



Student Learning Outcomes Policy & Curriculum Learning Review Procedure PP041

Introduction

Plenty River College (the College) is an independent, specialist senior secondary school and a Registered Training Organisation (RTO Code: 22732), delivering the Victorian Pathways Certificate (VPC) and VCE Vocational Major (VM) and Vocational Education and Training (VET) Certificates. The College provides a safe and inclusive learning environment for young people aged 15-20 years who may have been disengaged or are at risk of disengaging from education.

Plenty River College is a school of opportunities in which all students are empowered to achieve their personal best. Our mission is to assist students to develop life and work skills and achieve in their learning by:

- re-engaging them in education;
- fostering their social and emotional development; and
- providing a supportive and safe environment for them

Rationale

The Education and Training Reform Regulations 2017 (Vic) (sch 4 cl 2), require that a school must have processes in place that enable it to plan for, and achieve improvement in, student learning outcomes.

The College uses the outcomes of reviews of its curriculum, assessment and teaching practices to inform strategies to promote a positive attitude towards learning among staff and students and contribute to successful outcomes for all students.

Purpose

The purpose of this policy is to identify:

- approaches to learning and teaching that promote student achievement
- areas of the curriculum and support services that may require improvement or increased allocation of resources to better meet the needs of students.

The focus areas for improving student outcomes are identified in the College's Strategic Plan.

Scope

This policy applies to the Executive Principal, Assistant Principal/Curriculum Leader, teaching staff and education support staff.

Responsibility

The College Board is responsible for approving this Policy.

The Executive Principal is responsible for:

- overseeing the annual plan for improving student outcomes and ensuring that it addresses legislative and regulatory requirements.



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- determining the schedule for formal analysis of student performance data as it becomes available and implementation of strategies from the data to improve student outcomes
- leading the annual staff performance review process.

The Assistant Principal/Curriculum Leader is responsible for:

- scheduling annual reviews of curriculum and teaching and learning
- coordinating the collection of student outcomes data to be examined as part of the annual reviews of curriculum and learning and teaching
- analysing student data from a number of sources in collaboration with teaching staff;
- preparing a report on the outcomes of annual reviews of curriculum and learning and teaching for the consideration of the Executive Principal
- coordinating any VCAA school-based assessment audits
- coordinating the compilation of data from student/teacher satisfaction surveys
- organising Curriculum Days at the College and placing them on the professional learning calendar.

Teachers and education support staff are responsible for:

- keeping up-to-date student records of assessments and results
- participating in annual reviews of curriculum and learning and teaching
- participating in annual staff performance reviews
- contributing to relevant Curriculum Days
- attending relevant professional learning activities
- co-operating as required, with any VCAA school-based assessment audits

Implementation

- i. The College will collect data on the following:
 - Assessment of student needs is identified by teachers using the PAT test, which is conducted twice: upon enrolment in Term 1 and again in Term 4.
 - test results (previous school reports, referral information from support agencies, parent/guardian observations, diagnoses provided)
 - teacher judgements for assessment tasks undertaken during the year
 - document conversations between teachers and students
 - other data related to student participation and wellbeing, for example student attendance data.
- ii. The Assistant Principal/Curriculum Leader and teaching staff, including education support staff will analyse this data to:



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- identify students at risk of disengagement from school and the strategies required to support them
 - review the achievements of specific groups of students, and identify the underlying reasons for their achievements
 - inform and update individual learning and support plans
 - Inform the review of the college's priorities for teaching and learning in the strategic plan
- iii. Teaching practice is based on an applied learning approach to teaching which is about nurturing and working with a student in a holistic manner, taking into account their personal strengths, interests, goals and previous experiences to ensure a flexible and independent approach to learning. Applied learning emphasises skills and knowledge that may not normally be the focus of more traditional school curriculums. It also recognises individual differences in ways of learning and post-educational experiences.

The College will participate in the VCAA's VCE VM and VPC Curriculum and Assessment Audit to better understand effective teaching, learning and assessment practices. The results from these audits will inform priorities for:

- curriculum planning days
- staff professional learning including that offered by the VCAA
- staff Annual Performance Reviews.

Curriculum Learning Review Procedure

The College implements a structured and evidence-based Curriculum Learning Review process to ensure continuous improvement in student learning outcomes, in accordance with the Education and Training Reform Regulations 2017 (Vic), Schedule 4, Clause 2.

1. Systematic Review Cycle

The College maintains a documented and cyclical process for reviewing curriculum and teaching practices at multiple levels:

a. Ongoing Review (Classroom Level)

Teachers continuously monitor and respond to student learning through:

- formative assessment practices
- observation and student feedback
- adjustments to teaching strategies to improve engagement and achievement

b. Term-Based Review (Program Level)

At the end of each term, teaching staff and the Assistant Principal/Curriculum Leader:

- analyse student progress and achievement data
- review attendance and engagement patterns
- evaluate the effectiveness of curriculum delivery and assessment strategies



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c. Annual Review (Whole-School Level)

The College undertakes a comprehensive annual review of curriculum and teaching and learning programs, including:

- alignment with VPC, VCE VM, and VET requirements
- assessment practices and moderation processes
- analysis of whole-school student outcome data
- evaluation of post-school pathways and transitions

2. Evidence-Based Review Process

The College applies a consistent six-stage improvement process:

Step 1: Data Collection

The College systematically collects and collates data, including:

- standardised testing (e.g. PAT)
- teacher judgements and assessment results
- student attendance and engagement data
- student voice and feedback
- individual learning and support plans

Step 2: Data Analysis

- identify trends, patterns, and areas of need
- analyse outcomes for individual students and cohorts
- compare outcomes against expected learning benchmarks

Step 3: Evaluation of Curriculum Effectiveness

- evaluate the extent to which curriculum design and delivery support student achievement
- assess the relevance and accessibility of learning programs
- identify areas for improvement or modification

Step 4: Planning for Improvement

- develop targeted strategies to improve student learning outcomes
- determine resource allocation and support requirements
- set measurable improvement goals aligned with the Strategic Plan

Step 5: Implementation

- implement agreed curriculum and teaching practice adjustments
- embed changes through curriculum planning and professional learning

Step 6: Monitoring and Continuous Improvement

- monitor the impact of implemented strategies on student outcomes
- adjust practices based on ongoing evidence



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- ensure continuous refinement of curriculum and teaching approaches

3. Use of Review Outcomes

The outcomes of curriculum reviews are used to:

- inform the College Strategic Plan and Annual Implementation Plan
- prioritise areas for curriculum development and improvement
- guide professional learning and teaching practice
- support improved student engagement, retention, and achievement

4. Governance and Accountability

- The Assistant Principal/Curriculum Leader is responsible for coordinating and documenting the curriculum review process.
- The Executive Principal oversees the implementation and ensures alignment with regulatory requirements.
- Findings from curriculum reviews are reported to the College Board as part of the school's continuous improvement and accountability processes.



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Document Number:	PP041	Developed by:	Compliance
Policy Owner:	Executive Principal	Approver Name & Role:	PRC Board
Evidence of Approval:	PRC board meeting	Version No:	V2026.1
Review Due To:	Initial Policy	Date Approved:	15/06/2026
Next Review Due:	15/06/2027		
Department: Compliance and Governance		School Standards: STD-Curriculum and Student Learning	
		RTO Standards: STD1 - Training and Assessment	

Revision Record:

Date	Version	Revision description
15/06/2026	V2026.1	Initial Policy