-style-type: none"> Current organisational structures allow limited flexibility within student groupings and roles and responsibilities of teachers. Student learning and welfare are managed separately. Learning spaces are confined to the classroom and there is limited use of ICT to support student learning. 	<ul style="list-style-type: none"> Current organisational structures are being examined and options are developed and analysed to identify structures that will better support student learning. A needs analysis informs future developments of physical and electronic learning environments. 	<ul style="list-style-type: none"> Flexible organisational structures are being implemented for aspects of the learning program and/or particular groups of students. Some spaces have been reorganised to create physical and electronic learning environments that support student learning. 	<ul style="list-style-type: none"> Organisational structures enable learning to happen in a range of places at a range of times through flexible use of people, IT and spaces. Physical and electronic learning environments have been created that complement diverse student learning needs.
Performance and Development Culture	<ul style="list-style-type: none"> Professional learning is fragmented and usually short term. Professional learning focuses on individual teacher needs rather than agreed school priorities and processes. 	<ul style="list-style-type: none"> Teams of teachers plan for learning opportunities that will meet their needs as a group. Whole school curriculum planning has begun to identify needs and processes for more effective professional learning within the school context. 	<ul style="list-style-type: none"> Protocols have been established to increase the effectiveness of professional learning including the importance of reflection on practice. A schedule of professional learning is established that best meets the needs of all teachers by focussing on their learning needs and grouping teachers accordingly. 	<ul style="list-style-type: none"> Professional learning in collaborative teams focuses on exploration and sharing of learning and teaching practices to continually improve student learning. The school fosters a culture that values and supports ongoing professional learning, risk taking and focussed evaluation. Accredited as a Performance and Development school.