



<b>Policy Name</b>	<b>Review of Student Learning Policy</b>
<b>Related Policies and Legislation</b>	Learning Support Policy & Procedure Assessment & Reporting Policy
<b>Policy Category</b>	Education Program
<b>Relevant Audience</b>	All Treetops Community
<b>Date of Issue / Last Revision</b>	21 May 2015 - JS 11 May 2017 – PM
<b>Date Set for Review</b>	May 2017
<b>Person/s Responsible for Review</b>	Treetops Administration

## Review of Student Learning Policy

### **Purpose:**

The purpose of this policy is to describe how information is gathered on student achievement, progress and engagement to support improvement planning.

### **Rationale**

At Treetops we aim to assist students to develop continuously and optimally in all areas: academic, emotional, spiritual and physical.

We believe that education is a partnership between students, family and school.

We aim to present a challenging and broad academic environment.

We encourage intellectual inquiry and critical thinking.

We nurture curiosity and creativity.

We believe that students learn best when they are engaged in active learning experiences.

## **ACHIEVEMENT**

### **Criteria for success**

At Treetops we consider a number of criteria for success, beyond simply academic achievement, including the following:

- Independent learning in increasingly advanced tasks.
- Self-motivation and engagement.
- Critical thinking.
- Self-awareness and self-agency.
- Tolerance, open-mindedness, and caring for others.
- Confident communication.
- Global mindedness.
- Balance and serenity.

Measures of achievement for these criteria include students:

- Independently choosing positive activities within the classroom and beyond.
- Conducting their own research, at school and at home.
- Engaging in debate and questioning and analysing information.
- Recognizing their own strengths and seeking to meet their own needs.
- Engaging socially with other students of a variety of age and culture.
- Speaking in individual, small and large group settings with clarity and confidence.
- Engaging with interest in cultural studies and in global issues.
- Having a range of interests and maintaining wellness.

These measures of achievement are reported in the 'personal development' section of Treetops' twice yearly reports and are demonstrated in our Learning Journeys and in our Open Day displays.

They are promoted and observed in whole school gatherings and multi class interactions.

They are fostered in whole school celebrations such as Harmony Day.

They are recognized through our continued relationship with, and our celebration of, our alumni.

They are viewed by the wider community in our fortnightly 'Clippings' magazine, on our school 'Facebook' page and often in our regular submissions for magazines such as 'The Darlington Review'.

### **ACADEMIC ACHIEVEMENT**

Treetops uses the Western Australian Curriculum and Standards Authority Curriculum Years Pre-Primary to Year 10. It also maps this to and uses the Montessori National Curriculum (2011), which has been recognized by ACARA (Australian Curriculum, Assessment and Reporting Authority) and updated and approved for alternate curriculum by the Western Australian Curriculum and Standards Authority SCASA (March 2017) as a valid curriculum with which to meet the national standards of achievement determined by Federal and State governments.

From Years Pre-Primary to Year 10 we report against the WA SCASA curriculum. In Years 11 & 12 we monitor and report against the requirements and standards of the International Baccalaureate Diploma Program. Whilst we maintain a strong commitment throughout the school to the Montessori philosophy, the school applies a differing adherence to the endorsed Montessori curriculum, based on the age and stage of schooling, covering the best elements to meet the needs of the children. For example, in Children's House both the Early Years Learning Framework and SCASA curriculum are mapped to the Montessori curriculum which is applied very rigorously.

Teachers plan for student progress in a developmental sequence and often students are able to work in a sequence unique to themselves. In the earliest years the sequence often follows, but is not determined by, specific Montessori manipulative materials.

In Upper Primary (years 2 to 6) and in the High School (years 7 to 12), teachers follow the West Australian Curriculums to plan for more group and whole class lessons. However, the process of individual academic achievement is maintained through the use of, for example, 'Work Cycle' where students make their own choices about the order and precise implementation of previously taught material and activities.

In Years 11 and 12 teachers guide students on their individual pathways within the International Baccalaureate Diploma Programme, a university entrance level programme with a curriculum devised and administrated by the International Baccalaureate Organisation.

### **Teacher roles**

Teachers plan for their multi-aged (2 or 3 year cycle) students independently. Teachers in Primary and Secondary (to Year 10), use school standardised, annual overview and term unit/subject planning documents, ensuring compliance with the SCSA curriculum expectation. Within their planning documentation they determine the means by which they will measure progress.

In **Children's House** there is an emphasis on **Teacher Observation** in a carefully considered, rigorous daily record. A tracking document is used to checklist each individual student's daily progress against the Montessori sequence of learning and is also matched against Australian curriculum standards.

Standardised assessment is used to assess students where concern has been expressed about irregularities in their progress or about lack of progress. The Brigance Screen forms the basis for this assessment and is conducted by Learning Support staff.

Running Records of Reading are undertaken by Learning Support staff, aides or classroom teacher, to determine a student's reading behaviour and their reading level within published levelled reading schemes. These are undertaken where there is particular concern about a Pre-Primary student's reading, where a student is developing exceptionally well in their reading and requires extra material provision, and with all students before they move on to the Year 1 equivalent classrooms. The Wings Assessment Kit is widely used for these assessments.

In **Wattle** there is a continued focus on teacher observation. Daily tracking of individual students is again used.

Teachers will already have been furnished with information from Children's House in the **annual handover** that pre-dates the students moving from one classroom to another. This information will include progress and achievement information from teacher observations, from screens, from running records of reading and from twice yearly reports to parents. It will also include Brigance screen results for all students on an Individual Education Plan (IEP) from the previous term.

Wattle teachers conduct screens at the beginning of the year, to include newly arrived students. They will use a combination of standardized tests, e.g. South Australian spelling test and placement tests, e.g. for the Reading Boxes. Learning Support will use four areas of the Primary Brigance screen with all new students.

In **Marri**, students are monitored via a range of tools: Running Records, South Australian Spelling, Sound Waves, and iMaths levels and Think Mentals.

Screening tools such as Brigance, and Year 3 NAPLAN testing which measures their achievement in literacy and numeracy against their national age cohort are also used. However, since our age cohorts are too small to be statistically comparable within a national setting NAPLAN is a valid measure of single student achievement over time as measured in subsequent NAPLAN tests, but is not valid for whole year group comparison. Student progress against the SCASA curriculum is monitored and tracked throughout the year.

In **Karri** student progress and achievement is monitored against the SCASA curriculum. Teachers keep records in daily planners which inform their future planning. Teachers will already have been furnished with information from Marri in the **annual handover** that pre-dates the students moving from one classroom to another. This information will include progress and achievement information from teacher observations, from screens, from running records of reading and from twice yearly reports to parents. It will also include Brigance screen results for all students on an Individual Education Plan (IEP) from the previous term.

Karri teachers conduct screens at the beginning of the year, to include newly arrived students. They will use a combination of standardized tests, e.g. South Australian spelling test and placement tests, e.g. for the Reading Boxes. Learning Support will use four areas of the Primary Brigance screen with all new students. Students help to formulate their own Work Plan and progress monitoring against this plan is a shared responsibility between student and teachers.

Year 5 students in Karri undertake NAPLAN testing which measures their achievement in literacy and numeracy against their national age cohort. However, since our age cohorts are too small to be statistically comparable within a national setting this is a valid measure of single student achievement over time as measured in subsequent NAPLAN tests, but is not valid for whole year group comparison.

In **Jarrah** and **Wandoo** Years 7- 10 the more High School styled timetable means that individual subject teachers are responsible for their own monitoring of student progress and learning in their subject. Student learning is monitored using tests, investigations, one on one discussion (for students with writing issues), homework, and experiment write ups. The tests specifically test the achievement standards as per the subject and enable teachers to determine the ongoing criteria for the subject. Investigations are often done using books, notes, performances, and creative items to enable the assessment of thinking and inquiry skills rather than just knowledge and understanding. For students who do not do well in tests there is often the opportunity for an oral assessment at a later date to check against achievement standards. Results are recorded and notes on individual students are maintained. The process of reviewing student learning is standardized through the weekly meetings, held between all high school subject teachers, chaired by the High School coordinator. Criteria referenced methodologies are also used in preparation for IBDP and thus students are empowered to monitor their progress and achievement against rubrics at the task level, as well as at the assessment level. Students in Years 7 and 9 sit NAPLAN tests, and OLNA tests are conducted in year 10 for those who need to sit these.

In **Tuart** the IBDP co-ordinator monitors the effective measurement of student progress to ensure that students are meeting their diploma demands on a weekly basis and that their achievement is complicit with that required for the programme. Regular Progress Comments written by all IBDP subject teachers contain information about reviews of each student's learning and are read by the student, the IBDP co-ordinator, the Principal and the student's parents. There is both a school based and an IBO determined schedule of practice and certificate examinations, as well as school-based and IBO determined assignments.

**IEPs** – see Learning Support Policy

**Scheduled review meetings:**

- Weekly Primary Teachers and High School Teacher meetings include re-evaluation of curriculum detail based on student progress.
- Fortnightly or weekly staff meetings have standing items in the agenda to review student progress and curriculum. This is a valuable time for discussing on-going IEP requirements at a whole staff level.
- There are frequently arranged meetings between specialist teachers and class teachers to discuss student learning.
- Primary staff use joint morning tea playtimes to get together to discuss curriculum and shared activities.
- At the end of each term a meeting of all teaching staff is held specifically to review the teaching and learning for that term.

Student and parent annual surveys provide further feedback on student learning.

**ENGAGEMENT**

- High levels of engagement have been noted by external authorities assessing Treetops. The child-centred approach to learning expedites constant and consistent student engagement.
- Where there are engagement issues that are not easily resolved at the class teacher level, help is sought from Learning Support staff who may go on to seek assistance from the AISWA team of school psychologist and inclusive education personnel.
- Attendance records are kept electronically and monitored by our office staff, who report issues to the Principal.
- High School pastoral care teachers keep close communication with parents regarding students' attendance.
- Pastoral care teachers frequently liaise, after acquiring relevant permissions, with students' private psychologists, counsellors etc. with regard to student welfare.