

# Monitoring and Assessment - 2023

Vermont Secondary College (8420)



Submitted for review by Anthony Jacobs (School Principal) on 23 February, 2023 at 02:47 PM  
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 23 February, 2023 at 04:02 PM  
Endorsed by Chirag Patel (School Council President) on 09 March, 2023 at 03:11 PM  
Term 2 Monitoring submitted by Anthony Jacobs (School Principal) on 31 July, 2023 at 01:55 PM

# Monitoring and Assessment - 2023

## Term 1 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	DET 2023 Priorities Goal - VSC will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Continue to employ tutors for 2023 school year. Work with tutors, Learning Area Leaders (LALs), Leading Teachers &amp; Learning Specialists and classroom teachers to further identify students who need support from existing data sets. Assign/timetable tutors to work with specific classes, students and staff.</p> <p>Compile whole school spreadsheet, including COMPASS data, to capture all support being provided across the college - Tutor/MYLNS/ Literacy Support/Mentors. Tutors monitor student progress and record student achievement that reflects learning growth. To determine the need for ongoing support at end of Term 1, 2 and 3. Regular meetings with MYLNS team and Numeracy/English Learning Specialists. Regular monitoring to ensure that we are not overlapping and students that need the direct support are receiving it. High ability English groups conducted for Year 11 and 12 students. Continuation of the Year 11 Foundation Maths introduced to provide students with an additional option to continue studying Maths and improve numeracy standards overall. In 2023 the introduction of the Year 11 VM (Vocational Major) class which will continue on over the next 2 years.</p>
Outcomes	<p>Improved student learning confidence.                  Increased student engagement and wellbeing as reflected in attendance data                  Improved student learning outcomes as students are supported to address learning gaps due to the pandemic/remote learning and significant illness/absences in 2022..                  Teacher ability to develop and implement strategies to improve numeracy and literacy outcomes.                  Increased teacher capacity to extend high ability students.</p> <p>Above Outcomes aligned with FISO 2.0 Learning                  = Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian</p>

	Curriculum and senior secondary pathways			
Success Indicators	NAPLAN and VCE Results (All English and VCE study mean) Increased levels of 37+ English results PAT testing Vic Curriculum results growth Student and Parent survey feedback around wellbeing and academic growth			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Year 11 and 12 High Ability English Students Program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Continuation of Tutor Learning Initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 3	Continuation of MYLNS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 4	0%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Monitoring the Wellbeing Team and its function within the school including ongoing review of Building Capacity Programs. Continue to strengthen consistency and further improve practice in wellbeing and House processes, this will include a review of the House model/structure. Continue to review how multiple stakeholders can work together to implement whole school approaches to wellbeing.</p> <p>Monitor the shift made in Wellbeing intake processes and procedures across to Compass referrals</p> <p>Further embed the NIP (Notice, Inquire, Provide) model and continue the Be You rollout with a focus for staff on knowing when and how to 'Provide' support in an appropriate way.</p> <p>Continue to provide counselling and case management to support to students.</p>			
Outcomes	<p>Staff will be better equipped to offer social/emotional support to students. Intake and referral processes more efficient and effective.</p> <p>Above Outcome aligned with FISO 2.0 Wellbeing  = Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life  and  Support and resources</p>			

	<p>= Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth</p> <p>Improved engagement and student safety.</p>			
Success Indicators	<p>Approach to supporting Wellbeing of students will be effective and in-line with best practice.</p> <p>Staff will be able to articulate how they can support students in line with the NIP model.</p> <p>Compass data will reflect number and type of referrals.</p> <p>Improved or high key indicators within the wellbeing area in the Student and Parent Opinion Surveys</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Ongoing staff PL (Professional Learning)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%

Activity 2	Monitor newly formed/aligned Wellbeing Team and its effectiveness within the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 3	Continue to employ 1.0 (Mental Health Practitioners initiative funding \$114,030.72) and 0.65 Social Workers (Equity funding \$116,698.60) to support the running of the Student Wellbeing Office.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Continue to monitor the effectiveness of moving the wellbeing referral process across to Compass.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	VCE Mean to 32 All English to 32			
<b>12 Month Target 2.2</b>	Reading from 35 per cent (2019) to 37 percent 2023 Writing from 28 per cent (20189) to 32 percent 2023			
<b>12 Month Target 2.3</b>	Sense of Confidence 65% Stimulated Learning 54%			
<b>KIS 2.a</b> Evaluating impact on learning	Build teacher capacity to utilise student data and a range of assessment strategies to teach to Years 7–9 students' point of learning need.			
Actions	Continue to implement the Professional Learning Communities across the college. Learning and Teaching Team Conduct Professional Learning to enhance Teachers understanding and analysis of data. Learning Area Leaders then conduct activities with groups of staff in Learning Area meetings. Continue to increase teacher's ability to interpret and monitor student data enabling their ability to monitor student growth.			

	Opportunities for moderation provided as part of the PLC program to provide consistency in teacher judgement.			
Outcomes	<p>Improved teaching strategies for meeting students at their point of need.  Improved teacher capacity to design appropriate assessment strategies, collect and use formative data.  Teachers will be collaborating to design formative assessment, collect and analyse data and measure student growth.</p> <p>Above Outcomes aligned with FISO 2.0 Teaching and learning  = Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities  and  Support and resources  = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.</p>			
Success Indicators	<p>Teachers collaborating in LA/PLC meetings  PLC team minutes will reflect the meeting and collaboration  Peer Observations of successful teaching strategies</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
<b>Activities and Milestones</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	Continuation of PLC initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%
Activity 2	Learning Area Leaders Meetings and Learning Area Meetings and Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	0%
<b>KIS 2.b</b> Curriculum planning and assessment	Build teacher capacity to provide support and enhancement programs for Years 10–12 students to reach their potential.			
Actions	<p>Continue to implement the Professional Learning Communities across the college.</p> <p>Learning and Teaching Team Conduct Professional Learning to enhance Teachers understanding and analysis of data. Learning Area Leaders then conduct activities with groups of staff in Learning Area meetings.</p> <p>Continue to increase teacher’s ability to interpret and monitor student data enabling their ability to monitor student growth.</p> <p>Opportunities for moderation provided as part of the PLC program to provide consistency in teacher judgement.</p>			
Outcomes	<p>Improved teaching strategies for meeting students at their point of need.</p> <p>Improved teacher capacity to design appropriate assessment strategies, collect and use formative data.</p> <p>Teachers will be collaborating to design formative assessment, collect and analyse data and measure student growth.</p> <p>Above Outcomes aligned with FISO 2.0 Teaching and learning  = Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge,</p>			



	skills and capabilities and Support and resources = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.			
Success Indicators	Teachers collaborating in LA/PLC meetings PLC team minutes will reflect the meeting and collaboration Peer Observations of successful teaching strategies			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
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Activity 2	Learning Area Leaders Meetings and Learning Area Meetings and Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	0%
<b>Goal 3</b>		To improve student engagement through enhancing student voice and agency.		
<b>12 Month Target 3.1</b>	Our target for 2023 will be 38 in light of the fact that post covid return to school results of 32 indicate students have not had the opportunity to engage in personal goal setting, rather have been guided by teachers in an attempt to reintegrate students into the school.			
<b>12 Month Target 3.2</b>	2022 result of 36% reflects the junior school's teachers attempts to rectify the Covid impact and have therefore focused on student participation in learning as opposed to developing learning and therefore the goal of 50% seems unachievable. Our 2023 goal will be to return to 40%.			
<b>12 Month Target 3.3</b>	2022 results suggest that parental positive endorsement needs to be improved to return to the 2019 results.			
<b>KIS 3.a</b> Intellectual engagement and self-awareness	Develop High Achievement ILP structure and process to support student voice and agency.			
Actions	View the current procedures and processes in place that we believe will allow for student voice and agency. Use of data will inform improvements in student voice and agency. Evaluate these measures based on the 2022 student and parent opinion survey data. Discuss with the student leadership group and possible focus groups, their thoughts on student voice and agency at the college. In 2023 the existing House model is being reviewed and a key component of that review will be student leadership opportunities i.e. voice and agency.			
Outcomes	Opinion survey data would show an improvement in areas around student voice and agency.  By 2023, the college AtoSS factor of Student voice and agency improves from 33 per cent (2019) to 45 per cent positive response in the factor to: I have a say in the things I learn 2019 33% by 2023 45%			

	<p>Goal 2022 = 39%.</p> <p>By 2023, the AtoSS factor of Self-regulation and goal setting for Years 8–9 improves from 40 per cent (2019) to 50 per cent positive response in the factor to: I set learning goals for myself 2019 40% by 2023 50% Goal 2022 = 37%.</p> <p>POS Student Voice and Agency factor target for 2022 = 76% 2019 75% by 2023 77%.</p> <p>Students/Student leaders will be able to articulate if they feel 'more heard' and supported.</p>			
Success Indicators	<p>Measured by feedback via student and parent opinion survey, focus groups and student leadership team in and around student voice and agency.</p> <p>Completed review with recommendations for 2024 re: the existing House model.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
<b>Activities and Milestones</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	A review of the existing House model with a key component of this review being being student opportunities for voice and agency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 4.1</b>	AtoSS School connectedness (Sense of belonging) factor from 56 per cent (2022) to 65 per cent positive endorsement			
<b>12 Month Target 4.2</b>	AtoSS Resilience factor from 55 per cent (2022) to 64 per cent and the AtoSS Respect for diversity factor from 47 per cent (2022) to 55 per cent.			
<b>12 Month Target 4.3</b>	By 2023, the college improves the POS Confidence factor from 76 per cent (2022) to 82 per cent positive endorsement.			
<b>KIS 4.b</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.			
Actions	<p>Focus on developing teacher capacity in terms of inclusive language and recognising diversity in order to strengthen positive relationships. Build teacher capacity to build and maintain positive classroom relationships.</p> <p>Embed Youth Mental Health First Aid (YMHFA) Training for Years 10 &amp; 8. Explore Instructor training for Wellbeing staff.</p>			
Outcomes	<p>Improved student data (both AToSS and informally collected through Student Services Team) around connectedness and respect for diversity. Teachers to report higher levels of confidence particularly in regard to supporting diversity including LGBTQ+ students.</p> <p>Students trained in YMHFA.</p> <p>Above Outcome aligned with FISO 2.0 Support and resources  Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth. and Wellbeing.  = Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.</p>			

Success Indicators	AToSS data (above). Feedback from students collected through Student Services.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Run relevant PD for staff. Focus on Early Career Teachers and Student Managers	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Continue to implement the Gender Diversity Policy and establish a student run LGBTQIA+ group within the college.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 3	Continue to monitor and support students who are affirming their gender.	<input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

# Monitoring and Assessment - 2023

## Mid-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	DET 2023 Priorities Goal - VSC will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Continue to employ tutors for 2023 school year. Work with tutors, Learning Area Leaders (LALs), Leading Teachers &amp; Learning Specialists and classroom teachers to further identify students who need support from existing data sets. Assign/timetable tutors to work with specific classes, students and staff.</p> <p>Compile whole school spreadsheet, including COMPASS data, to capture all support being provided across the college - Tutor/MYLNS/ Literacy Support/Mentors. Tutors monitor student progress and record student achievement that reflects learning growth. To determine the need for ongoing support at end of Term 1, 2 and 3. Regular meetings with MYLNS team and Numeracy/English Learning Specialists. Regular monitoring to ensure that we are not overlapping and students that need the direct support are receiving it. High ability English groups conducted for Year 11 and 12 students. Continuation of the Year 11 Foundation Maths introduced to provide students with an additional option to continue studying Maths and improve numeracy standards overall. In 2023 the introduction of the Year 11 VM (Vocational Major) class which will continue on over the next 2 years.</p>
<b>Outcomes</b>	<p>Improved student learning confidence.            Increased student engagement and wellbeing as reflected in attendance data            Improved student learning outcomes as students are supported to address learning gaps due to the pandemic/remote learning and significant illness/absences in 2022..            Teacher ability to develop and implement strategies to improve numeracy and literacy outcomes.            Increased teacher capacity to extend high ability students.</p> <p>Above Outcomes aligned with FISO 2.0 Learning            = Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian</p>

	Curriculum and senior secondary pathways
Success Indicators	NAPLAN and VCE Results (All English and VCE study mean) Increased levels of 37+ English results PAT testing Vic Curriculum results growth Student and Parent survey feedback around wellbeing and academic growth
Delivery of the annual actions for this KIS	Completed
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers • <i>What barriers are impeding the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence
Commentary on progress • <i>What changes in behaviour / practice / mindset have been observed?</i>	<p>KIS 1.A - Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> <p>2023 NAPLAN results are just coming in and are excellent indication that the support structures and classroom teaching/support are on track in terms of learning outcomes and ongoing support for students.</p>

<ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>	<p>Our senior program/VCE, in fact all levels, have been significantly interrupted due to unforeseen long term illness for a number of staff. This has required a lot of shuffling, lost class time and placing less experienced teachers into the role.</p> <p>PAT testing has been completed in Mathematics, English and Science in years 7 to 9 and results are collated, analysed and feed back to staff for access and interruption.</p> <p>The three DE annual opinion surveys are on track for completion with student survey results already in. These will provide the much needed feedback around wellbeing and academic growth which when can then analyse and where required, act upon.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	<p>Completion of relevant data collection so that we make informed, evidence based decisions. From there we can adjust AIP 'actions' if required.</p> <p>The 2022 Annual Report (attached) shows that we are well established and on track moving into the 2023 AIP in terms of our Goal 1 - 'In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy'.</p> <p>As a result of the ongoing work done in 2023, and prior, in relation to learning, we have supported both those who need scaffolding and those who are thriving to continue to extend their learning, especially in the area of numeracy.</p>			
<p>OPTIONAL: Upload Evidence</p>	<p>1. <a href="#">2022 VSC Annual Report.docx</a> (0.63 MB)</p>			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Year 11 and 12 High Ability English Students Program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	75%
Activity 2	Continuation of Tutor Learning Initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%



Activity 3	Continuation of MYLNS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 4	75%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Monitoring the Wellbeing Team and its function within the school including ongoing review of Building Capacity Programs. Continue to strengthen consistency and further improve practice in wellbeing and House processes, this will include a review of the House model/structure. Continue to review how multiple stakeholders can work together to implement whole school approaches to wellbeing.</p> <p>Monitor the shift made in Wellbeing intake processes and procedures across to Compass referrals</p> <p>Further embed the NIP (Notice, Inquire, Provide) model and continue the Be You rollout with a focus for staff on knowing when and how to 'Provide' support in an appropriate way.</p> <p>Continue to provide counselling and case management to support to students.</p>			
Outcomes	<p>Staff will be better equipped to offer social/emotional support to students. Intake and referral processes more efficient and effective.</p> <p>Above Outcome aligned with FISO 2.0 Wellbeing  = Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life  and  Support and resources</p>			

	<p>= Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth</p> <p>Improved engagement and student safety.</p>
Success Indicators	<p>Approach to supporting Wellbeing of students will be effective and in-line with best practice.</p> <p>Staff will be able to articulate how they can support students in line with the NIP model.</p> <p>Compass data will reflect number and type of referrals.</p> <p>Improved or high key indicators within the wellbeing area in the Student and Parent Opinion Surveys</p>
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> <li><input checked="" type="checkbox"/> Staff capability and consistency of practice</li> <li><input checked="" type="checkbox"/> Positive staff culture and readiness for change</li> <li><input checked="" type="checkbox"/> Workforce stability and effective change management practices</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated</li> </ul>
Commentary on progress	KIS 1.B Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable.

<ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>We continue to monitor and support the Wellbeing Team and its function within the school including an ongoing review of Building Capacity Programs. We also continue to strengthen consistency and further improve practice in wellbeing and House processes which has ,in 2023, included a review of the current House model/structure. A number of key recommendations have come from this review and have been/will be implemented in 2023 and 2024.</p> <p>Further embed the NIP (Notice, Inquire, Provide) model and continue the Be You rollout with a focus for staff on knowing when and how to 'Provide' support in an appropriate way.</p> <p>We have continued to provide counselling and case management to support to students - years 7 to 12.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	<p>Over 2023 we are continuing to review how multiple stakeholders can work together to implement whole school approaches to wellbeing. This is done through regular meetings of the relevant team as well as ongoing multiple informal conversations and evaluative discussions. This process is made easier due to the fact that the Wellbeing Team are housed together in a common space.</p> <p>We are also continuing to monitor the shift made in Wellbeing intake processes and procedures across to Compass referrals. This is a relatively new process with the introduction of Compass.</p>			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Ongoing staff PL (Professional Learning)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
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Activity 3	Continue to employ 1.0 (Mental Health Practitioners initiative funding \$114,030.72)	<input checked="" type="checkbox"/> Principal	from: Term 1	100%

	and 0.65 Social Workers (Equity funding \$116,698.60) to support the running of the Student Wellbeing Office.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	to: Term 4	
Activity 4	Continue to monitor the effectiveness of moving the wellbeing referral process across to Compass.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
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<b>12 Month Target 2.3</b>	Sense of Confidence 65% Stimulated Learning 54%			
<b>KIS 2.a</b> Evaluating impact on learning	Build teacher capacity to utilise student data and a range of assessment strategies to teach to Years 7–9 students' point of learning need.			
Actions	Continue to implement the Professional Learning Communities across the college. Learning and Teaching Team Conduct Professional Learning to enhance Teachers understanding and analysis of data. Learning Area Leaders then conduct activities with groups of staff in Learning Area meetings. Continue to increase teacher's ability to interpret and monitor student data enabling their ability to monitor student growth. Opportunities for moderation provided as part of the PLC program to provide consistency in teacher judgement.			
Outcomes	Improved teaching strategies for meeting students at their point of need. Improved teacher capacity to design appropriate assessment strategies, collect and use formative data. Teachers will be collaborating to design formative assessment, collect and analyse data and measure student growth.  Above Outcomes aligned with FISO 2.0 Teaching and learning = Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge,			

	<p>skills and capabilities and Support and resources = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.</p>
Success Indicators	<p>Teachers collaborating in LA/PLC meetings PLC team minutes will reflect the meeting and collaboration Peer Observations of successful teaching strategies</p>
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)</li> <li><input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented</li> <li><input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> <li><input checked="" type="checkbox"/> Staff capability and consistency of practice</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> </ul>	<p>KIS 2.A - Build teacher capacity to utilise student data and a range of assessment strategies to teach to Years 7–9 students' point of learning need</p> <p>Through a wide range of data collection methods (Opinion Surveys, PAT testing, NAPLAN testing, SAC's) that is then distributed/accessible to staff, discussed and analysed at a variety of team meetings and constantly monitored we are able to build teacher capacity to utilise student data through a range of assessment strategies.</p>

<ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>		Teachers will continue to collaborate in LA/PLC meetings. PLC team minutes will reflect the meeting and collaboration occurring. Peer Observations of successful teaching strategies will continue through Learning Walks and peer observation via the performance review process.		
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continuation of PLC initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	75%
Activity 2	Learning Area Leaders Meetings and Learning Area Meetings and Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%

		<input checked="" type="checkbox"/> KLA Leader		
<b>KIS 2.b</b> Curriculum planning and assessment	Build teacher capacity to provide support and enhancement programs for Years 10–12 students to reach their potential.			
Actions	Continue to implement the Professional Learning Communities across the college. Learning and Teaching Team Conduct Professional Learning to enhance Teachers understanding and analysis of data. Learning Area Leaders then conduct activities with groups of staff in Learning Area meetings. Continue to increase teacher's ability to interpret and monitor student data enabling their ability to monitor student growth. Opportunities for moderation provided as part of the PLC program to provide consistency in teacher judgement.			
Outcomes	Improved teaching strategies for meeting students at their point of need. Improved teacher capacity to design appropriate assessment strategies, collect and use formative data. Teachers will be collaborating to design formative assessment, collect and analyse data and measure student growth.  Above Outcomes aligned with FISO 2.0 Teaching and learning = Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities and Support and resources = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.			
Success Indicators	Teachers collaborating in LA/PLC meetings PLC team minutes will reflect the meeting and collaboration Peer Observations of successful teaching strategies			
Delivery of the annual actions for this KIS	Completed			
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change			

<b>Barriers</b> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>		<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Other  Many staff interruptions/timetable impact this year due to unexpected and unforeseen illnesses, surgery and/or injury therefore a number of their classes, and continuity of programs, have been impacted upon. Staff shortages have hampered us in replacing these teachers. Some classes have had multiple teacher replacements.		
<b>Commentary on progress</b> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>		<b>KIS 2.B - Build teacher capacity to provide support and enhancement programs for Years 10–12 students to reach their potential</b>  This is an ongoing KIS and while targeting Years 10 - 12 it is also occurring in years 7 to 9. Through improved teaching strategies for meeting students at their point of need we have been able to improve teacher capacity to design appropriate assessment strategies, collect and use formative data. this is very much reflected in our Annual Report 2022, 2023 NAPLAN data and curriculum based evidence in Panorama.  Through regular team meetings teachers are collaborating to further design formative assessment, collect and analyse data and measure student growth i.e. evidenced based improvements.		
<b>Future planning</b> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>		We will continue to implement the Professional Learning Communities across the college as well as further build the capacity of our staff to enhance their understanding and analysis of data. This will therefore continue to increase a teacher's ability to interpret and monitor student data, further enabling their ability to monitor student growth.  Learning Area Leaders will continue to conduct activities with groups of staff in Learning Area meetings around these themes.  We will continue to moderate work, and provide opportunities for staff, as part of the PLC program to provide consistency in teacher judgement, particularly in the VCE.		
OPTIONAL: Upload Evidence				
<b>Activities and Milestones</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>



Activity 1	Continuation of PLC initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	75%
Activity 2	Learning Area Leaders Meetings and Learning Area Meetings and Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	100%
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	Our target for 2023 will be 38 in light of the fact that post covid return to school results of 32 indicate students have not had the opportunity to engage in personal goal setting, rather have been guided by teachers in an attempt to reintegrate students into the school.			
<b>12 Month Target 3.2</b>	2022 result of 36% reflects the junior school's teachers attempts to rectify the Covid impact and have therefore focused on student participation in learning as opposed to developing learning and therefore the goal of 50% seems unachievable. Our 2023 goal will be to return to 40%.			
<b>12 Month Target 3.3</b>	2022 results suggest that parental positive endorsement needs to be improved to return to the 2019 results.			
<b>KIS 3.a</b> Intellectual engagement and self-awareness	Develop High Achievement ILP structure and process to support student voice and agency.			

<p>Actions</p>	<p>View the current procedures and processes in place that we believe will allow for student voice and agency.          Use of data will inform improvements in student voice and agency.          Evaluate these measures based on the 2022 student and parent opinion survey data.          Discuss with the student leadership group and possible focus groups, their thoughts on student voice and agency at the college.          In 2023 the existing House model is being reviewed and a key component of that review will be student leadership opportunities i.e. voice and agency.</p>
<p>Outcomes</p>	<p>Opinion survey data would show an improvement in areas around student voice and agency.</p> <p>By 2023, the college AtoSS factor of Student voice and agency improves from 33 per cent (2019) to 45 per cent positive response in the factor to: I have a say in the things I learn          2019 33% by 2023 45%          Goal 2022 = 39%.</p> <p>By 2023, the AtoSS factor of Self-regulation and goal setting for Years 8–9 improves from 40 per cent (2019) to 50 per cent positive response in the factor to: I set learning goals for myself          2019 40% by 2023 50%          Goal 2022 = 37%.</p> <p>POS Student Voice and Agency factor target for 2022 = 76%          2019 75% by 2023 77%.</p> <p>Students/Student leaders will be able to articulate if they feel 'more heard' and supported.</p>
<p>Success Indicators</p>	<p>Measured by feedback via student and parent opinion survey, focus groups and student leadership team in and around student voice and agency.</p> <p>Completed review with recommendations for 2024 re: the existing House model.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>

<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented</li> <li><input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> <li><input checked="" type="checkbox"/> Positive staff culture and readiness for change</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>KIS 3.A - Develop High Achievement ILP structure and process to support student voice and agency  The existing house model has been reviewed and shared with staff.  Discussions have ben held with the student leadership group and focus groups on their thoughts around student voice and agency at the college.  In 2023 the existing House model has been reviewed.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	<p>The existing house model has been reviewed and shared with staff. Implementation has begun at the mid-year however the majority of change will occur at the start of the 2024 school year via our leadership model and the timetable.</p> <p>we continue and amend the current procedures and processes we have in place that we believe will allow for increased student voice and agency. we will evaluate these measures based on the 2022 and 2023 student and parent opinion survey data.</p>
<p>OPTIONAL: Upload Evidence</p>	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A review of the existing House model with a key component of this review being being student opportunities for voice and agency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	75%
<b>Goal 4</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 4.1</b>	AtoSS School connectedness (Sense of belonging) factor from 56 per cent (2022) to 65 per cent positive endorsement			
<b>12 Month Target 4.2</b>	AtoSS Resilience factor from 55 per cent (2022) to 64 per cent and the AtoSS Respect for diversity factor from 47 per cent (2022) to 55 per cent.			
<b>12 Month Target 4.3</b>	By 2023, the college improves the POS Confidence factor from 76 per cent (2022) to 82 per cent positive endorsement.			
<b>KIS 4.b</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.			
Actions	<p>Focus on developing teacher capacity in terms of inclusive language and recognising diversity in order to strengthen positive relationships. Build teacher capacity to build and maintain positive classroom relationships.</p> <p>Embed Youth Mental Health First Aid (YMHFA) Training for Years 10 &amp; 8. Explore Instructor training for Wellbeing staff.</p>			
Outcomes	<p>Improved student data (both AToSS and informally collected through Student Services Team) around connectedness and respect for diversity. Teachers to report higher levels of confidence particularly in regard to supporting diversity including LGBTQ+ students.</p> <p>Students trained in YMHFA.</p> <p>Above Outcome aligned with FISO 2.0 Support and resources Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth. and Wellbeing.</p>			

	= Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.
Success Indicators	AToSS data (above). Feedback from students collected through Student Services.
Delivery of the annual actions for this KIS	Partially Completed
Enablers <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	<input checked="" type="checkbox"/> Other Wellbeing Team established and training being provided as required. Time needed to implement a change/shift in culture. Progress has certainly been made in this area in terms of the college's culture but there is still work to be done.
Barriers <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	<input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Workforce capability i.e. in use of data and evidence <input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place
Commentary on progress <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	Staff have continued to be provided PD opportunities in the area of social/emotional/ growth. Our wellbeing team are well equipped to work with, and support the LGBTQ+ students as required.
Future planning	Continue to provide PD opportunities and build the capacity of staff in the area of social/emotional/ growth. We will continue to target support and growth in this area around our Student Managers and Heads of House.

<ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Run relevant PD for staff. Focus on Early Career Teachers and Student Managers	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Continue to implement the Gender Diversity Policy and establish a student run LGBTQIA+ group within the college.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
Activity 3	Continue to monitor and support students who are affirming their gender.	<input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	50%

# Monitoring and Assessment - 2023

## Term 3 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	DET 2023 Priorities Goal - VSC will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Continue to employ tutors for 2023 school year. Work with tutors, Learning Area Leaders (LALs), Leading Teachers &amp; Learning Specialists and classroom teachers to further identify students who need support from existing data sets. Assign/timetable tutors to work with specific classes, students and staff.</p> <p>Compile whole school spreadsheet, including COMPASS data, to capture all support being provided across the college - Tutor/MYLNS/ Literacy Support/Mentors. Tutors monitor student progress and record student achievement that reflects learning growth. To determine the need for ongoing support at end of Term 1, 2 and 3. Regular meetings with MYLNS team and Numeracy/English Learning Specialists. Regular monitoring to ensure that we are not overlapping and students that need the direct support are receiving it. High ability English groups conducted for Year 11 and 12 students. Continuation of the Year 11 Foundation Maths introduced to provide students with an additional option to continue studying Maths and improve numeracy standards overall. In 2023 the introduction of the Year 11 VM (Vocational Major) class which will continue on over the next 2 years.</p>
Outcomes	<p>Improved student learning confidence.                  Increased student engagement and wellbeing as reflected in attendance data                  Improved student learning outcomes as students are supported to address learning gaps due to the pandemic/remote learning and significant illness/absences in 2022..                  Teacher ability to develop and implement strategies to improve numeracy and literacy outcomes.                  Increased teacher capacity to extend high ability students.</p> <p>Above Outcomes aligned with FISO 2.0 Learning                  = Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian</p>

	Curriculum and senior secondary pathways
Success Indicators	NAPLAN and VCE Results (All English and VCE study mean) Increased levels of 37+ English results PAT testing Vic Curriculum results growth Student and Parent survey feedback around wellbeing and academic growth
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	
Barriers <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	
Commentary on progress <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	



Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Year 11 and 12 High Ability English Students Program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	75%
Activity 2	Continuation of Tutor Learning Initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
Activity 3	Continuation of MYLNS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	75%

		<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support		
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Monitoring the Wellbeing Team and its function within the school including ongoing review of Building Capacity Programs. Continue to strengthen consistency and further improve practice in wellbeing and House processes, this will include a review of the House model/structure. Continue to review how multiple stakeholders can work together to implement whole school approaches to wellbeing.</p> <p>Monitor the shift made in Wellbeing intake processes and procedures across to Compass referrals</p> <p>Further embed the NIP (Notice, Inquire, Provide) model and continue the Be You rollout with a focus for staff on knowing when and how to 'Provide' support in an appropriate way.</p> <p>Continue to provide counselling and case management to support to students.</p>			
Outcomes	<p>Staff will be better equipped to offer social/emotional support to students. Intake and referral processes more efficient and effective.</p> <p>Above Outcome aligned with FISO 2.0 Wellbeing  = Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life  and  Support and resources  = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth</p> <p>Improved engagement and student safety.</p>			
Success Indicators	Approach to supporting Wellbeing of students will be effective and in-line with best practice.			

	<p>Staff will be able to articulate how they can support students in line with the NIP model.</p> <p>Compass data will reflect number and type of referrals.</p> <p>Improved or high key indicators within the wellbeing area in the Student and Parent Opinion Surveys</p>
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
Future planning	

<ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Ongoing staff PL (Professional Learning)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
Activity 2	Monitor newly formed/aligned Wellbeing Team and its effectiveness within the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
Activity 3	Continue to employ 1.0 (Mental Health Practitioners initiative funding \$114,030.72) and 0.65 Social Workers (Equity funding \$116,698.60) to support the running of the Student Wellbeing Office.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	100%
Activity 4	Continue to monitor the effectiveness of moving the wellbeing referral process across to Compass.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
<b>Goal 2</b>		To improve Student Learning Achievement outcomes for all students.		

<b>12 Month Target 2.1</b>	VCE Mean to 32 All English to 32
<b>12 Month Target 2.2</b>	Reading from 35 per cent (2019) to 37 percent 2023 Writing from 28 per cent (20189) to 32 percent 2023
<b>12 Month Target 2.3</b>	Sense of Confidence 65% Stimulated Learning 54%
<b>KIS 2.a</b> Evaluating impact on learning	Build teacher capacity to utilise student data and a range of assessment strategies to teach to Years 7–9 students' point of learning need.
Actions	Continue to implement the Professional Learning Communities across the college. Learning and Teaching Team Conduct Professional Learning to enhance Teachers understanding and analysis of data. Learning Area Leaders then conduct activities with groups of staff in Learning Area meetings. Continue to increase teacher's ability to interpret and monitor student data enabling their ability to monitor student growth. Opportunities for moderation provided as part of the PLC program to provide consistency in teacher judgement.
Outcomes	Improved teaching strategies for meeting students at their point of need. Improved teacher capacity to design appropriate assessment strategies, collect and use formative data. Teachers will be collaborating to design formative assessment, collect and analyse data and measure student growth.  Above Outcomes aligned with FISO 2.0 Teaching and learning = Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities and Support and resources = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.
Success Indicators	Teachers collaborating in LA/PLC meetings PLC team minutes will reflect the meeting and collaboration Peer Observations of successful teaching strategies

Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	
Barriers <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	
Commentary on progress <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continuation of PLC initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	75%
Activity 2	Learning Area Leaders Meetings and Learning Area Meetings and Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	75%
<b>KIS 2.b</b> Curriculum planning and assessment	Build teacher capacity to provide support and enhancement programs for Years 10–12 students to reach their potential.			
Actions	<p>Continue to implement the Professional Learning Communities across the college.</p> <p>Learning and Teaching Team Conduct Professional Learning to enhance Teachers understanding and analysis of data. Learning Area Leaders then conduct activities with groups of staff in Learning Area meetings.</p> <p>Continue to increase teacher’s ability to interpret and monitor student data enabling their ability to monitor student growth.</p> <p>Opportunities for moderation provided as part of the PLC program to provide consistency in teacher judgement.</p>			

<p>Outcomes</p>	<p>Improved teaching strategies for meeting students at their point of need.  Improved teacher capacity to design appropriate assessment strategies, collect and use formative data.  Teachers will be collaborating to design formative assessment, collect and analyse data and measure student growth.</p> <p>Above Outcomes aligned with FISO 2.0 Teaching and learning  = Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities  and  Support and resources  = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.</p>
<p>Success Indicators</p>	<p>Teachers collaborating in LA/PLC meetings  PLC team minutes will reflect the meeting and collaboration  Peer Observations of successful teaching strategies</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	
<p>Commentary on progress</p>	



<ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>				
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continuation of PLC initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	75%
Activity 2	Learning Area Leaders Meetings and Learning Area Meetings and Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	100%

		<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> KLA Leader	to: Term 4	
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	Our target for 2023 will be 38 in light of the fact that post covid return to school results of 32 indicate students have not had the opportunity to engage in personal goal setting, rather have been guided by teachers in an attempt to reintegrate students into the school.			
<b>12 Month Target 3.2</b>	2022 result of 36% reflects the junior school's teachers attempts to rectify the Covid impact and have therefore focused on student participation in learning as opposed to developing learning and therefore the goal of 50% seems unachievable. Our 2023 goal will be to return to 40%.			
<b>12 Month Target 3.3</b>	2022 results suggest that parental positive endorsement needs to be improved to return to the 2019 results.			
<b>KIS 3.a</b> Intellectual engagement and self-awareness	Develop High Achievement ILP structure and process to support student voice and agency.			
Actions	View the current procedures and processes in place that we believe will allow for student voice and agency. Use of data will inform improvements in student voice and agency. Evaluate these measures based on the 2022 student and parent opinion survey data. Discuss with the student leadership group and possible focus groups, their thoughts on student voice and agency at the college. In 2023 the existing House model is being reviewed and a key component of that review will be student leadership opportunities i.e. voice and agency.			
Outcomes	Opinion survey data would show an improvement in areas around student voice and agency.  By 2023, the college AtoSS factor of Student voice and agency improves from 33 per cent (2019) to 45 per cent positive response in the factor to: I have a say in the things I learn 2019 33% by 2023 45% Goal 2022 = 39%.			

	<p>By 2023, the AtoSS factor of Self-regulation and goal setting for Years 8–9 improves from 40 per cent (2019) to 50 per cent positive response in the factor to: I set learning goals for myself  2019 40% by 2023 50%  Goal 2022 = 37%.</p> <p>POS Student Voice and Agency factor target for 2022 = 76%  2019 75% by 2023 77%.</p> <p>Students/Student leaders will be able to articulate if they feel 'more heard' and supported.</p>
<p>Success Indicators</p>	<p>Measured by feedback via student and parent opinion survey, focus groups and student leadership team in and around student voice and agency.</p> <p>Completed review with recommendations for 2024 re: the existing House model.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	

Commentary on progress <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>				
Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A review of the existing House model with a key component of this review being being student opportunities for voice and agency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	75%
<b>Goal 4</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 4.1</b>	AtoSS School connectedness (Sense of belonging) factor from 56 per cent (2022) to 65 per cent positive endorsement			

<b>12 Month Target 4.2</b>	AtoSS Resilience factor from 55 per cent (2022) to 64 per cent and the AtoSS Respect for diversity factor from 47 per cent (2022) to 55 per cent.
<b>12 Month Target 4.3</b>	By 2023, the college improves the POS Confidence factor from 76 per cent (2022) to 82 per cent positive endorsement.
<b>KIS 4.b</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Actions	Focus on developing teacher capacity in terms of inclusive language and recognising diversity in order to strengthen positive relationships. Build teacher capacity to build and maintain positive classroom relationships.  Embed Youth Mental Health First Aid (YMHFA) Training for Years 10 & 8. Explore Instructor training for Wellbeing staff.
Outcomes	Improved student data (both AToSS and informally collected through Student Services Team) around connectedness and respect for diversity. Teachers to report higher levels of confidence particularly in regard to supporting diversity including LGBTQ+ students.  Students trained in YMHFA.  Above Outcome aligned with FISO 2.0 Support and resources Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth and Wellbeing. = Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life.
Success Indicators	AToSS data (above). Feedback from students collected through Student Services.
Delivery of the annual actions for this KIS	Partially Completed
Enablers	

<ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	
<p>OPTIONAL: Upload Evidence</p>	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Run relevant PD for staff. Focus on Early Career Teachers and Student Managers	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Continue to implement the Gender Diversity Policy and establish a student run LGBTQIA+ group within the college.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
Activity 3	Continue to monitor and support students who are affirming their gender.	<input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	50%

# Monitoring and Assessment - 2023

## End-of-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12 Month Target 1.1</b>	DET 2023 Priorities Goal - VSC will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>Has this 12 month target met</b>	Not Met
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	<p>Continue to employ tutors for 2023 school year. Work with tutors, Learning Area Leaders (LALs), Leading Teachers &amp; Learning Specialists and classroom teachers to further identify students who need support from existing data sets. Assign/timetable tutors to work with specific classes, students and staff.</p> <p>Compile whole school spreadsheet, including COMPASS data, to capture all support being provided across the college - Tutor/MYLNS/ Literacy Support/Mentors. Tutors monitor student progress and record student achievement that reflects learning growth. To determine the need for ongoing support at end of Term 1, 2 and 3. Regular meetings with MYLNS team and Numeracy/English Learning Specialists. Regular monitoring to ensure that we are not overlapping and students that need the direct support are receiving it. High ability English groups conducted for Year 11 and 12 students. Continuation of the Year 11 Foundation Maths introduced to provide students with an additional option to continue studying Maths and improve numeracy standards overall. In 2023 the introduction of the Year 11 VM (Vocational Major) class which will continue on over the next 2 years.</p>
<b>Outcomes</b>	<p>Improved student learning confidence.</p> <p>Increased student engagement and wellbeing as reflected in attendance data</p> <p>Improved student learning outcomes as students are supported to address learning gaps due to the pandemic/remote learning and significant illness/absences in 2022..</p> <p>Teacher ability to develop and implement strategies to improve numeracy and literacy outcomes.</p> <p>Increased teacher capacity to extend high ability students.</p>



	Above Outcomes aligned with FISO 2.0 Learning = Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways
Success Indicators	NAPLAN and VCE Results (All English and VCE study mean) Increased levels of 37+ English results PAT testing Vic Curriculum results growth Student and Parent survey feedback around wellbeing and academic growth
Delivery of the annual actions for this KIS	Completed
Enablers • <i>What enablers are supporting/supported the delivery of this KIS?</i>	
Barriers • <i>What barriers are impeding/impeded the delivery of this KIS?</i>	
Commentary on progress • <i>What changes in behaviour / practice /</i>	

<i>mindset have been observed?</i> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Year 11 and 12 High Ability English Students Program	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	75%
Activity 2	Continuation of Tutor Learning Initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%

Activity 3	Continuation of MYLNS	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 4	75%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Monitoring the Wellbeing Team and its function within the school including ongoing review of Building Capacity Programs. Continue to strengthen consistency and further improve practice in wellbeing and House processes, this will include a review of the House model/structure. Continue to review how multiple stakeholders can work together to implement whole school approaches to wellbeing.</p> <p>Monitor the shift made in Wellbeing intake processes and procedures across to Compass referrals</p> <p>Further embed the NIP (Notice, Inquire, Provide) model and continue the Be You rollout with a focus for staff on knowing when and how to 'Provide' support in an appropriate way.</p> <p>Continue to provide counselling and case management to support to students.</p>			
Outcomes	<p>Staff will be better equipped to offer social/emotional support to students. Intake and referral processes more efficient and effective.</p> <p>Above Outcome aligned with FISO 2.0 Wellbeing  = Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and opportunities of life  and  Support and resources</p>			

	<p>= Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth</p> <p>Improved engagement and student safety.</p>
Success Indicators	<p>Approach to supporting Wellbeing of students will be effective and in-line with best practice.</p> <p>Staff will be able to articulate how they can support students in line with the NIP model.</p> <p>Compass data will reflect number and type of referrals.</p> <p>Improved or high key indicators within the wellbeing area in the Student and Parent Opinion Surveys</p>
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting/supported the delivery of this KIS?</i></li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding/impeded the delivery of this KIS?</i></li> </ul>	
Commentary on progress	

<ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>				
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Ongoing staff PL (Professional Learning)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
Activity 2	Monitor newly formed/aligned Wellbeing Team and its effectiveness within the school.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%

Activity 3	Continue to employ 1.0 (Mental Health Practitioners initiative funding \$114,030.72) and 0.65 Social Workers (Equity funding \$116,698.60) to support the running of the Student Wellbeing Office.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	100%
Activity 4	Continue to monitor the effectiveness of moving the wellbeing referral process across to Compass.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	VCE Mean to 32 All English to 32			
<b>Has this 12 month target met</b>	Not Met			
<b>12 Month Target 2.2</b>	Reading from 35 per cent (2019) to 37 percent 2023 Writing from 28 per cent (20189) to 32 percent 2023			
<b>Has this 12 month target met</b>	Not Met			
<b>12 Month Target 2.3</b>	Sense of Confidence 65% Stimulated Learning 54%			
<b>Has this 12 month target met</b>	Not Met			
<b>KIS 2.a</b> Evaluating impact on learning	Build teacher capacity to utilise student data and a range of assessment strategies to teach to Years 7–9 students' point of learning need.			
Actions	Continue to implement the Professional Learning Communities across the college. Learning and Teaching Team Conduct Professional Learning to enhance Teachers understanding and analysis of data. Learning Area Leaders then conduct activities with groups of staff in Learning Area meetings. Continue to increase teacher's ability to interpret and monitor student data enabling their ability to monitor student growth.			

	Opportunities for moderation provided as part of the PLC program to provide consistency in teacher judgement.
Outcomes	<p>Improved teaching strategies for meeting students at their point of need.  Improved teacher capacity to design appropriate assessment strategies, collect and use formative data.  Teachers will be collaborating to design formative assessment, collect and analyse data and measure student growth.</p> <p>Above Outcomes aligned with FISO 2.0 Teaching and learning  = Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities  and  Support and resources  = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.</p>
Success Indicators	<p>Teachers collaborating in LA/PLC meetings  PLC team minutes will reflect the meeting and collaboration  Peer Observations of successful teaching strategies</p>
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> <li>• <i>What enablers are supporting/supported the delivery of this KIS?</i></li> </ul>	
Barriers	

<ul style="list-style-type: none"> <li>• <i>What barriers are impeding/impeded the delivery of this KIS?</i></li> </ul>				
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>				
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continuation of PLC initiative	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	75%



		<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	to: Term 4	
Activity 2	Learning Area Leaders Meetings and Learning Area Meetings and Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	75%
<b>KIS 2.b</b> Curriculum planning and assessment	Build teacher capacity to provide support and enhancement programs for Years 10–12 students to reach their potential.			
Actions	<p>Continue to implement the Professional Learning Communities across the college.  Learning and Teaching Team Conduct Professional Learning to enhance Teachers understanding and analysis of data. Learning Area Leaders then conduct activities with groups of staff in Learning Area meetings.  Continue to increase teacher’s ability to interpret and monitor student data enabling their ability to monitor student growth.  Opportunities for moderation provided as part of the PLC program to provide consistency in teacher judgement.</p>			
Outcomes	<p>Improved teaching strategies for meeting students at their point of need.  Improved teacher capacity to design appropriate assessment strategies, collect and use formative data.  Teachers will be collaborating to design formative assessment, collect and analyse data and measure student growth.</p> <p>Above Outcomes aligned with FISO 2.0 Teaching and learning  = Teaching and learning refers to responsive practices and curriculum programs through which students develop their knowledge, skills and capabilities  and</p>			

	<p>Support and resources  = Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth.</p>
Success Indicators	<p>Teachers collaborating in LA/PLC meetings  PLC team minutes will reflect the meeting and collaboration  Peer Observations of successful teaching strategies</p>
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting/supported the delivery of this KIS?</i></li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding/impeded the delivery of this KIS?</i></li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	

Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continuation of PLC initiative	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	75%
Activity 2	Learning Area Leaders Meetings and Learning Area Meetings and Staff Meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> KLA Leader	from: Term 1 to: Term 4	100%

<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.
<b>12 Month Target 3.1</b>	Our target for 2023 will be 38 in light of the fact that post covid return to school results of 32 indicate students have not had the opportunity to engage in personal goal setting, rather have been guided by teachers in an attempt to reintegrate students into the school.
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 3.2</b>	2022 result of 36% reflects the junior school's teachers attempts to rectify the Covid impact and have therefore focused on student participation in learning as opposed to developing learning and therefore the goal of 50% seems unachievable. Our 2023 goal will be to return to 40%.
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 3.3</b>	2022 results suggest that parental positive endorsement needs to be improved to return to the 2019 results.
<b>Has this 12 month target met</b>	Not Met
<b>KIS 3.a</b> Intellectual engagement and self-awareness	Develop High Achievement ILP structure and process to support student voice and agency.
Actions	View the current procedures and processes in place that we believe will allow for student voice and agency. Use of data will inform improvements in student voice and agency. Evaluate these measures based on the 2022 student and parent opinion survey data. Discuss with the student leadership group and possible focus groups, their thoughts on student voice and agency at the college. In 2023 the existing House model is being reviewed and a key component of that review will be student leadership opportunities i.e. voice and agency.
Outcomes	Opinion survey data would show an improvement in areas around student voice and agency.  By 2023, the college AtoSS factor of Student voice and agency improves from 33 per cent (2019) to 45 per cent positive response in the factor to: I have a say in the things I learn 2019 33% by 2023 45% Goal 2022 = 39%.

	<p>By 2023, the AtoSS factor of Self-regulation and goal setting for Years 8–9 improves from 40 per cent (2019) to 50 per cent positive response in the factor to: I set learning goals for myself 2019 40% by 2023 50% Goal 2022 = 37%.</p> <p>POS Student Voice and Agency factor target for 2022 = 76% 2019 75% by 2023 77%.</p> <p>Students/Student leaders will be able to articulate if they feel 'more heard' and supported.</p>
<p>Success Indicators</p>	<p>Measured by feedback via student and parent opinion survey, focus groups and student leadership team in and around student voice and agency.</p> <p>Completed review with recommendations for 2024 re: the existing House model.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting/supported the delivery of this KIS?</i></li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding/impeded the delivery of this KIS?</i></li> </ul>	

Commentary on progress <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>				
Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A review of the existing House model with a key component of this review being being student opportunities for voice and agency.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	75%

<b>Goal 4</b>	To improve student wellbeing and inclusion.
<b>12 Month Target 4.1</b>	AtoSS School connectedness (Sense of belonging) factor from 56 per cent (2022) to 65 per cent positive endorsement
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 4.2</b>	AtoSS Resilience factor from 55 per cent (2022) to 64 per cent and the AtoSS Respect for diversity factor from 47 per cent (2022) to 55 per cent.
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 4.3</b>	By 2023, the college improves the POS Confidence factor from 76 per cent (2022) to 82 per cent positive endorsement.
<b>Has this 12 month target met</b>	Not Met
<b>KIS 4.b</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Actions	<p>Focus on developing teacher capacity in terms of inclusive language and recognising diversity in order to strengthen positive relationships. Build teacher capacity to build and maintain positive classroom relationships.</p> <p>Embed Youth Mental Health First Aid (YMHFA) Training for Years 10 &amp; 8. Explore Instructor training for Wellbeing staff.</p>
Outcomes	<p>Improved student data (both AToSS and informally collected through Student Services Team) around connectedness and respect for diversity. Teachers to report higher levels of confidence particularly in regard to supporting diversity including LGBTQ+ students.</p> <p>Students trained in YMHFA.</p> <p>Above Outcome aligned with FISO 2.0 Support and resources Support and resources refers to the processes, products, services and partnerships that enable every student to strengthen their wellbeing capabilities and achieve the highest levels of learning growth. and Wellbeing. = Wellbeing is the development of the capabilities necessary to thrive, contribute and respond positively to challenges and</p>

	opportunities of life.
Success Indicators	AToSS data (above). Feedback from students collected through Student Services.
Delivery of the annual actions for this KIS	Partially Completed
Enablers <ul style="list-style-type: none"> <li>• <i>What enablers are supporting/supported the delivery of this KIS?</i></li> </ul>	
Barriers <ul style="list-style-type: none"> <li>• <i>What barriers are impeding/impeded the delivery of this KIS?</i></li> </ul>	
Commentary on progress <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
Future planning	



<ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Run relevant PD for staff. Focus on Early Career Teachers and Student Managers	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Continue to implement the Gender Diversity Policy and establish a student run LGBTQIA+ group within the college.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	75%
Activity 3	Continue to monitor and support students who are affirming their gender.	<input checked="" type="checkbox"/> House Leaders <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	50%

# Monitoring and Self-assessment - 2023

## SEIL Feedback

Submitted Feedback
<p>Mid-year monitoring: There has been excellent progress made on all intended actions of your AIP. The need to add extra classes due to unprecedented interest in enrolment in a climate where workforce supply is an issue could have interfered with plans, but a relentless focus on priorities kept progress on track. There is early evidence of impact of learning and teaching strategies in the excellent NAPLAN results for both Year 7 and 9. The whole school wellbeing approach supported by appropriate training for staff in lead or classroom roles has supported students in their readiness to learn. Congratulations to leaders and all staff for their engagement with the goals and key improvement strategies of the AIP and in the level of academic attainment of students.</p> <p style="text-align: right;"><b>Submitted by Eva McMaster (SEIL) on 07 August, 2023 at 09:06 PM</b></p>