VCE & VCE VM Continuum of Practice: Building practice excellence

The school has a documented and agreed set of analysis and evaluation approaches across senior secondary year levels and learning areas. It draws on a range of standardised and customised assessment tools to produce a detailed record of learning over time. The school regularly measures students’ learning growth in the VCE & VCE VM. This informs curriculum planning and goal setting for  
individual students.

Data analysis and evaluation of student learning growth over time

|  | Emerging | Evolving | Embedding | Excelling |
| --- | --- | --- | --- | --- |
| **School** | The school has a staff member who analyses some sources of data, including the:   * VCAA School-based Assessment Audit * VCE & VCE VM Data Service * External Assessment Service   The school supports whole of school data discussions in scheduled meetings. | The school has a data team that analyses a range of data sets, including:   * the VCAA School-based Assessment Audit * the VCE & VCE VM Data Service * the External Assessment Results Service * unit result reports * statistical moderation reports * examination reports.   The school has a process for collecting internal whole school data relating to VCE & VCE VM students, assessments and outcomes.  The school aims to build an open and transparent process for whole of school data discussions in scheduled meetings. | The school has a cross-disciplinary team that analyses and evaluates a wide range of data sets including:   * the VCAA School-based Assessment Audit * the VCE & VCE VM Data Service * the External Assessment Results Service * unit result reports * statistical moderation reports * examination reports * Department of Education and Training (DET) school improvement reports.   The school has a process for collecting and analysing internal whole school data related to VCE & VCE VM students, assessments and outcomes.  The school has built an open, transparent and safe process for whole of school data discussions and individual data conversations that are built into the meeting schedule. | The school has a cross-disciplinary and strategic team that interrogates qualitative and quantitative data from a wide range of sources, investigates longitudinal patterns, makes links between different sets of data and identifies opportunities for new sources of information. Sources of data are:   * the VCAA School-based Assessment Audit * the VCE & VCE VM Data Service * the External Assessment Results Service * GAT results * unit result reports * statistical moderation reports * examination reports * statistics on the VCAA website * the NAPLAN Data Service * other relevant assessments undertaken by students, e.g. On-demand testing * DET school improvement reports * On Track destination data.   The school has a process for analysing and evaluating internal whole school data related to VCE & VCE VM students, assessments and outcomes alongside data from external sources.  The school has established an open, transparent, safe and dynamic culture that supports ongoing whole of school data discussions and individual data conversations that lead to change in teaching practice. |
| **School leadership team** | The school leadership team reviews end-of-year data and identifies potential areas of improvement in VCE & VCE VM student outcomes. | The school leadership team regularly reviews and evaluates the outcomes of data analysis across all learning areas at key points in the year and sets a whole of school direction to improve VCE & VCE VM student outcomes. | The school leadership team has in place a professional learning structure that supports whole of school approaches to VCE & VCE VM data analysis and evaluation, and underpins a learning culture to drive a continuous cycle of improvement in VCE & VCE VM student outcomes. | The school leadership team proactively engages staff through a well-articulated, planned professional learning process that has at its core the analysis and evaluation of data to drive a continuous cycle of improvement in VCE & VCE VM student outcomes. |
| **Curriculum leaders** | Curriculum leaders share findings from VCE & VCE VM data analysis and evaluation to inform individual teacher practice in their learning areas. This information is used to assist teachers to individualise their program to meet all student needs.  Curriculum leaders are aware of the importance of student feedback for evaluating the effectiveness of professional practice.  They encourage teachers to seek student feedback. | Curriculum leaders have a developed and practised understanding of the VCE & VCE VM data sources and regularly use this data to drive improvement across their learning areas. They advise teachers in their learning area of the strategies to apply to accommodate all student needs.  Curriculum leaders support teachers to collect internal student learning, assessment, performance and growth data in their VCE & VCE VM classes.  Curriculum leaders incorporate student feedback for evaluating the effectiveness of professional practice. They use this source of data in professional conversation and analysis. They build student feedback into the review and evaluation of VCE & VCE VM programs in their learning areas. | Curriculum leaders use VCE & VCE VM data to review teaching and learning performance and to plan for improved VCE & VCE VM delivery in their learning areas. They provide effective and targeted professional leadership to improve VCE & VCE VM teaching and learning, and to ensure that all students’ learning needs are met.  Curriculum leaders actively promote the collection and analysis of internal student learning, assessment, performance and growth data. They use internal data alongside external data sources to review teaching and learning performance and to plan for improved VCE & VCE VM delivery in their learning areas.  Curriculum leaders actively promote collection of student feedback for evaluating the effectiveness of professional practice. They ensure this data effectively informs professional conversation and analysis. They underpin the review and evaluation of VCE & VCE VM programs of study by collection and analysis of student feedback. | Curriculum leaders manage a comprehensive and effective review and analysis of VCE & VCE VM data in their own, and across, learning areas, evaluating teaching practice to drive improvement in VCE & VCE VM student outcomes. They superintend a comprehensive review of teaching and learning performance to plan for improved VCE & VCE VM delivery in the following year and to ensure that all students’ learning needs are met.  Curriculum leaders manage comprehensive collection and analysis of internal student learning, assessment, performance and growth data in their learning area. They use internal data alongside external data sources to drive improvement in VCE & VCE VM student outcomes.  Curriculum leaders actively promote and utilise student feedback for evaluating the effectiveness of professional practice. They ensure that this data is collected by VCE & VCE VM teachers and that it effectively informs professional conversation and analysis. They drive a collective responsibility for improved VCE & VCE VM student outcomes. The collection and analysis of student feedback in all studies is a critical component of the review and evaluation of VCE & VCE VM programs. |
| **Teachers** | Teachers seek opportunities to improve their individual capacity to analyse and interpret VCE & VCE VM study data to improve student outcomes. They are aware of the needs of all students in their classes.  They collect student learning, assessment, performance and growth data.  They collect feedback from students on teaching and assessment to inform improvement in practice and student outcomes | Teachers work in teams to explore the VCE & VCE VM data available to them and share professional learning and informed approaches to improving outcomes in VCE & VCE VM teaching and learning. They evaluate their teaching practice to inform curriculum and assessment development and to ensure the needs of all students are met.  They collect internal student learning, assessment, performance and growth data.  They collect feedback from students on teaching and assessment to inform improvement in practice and student outcomes. | Teachers regularly collaborate to analyse the VCE & VCE VM data available to them to review their teaching practice and to inform curriculum and assessment development. They identify and address areas of improvement in individual classroom practice to achieve improved outcomes for all VCE & VCE VM students.  They collect and analyse internal student learning, assessment, performance and growth data to inform improvement in practice and student outcomes.  They collect feedback from students on teaching and assessment to inform improvement in practice and student outcomes. | Teachers engage in professional and collegiate discussion using VCE & VCE VM data available to them to effectively evaluate their teaching practice and to inform curriculum and assessment development. They work in teams to identify and address areas of improvement in individual classroom practice to achieve optimum outcomes for all VCE & VCE VM students.  They collect and analyse internal student learning, assessment, performance and growth data to inform improvement in practice and student outcomes.  They collect feedback from students on teaching and assessment to inform improvement in practice and student outcomes. |