**Monitoring and Assessment - 2022**

Western Port Secondary College (7893)



Submitted for review by Christopher Quinn (School Principal) on 15 March, 2022 at 09:55 PM  
Endorsed by Angela Pollard (Senior Education Improvement Leader) on 05 May, 2022 at 04:37 PM  
Awaiting endorsement by School Council President  
Term 1 Monitoring submitted by Christopher Quinn (School Principal) on 28 November, 2022 at 09:55 PM  
  
Term 3 Monitoring submitted by Christopher Quinn (School Principal) on 20 October, 2022 at 02:53 PM  
Term 4 Monitoring submitted by Christopher Quinn (School Principal) on 13 December, 2022 at 10:59 PM

**Monitoring and Assessment - 2022**

**Term 1 monitoring (optional)**

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| **Goal 1** | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | L1. By 2022 the percentage of Year 9 students assessed in the 2 middle and 2 top bands of NAPLAN for: - Numeracy will increase from 61% (2017) to 75% or above. - Reading will increase from 45% (2017) to 65% or above.  L2. By 2022 the VCE All Study score will be 27 or above.  W1. By 2022, reduce student absence days per full–time equivalent for Year 9 from 33.86 days in 2017 to 21 days or below and for Year 10 from 24.9 days to 21 days or below.  W2. By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 will be:  Student Voice and Agency– 65% or above (from 43% in 2017) Sense of Connectedness– 65% or above (from 50% in 2017) Not Experiencing Bullying– 70% or above (from 54% in 2017) Effective Classroom Behaviour– 70% or above (from 53% in 2017) Teacher Concern— 60% or above (from 42.5% in 2017) | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | LAS KIS 1a) Build the capacity of all staff to meet the learning needs of students who present with disabilities or additional learning needs  WET KIS 1a) Improve academic outcomes and learner confidence of all students within the Learning Enhancement Program  HAR KIS 1b) Strengthen the capacity of PLC teams to utilize data and embed differentiation through the curriculum architecture Strengthen the capacity of the Mathematics PLC’s in the junior school to improve results in NAPLAN numeracy   COS KIS 1b) Embed protocols and processes in alignment with VCAA and WPSC Senior School Policy  AND KIS 1c) Deliver whole school Literacy professional learning to build teaching staff capacity in reading comprehension and writing Monitor and evaluate the impact of the tiered intervention strategies across the year 7 cohort | | | |
| Outcomes | | LAS KIS 1a) - All Elevate students will receive targeted direct instruction to address skill gaps impacting their success in mainstream classes - All Yr 7 teachers will map & record accurate adjustments on compass via Inclusion chronicle entry - All Yr 7 IEPs will be up to date & implemented with fidelity - All students within the Elevate program will have a data informed transition plan which is communicated to key stakeholders - All Elevate/relevant staff will have access to Elevate curriculum documentation and the Elevate Handbook  WET KIS 1a) - All attending students in LEP will demonstrate improvement with their phonological awareness skills, spelling, reading fluency and reading comprehension - All attending students in LEP will improve learner confidence - All LEP staff will follow the Intervention Assessment Schedule and upload all relevant data to Google Drive (CPPS & TRSPS) and Microsoft Teams (WPSC) - All WPSC teachers to be introduced to syllabification strategies during Literacy Professional Learning Sessions.   HAR KIS 1b) - Develop the data literacy of all Junior School teachers to inform understanding of student needs & identify students requiring additional learning needs (Instructional Groupings and IEPs) - Establish and embed consistent approaches to formative assessment across the Junior School - All Jun School Teachers will consistently implement the agreed Assessment Schedule - All Jun School teachers will provide feedback and have evidence of student progress within Feedback Week according to the curriculum architecture design - All Teachers within the Mathematics domain will all understand the rationale for the curriculum architecture and how to plan and deliver this within their PLC's - All Year 7 Mathematics teachers will implement the new curriculum architecture with consistency and fidelity  - All Junior school Mathematics teachers will understand the four proficiencies of numeracy and begin including these in their documented unit plans  COS KIS 1b) - All teachers delivering a 3/4 sequence will be taken through a professional learning session to increase VASS data literacy - All Year 10/11/12 teachers will understand and action all required components of the senior school assessment policy for their classes  - All students studying a 3/4 sequence will have clear personalised goals established through their iCare sessions.  - All students studying a 3/4 sequence will demonstrate a value add from their GAT to study score - All Year 12 teachers will provide reflections of their learnings through targeted support with their VASS data and what changes occur  - All teachers will make adjustments to teaching and learning in response to data sets  AND KIS 1c) - All staff will have increased knowledge in evidence based literacy skills, strategies & support evidenced through PL surveys - All staff will record resources and strategies acquired in professional learning sessions within their Curriculum documentation - All students within the Literacy Intervention Program will demonstrate and increase in learning growth - All staff within the Year 7 English PLC will design and implement the new curriculum architecture with consistency - All students in Year 7 will be exposed to tiered intervention strategies through 3L and Sounds Write | | | |
| Success Indicators | | LAS KIS 1a) - 100% of Elevate students will grow in their literacy .5 of a progression point every 6 months assessed by teacher judgement against the Victorian Curriculum - All students with tier 3 funding profile applications will have multi-class evidence of 10 week adjustments - 100% IEP’s related to Disability and Inclusion will contain educational SMART goals which  - 100% of students will have their IEP reviewed on a quarterly basis - Application of enrolment in the Masters for Inclusion program - Pivot Feedback re positive feelings for differentiation - Elevate review data from daily data chats and steering committee  - Attendance to mainstream classes for individual Elevate students will increase by 20% per term across the cohort - Guaranteed and viable literacy, numeracy and independent learning curriculum documented and stored in MS Teams  - Creation of the Elevate implementation Handbook    WET KIS 1a) - All students in LEP groups will demonstrate an average improvement of 10 points on their pre and post semester-based Sounds Write Diagnostic Screener. - All attending students in LEP groups will demonstrate an average improvement of 8 words read correctly per minute on the DIBELS- Oral Reading Fluency Benchmark Assessment each semester. - 80% of students in LEP will demonstrate improvement with learner confidence as measured by learner confidence survey (Microsoft Form) pre and post results each semester. - Developing a response to intervention for WPSC that can align to cluster feeder primary schools  - All attending LEP students will demonstrate an average scale score increase of 7 on the PAT-R Assessment by the end of the year  - Intervention Assessment Schedule and data uploaded to central location (Google Drive spreadsheet) - Evidence of syllabification strategies shared in Domain meetings   HAR KIS 1b) - Planning documents from PLCs, documented IEPs, SSG meeting minutes from Compass - Design and implementation of Curriculum Architecture across Year 7; Curriculum Maps/Curriculum Continuums from multiple Domains - Implementation of the Junior School Assessment Schedule - Progression points from Learning Tasks; Instructional Group planning for Feedback Week workshops; On Demand Testing/PAT testing - Year 7 - all students meeting and above benchmark growth in line with similar schools? - Year 9 (boys) - 50.6% below benchmark reduced by 10% down to 40% below benchmark growth?  COS KIS 1b) - Professional Learning session for all senior school staff using Domain/PLC time) - Toolkit video created and distributed detailing teacher processes to support the senior school assessment policy - Trial group of Year 12 teachers will demonstrate Pivot data improvements for their Unit3/4 students - All Year 12 students will complete their senior certificate and/or move into their predetermined desired pathways - All Year 12 students within the iCARE Will have completed their goal setting document with evidence of regular revisions. - Value add evidence GAT vs study study of +1.0 per VCE student - Documented reflections from VCE teachers as a result of the 1-1 follow up - VCE Curriculum Documentation showing adjustments in response to reflections from 1-1 sessions - All VCE study score 26  AND KIS 1c) - Staff PL Survey data demonstrating increase knowledge and confidence with the use of strategies within their classroom  - Feedback from PLC facilitators demonstrating impact of literacy resources on common assessment tasks - Curriculum Documentation from a range of Domains; PLC Journals; Feedback from Learning Walks - Student Learning Data; Sounds-Write screener, South Australian Spelling Test (or equivalent),  - All Year 7 students will demonstrate an average improvement of 10 words read correctly per minute on the DIBELS- Oral Reading Fluency Benchmark Assessment across the year. - All Year 7 students will demonstrate an average improvement of 8 points within DIBELS - Maze (reading Comprehension) across the year - Year 7 students in the bottom 2 bands of NAPLAN Reading reduced to 15% (21% in 2021)  - Year 7 Reading NAPLAN Benchmark growth to match similar schools (14% in 2021) | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Improvement efforts are well focussed (the school was able to prioritise well) | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence  🗹 Time constraints i.e. not enough time allocated  🗹 Key Improvement Strategies’ focus too broad / too ambitious  🗹 Change in priorities of the school i.e. school review identified new directions | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | NAPLAN, Middle and Top 2 Bands in Year 9 Numeracy is 58% and was our best performing area against Similar Schools. Middle and Top 2 Bands in Year 9 Reading is 55% with decrease of 8 students from 2021 and reduction in bottom 2 bands by 2 students. We also saw a significant increase in NAPLAN participation of 75% to 88% (Reading) and 74% to 87% (Numeracy). 22 students in alternate programs (ELE/ORE) and were exempt from the testing - appearing in the bottom 2 bands data. In Semester 2 we have built data literacy of staff through Instructional Groupings to differentiate with accuracy for student learning needs. Planning and delivery of lessons have had a focus in aligning to skill set rather than content knowledge - this has been a huge shift in mindset for our teaching staff.  VCE Mean Study Score: Unknown  Reduce student absence days per full–time equivalent for Year 9 from 33.86 days in 2017 to 21 days or below and for Year 10 from 24.9 days to 21 days or below. The current Year 10 cohort have an average of 35 days absent this is a significant increase on their Year 9 average of 22.9 days average. This is a cohort we could look to focus on in 2023? Current Year 9 data for attendance is 31.8 in comparison to their Year 8 average of 24.2. Potentially also a Year level to track?  Student Voice and Agency– 65% or above (from 43% in 2017) Decrease to 36% positive endorsement: 2022 Year 10 - 23%  Sense of Connectedness– 65% or above (from 50% in 2017) Decrease to 38% and Year 10 - 22%  Not Experiencing Bullying– 70% or above (from 54% in 2017) Decrease to   Effective Classroom Behaviour– 70% or above (from 53% in 2017) Decrease to 49% and Year 10 - 41%  Teacher Concern— 60% or above (from 42.5% in 2017) Decrease to 33% and Year 10 - 21% | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | See 2023 AIP | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | (LAS) Deliver and evaluate whole-school professional learning in evidence based approaches to supporting students with additional learning needs and/or disabilities in the classroom | | 🗹 Assistant Principal  🗹 Literacy Improvement Teacher  🗹 Numeracy Improvement Teacher  🗹 Education Support | from: Term 1  to: Term 4 | 100% |
| Activity 2 | (LAS) Establish processes and protocols that ensure at risk students/students with additional learning needs have their needs met through the inclusion panel | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Disability Inclusion Coordinator | from: Term 1  to: Term 4 | 75% |
| Activity 3 | (LAS) Embed inclusion adjustment chronicle entries in teacher practice in Year 7 | | 🗹 Education Support  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 4 | (LAS) Develop documentation for the delivery of the Elevate program including curriculum and data tracking documentation | | 🗹 Education Support  🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 5 | (WET) Implement the Learning Enhancement Program (LEP) Assessment Schedule and provide support for the administration/data collection with key stakeholders | | 🗹 Education Support  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 75% |
| Activity 6 | (WET) Support the provision of professional learning for WPSC staff around the science of reading and the Western Port Learning Guarantee | | 🗹 Learning Specialist(s)  🗹 Education Support  🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 7 | (WET) Provide ongoing training and coaching for LEP staff through regular Community of Practice meetings | | 🗹 Education Support  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 8 | (HAR) Lead the Year 7 Maths PLC to align to the emerging curriculum architecture work | | 🗹 Teacher(s)  🗹 Leading Teacher(s)  🗹 Curriculum Co-ordinator (s)  🗹 PLC Leaders  🗹 Learning Specialist(s)  🗹 Assistant Principal | from: Term 1  to: Term 4 | 75% |
| Activity 9 | (HAR) Implement the Junior school assessment schedule and upskill staff about the effective use of feedback week built into the planner | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 10 | (HAR) Upskill staff in the Mathematics domain staff to use the proficiencies in numeracy to target reasoning and problem solving skills in students | | 🗹 Leading Teacher(s)  🗹 KLA Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 11 | (COS) Upskill Years 10 - 12 staff/student in Professional Learning around the consistent application of the Senior School Assessment Policy | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s) | from: Term 1  to: Term 2 | 50% |
| Activity 12 | (COS) Use the VCE Reflection Tool to support conversations with the current Year 12 teachers to develop their own goals and actions based on learnings from VASS data | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 13 | (COS) Ensure the effective implementation of the new iCARE program across the senior school with a focus on embedding goal setting at Year 12 as a monitoring tool for student progress across the year | | 🗹 Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Curriculum Co-ordinator (s)  🗹 Student(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 4 | 25% |
| Activity 14 | (AND) Deliver Literacy professional development (3L) to all staff to expand staff knowledge and skills to target literacy across the curriculum | | 🗹 Literacy Leader  🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 50% |
| Activity 15 | (AND) Implement and evaluate the Literacy Intervention program at Year 7 and Year 8 while support teachers with curriculum based on the Sounds Write explicit synthetic phonics approach | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Sub School Leader/s  🗹 KLA Leader | from: Term 1  to: Term 4 | 50% |
| Activity 16 | (AND) Provide coaching and support for teaching staff who opt into the Coaching arm of the Curious Project in the area of literacy | | 🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 17 | (AND) Lead the Year 7 English PLC through the implementation of the new curriculum architecture | | 🗹 Literacy Leader  🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | WIL KIS 2a) Enhance the use of student voice and learner agency strategies at Year 10  BOD KIS 2a) Enable consistent use of learner agency strategies in tier 3 intervention programs (Elevate and Outreach) so that these students can have a positive school experience and can act as partners in improving their outcomes.  DUN KIS 2b) Implement more effective approaches to improving attendance rates across year 7-10  DOU KIS 2c) Lead the SWPBS team to further embed SWPBS processes and increase key stakeholder engagement | | | |
| Outcomes | | WIL KIS 2a) - All Year 10 students will be consulted on the SVA framework and have the opportunity to be involved in focus groups to develop and implement school improvement strategies related to student voice and agency  - All Year 10 ICARE staff will be consulted on the development and be supported to implement the SVA framework.  - All Year 10 parents will be provided with the opportunity to contribute to the development of the SVA framework and updated on the progress on a quarterly basis.   BOD KIS 2a) - All students in Elevate and Outreach will have agency in their learning based on the building of understanding of their point of skill progression linked to the Victorian Curriculum.  - All students will have individualised learning plans to increase engagement within these inclusion programs.  - All mainstream teachers involved in the transition of students from Elevate to Mainstream will be provided with transition documentation to understand each student’s point of skill progression.  - All Elevate students will have clear transition into mainstream plans reviewed quarterly in SSG's   DUN KIS 2b) - All members of our community will share a common understanding of the whole school approach to improving attendance - All at-risk students will be identified (through Inclusion) and receive targeted support in a timely manner  - All Families of at-risk students will receive regular communication and support from the school - All students with emerging or acute wellbeing/attendance needs will be supported to remain engaged in learning and connected to their peers   DOU KIS 2c) - All staff will consistently use SWPBS processes to manage student behavior and create positive learning environments  - Year 8 students will develop a sense of ownership over personal, form group and year level SWPBS Big 5 data  - Parents/Careers will develop an understanding of the SWPBS processes, expectations, and values at the college  - Students will be positively acknowledged when reflecting the schools CARE values | | | |
| Success Indicators | | WIL KIS 2a) - 33% (minimum annual growth) within target Year 10 students pre/post independent survey  - 33% (minimum annual growth) within target Year 10 staff pre/post independent survey  - SVA framework documented and presented to staff  - ICARE curriculum documented – unit plan, scope and sequence SATTS improvements  - Student Voice and Agency 31% (2021) to 41% (2022)  - I have a say in the things I learn 20% (2021) to 30% (2022)  - I feel that I have a voice at this school 21% (2021) to 31% (2022)  - My teachers incorporate student ideas in class activities 48% (2021) to 60% (2022)  - Aggregate and individual improvements in PIVOT data for target year 10 staff. (Improvement target depends on pivot)   BOD KIS 2a) - 100% of Elevate students will grow in their numeracy .5 of a progression point every 6 months triangulated through VC teacher judgement, PAT and On-Demand or equivalent testing.  - 100% IEP’s will contain educational SMART goals which are developed for all students in tier 3 intervention programs (Elevate and Outreach).  - Development of an independent survey: SATTS Domain of Learning characteristics and disposition. Target growth of 25% cohort average.  - Attendance to mainstream classes for Elevate students will increase by 20% per term  DUN KIS 2b) - Documented attendance policy ratified by school council  - Improved attendance Years 7-10 with days absent reduced from 2021  Year 7 – 17.93 to 17 or under  Year 8 – 23.43 to 22 or under  Year 9 – 22.29 to 22 or under  Year 10 – 33.74 to 22 or under  SATTS – Student attendance ‘I always try to attend school’ data improved from 2021 to 80% in 2022  Year 7 – 77%  Year 8 – 73%  Year 9 – 81%   DOU KIS 2c) Implementation of a parent SWPBS Feedback Survey, completed by a minimum 60 parents  SATTS Student Opinion - Effective Classroom Behaviour from 50% 2021 to 65% 2022 (Year 7 – 9)  SATTS Parent Opinion – Promoting Positive Behaviour increase from 87% 2021 to 90% in 2022 (Year 7 – 9)  Staff SWPBS Fidelity Survey will move from 76% in place in 2021 to 86% in place in 2022  Parent SWPBS resources will be developed and communicated in 2022 | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Improvement efforts are well focussed (the school was able to prioritise well) | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence  🗹 Time constraints i.e. not enough time allocated  🗹 Key Improvement Strategies’ focus too broad / too ambitious  🗹 Change in priorities of the school i.e. school review identified new directions | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | In 2022 we set out a goal to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Although many of the initiatives we started with did not achieve the desired result our shift mid-year to implement a Safe and Orderly Learning Environment following our school review did achieve a great result which will support students' wellbeing and mental health, especially the most vulnerable.   WIL KIS2a) Enhance the use of student voice and learner agency strategies at Year 10 Student Voice and Agency 31% (2021) to 41% (2022) = Result 36% - I have a say in the things I learn 20% (2021) to 30% (2022) = Result 29% - I feel that I have a voice at this school 21% (2021) to 31% (2022) = Result 28% - My teachers incorporate student ideas in class activities 48% (2021) to 60% (2022) = Result 44%  BOD KIS 2a) Enable consistent use of learner agency strategies in tier 3 intervention programs (Elevate and Outreach) so that these students can have a positive school experience and can act as partners in improving their outcomes  The Elevate program developed well throughout the year, All students involved in the numeracy lessons were tested and most increased their learning by .5 of a progression point however this data needs to be triangulated and mapped more effectively. 100% of ILP's created for every student in the program contained smart goals. An Independent survey on learning characteristics was created and implemented Term 3 and 4 showing some students increasing in their learning characteristics and other reducing. This measure needs to be refined to compare against mainstream growth. Attendance in Mainstream classes did increase by more than 20% for most students in the program considering most newly inducted students were attending no mainstream classes when inducted into Elevate.  DUN KIS 2b) Implement more effective approaches to improving attendance rates across years 7-12 The school's attendance policy was ratified by School Council this year. Disappointingly, all year levels increased their absence days for the year. Goal Improved attendance Years 7-10 with days absent reduced from 2021 Year 7 – 17.93 to 17 or under = Result 28 Year 8 – 23.43 to 22 or under = Result 30.5 Year 9 – 22.29 to 22 or under = Result 31.3 Year 10 – 33.74 to 22 or under = Result 33.7  Student's attitudes to attendance data through SATTS stayed close to 2021 levels. SATTS – Student attendance ‘I always try to attend school’ data improved from 2021 to 80% in 2022 = Result 76% Year 7 – 77% = Result 81% Year 8 – 73% = Result 66% Year 9 – 81% = Result 81%  DOU KIS 2c) Lead the SWPBS team to further embed SWPBS processes and increase key stakeholder engagement Parent feedback survey did not occur  SATTS Student Opinion - Effective Classroom Behaviour from 50% 2021 to 65% 2022 (Year 7 – 9) = Result 49% SATTS Parent Opinion – Promoting Positive Behaviour increase from 87% 2021 to 90% in 2022 (Year 7 – 9) = Data not available Staff SWPBS Fidelity Survey will move from 76% in place in 2021 to 86% in place in 2022 = Result 45% Parent SWPBS resources were not developed and communicated in 2022 | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | See 2023 AIP | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | (WIL) Development of Student Voice action group at year 10 | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 100% |
| Activity 2 | (WIL) Development of staff and student framework – Student Voice and Agency ` | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 2 | 50% |
| Activity 3 | (WIL) Development and delivery of SVA independent survey for students and staff | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 4 | (WIL) Review feedback data from SVA group and develop actions through quarterly meetings | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 4 | 50% |
| Activity 5 | (WIL) Develop the student voice and agency framework and gather feedback from all staff to review and refine this. | | 🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 50% |
| Activity 6 | (BOD) Develop a measure to understand students mathematical learning needs within intervention programs | | 🗹 Learning Specialist(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 3 | 100% |
| Activity 7 | (BOD) Development of a transition process for students moving from intervention programs into mainstream education | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Education Support | from: Term 1  to: Term 2 | 75% |
| Activity 8 | (BOD) Develop, implement and review a survey for tracking the learning characteristics and disposition of students in Elevate to support transitions to mainstream classes | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Education Support | from: Term 1  to: Term 3 | 100% |
| Activity 9 | (BOD) Refine and share developed Elevate transition process with all staff to increase their understanding of the teachers roles in assisting mainstream transition | | 🗹 Learning Specialist(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 3 | 25% |
| Activity 10 | (BOD) Review process and data sets within MYLNS intervention programs to inform improvements for 2022/3 | | 🗹 Learning Specialist(s)  🗹 Assistant Principal | from: Term 2  to: Term 4 | 75% |
| Activity 11 | (DUN) Regular checks of attendance data through inclusion team meetings | | 🗹 Leading Teacher(s)  🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 4 | 100% |
| Activity 12 | (DUN) Attendance roles and responsibilities to refined within updated attendance policy and rolled out to junior and senior sub school teams with support to ensure these are implemented consistently | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 75% |
| Activity 13 | (DUN)  Regularly scheduled meetings between coordinators and attendance officers | | 🗹 Year Level Co-ordinator(s)  🗹 Education Support | from: Term 1  to: Term 4 | 50% |
| Activity 14 | (DUN) Update of WPSC attendance policy ratified at school council and ensure consistent implementation by subschool and ES teams | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 2 | 100% |
| Activity 15 | (DUN) Alignment of attendance processes across Junior and Senior school (attendance and sub school teams) | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Education Support | from: Term 1  to: Term 4 | 75% |
| Activity 16 | (DUN) Promotion of positive attendance through Compass and social media | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 25% |
| Activity 17 | (DOU) Regular SWPBS Team Meetings, using SWPBS Fidelity Index survey to inform areas of focus | | 🗹 Assistant Principal  🗹 SWPBS Leader/Team  🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 75% |
| Activity 18 | (DOU) Plan and deliver SWPBS PD on Behaviour Response Continuum and Minor/Major Processes with SWPBS information pack | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 1 | 50% |
| Activity 19 | (DOU) Review, improve and implement SWPBS Rewards system | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Education Support  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 100% |
| Activity 20 | (DOU) Share Big 5 Data with staff and particularly with Year 8 students quarterly | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 4 | 75% |
| Activity 21 | (DOU) Develop and communicate SWPBS resources to parents/carers | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |

**Monitoring and Assessment - 2022**

**Mid-year monitoring**

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| **Goal 1** | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | L1. By 2022 the percentage of Year 9 students assessed in the 2 middle and 2 top bands of NAPLAN for: - Numeracy will increase from 61% (2017) to 75% or above. - Reading will increase from 45% (2017) to 65% or above.  L2. By 2022 the VCE All Study score will be 27 or above.  W1. By 2022, reduce student absence days per full–time equivalent for Year 9 from 33.86 days in 2017 to 21 days or below and for Year 10 from 24.9 days to 21 days or below.  W2. By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 will be:  Student Voice and Agency– 65% or above (from 43% in 2017) Sense of Connectedness– 65% or above (from 50% in 2017) Not Experiencing Bullying– 70% or above (from 54% in 2017) Effective Classroom Behaviour– 70% or above (from 53% in 2017) Teacher Concern— 60% or above (from 42.5% in 2017) | | | |
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| Actions | | LAS KIS 1a) Build the capacity of all staff to meet the learning needs of students who present with disabilities or additional learning needs  WET KIS 1a) Improve academic outcomes and learner confidence of all students within the Learning Enhancement Program  HAR KIS 1b) Strengthen the capacity of PLC teams to utilize data and embed differentiation through the curriculum architecture Strengthen the capacity of the Mathematics PLC’s in the junior school to improve results in NAPLAN numeracy   COS KIS 1b) Embed protocols and processes in alignment with VCAA and WPSC Senior School Policy  AND KIS 1c) Deliver whole school Literacy professional learning to build teaching staff capacity in reading comprehension and writing Monitor and evaluate the impact of the tiered intervention strategies across the year 7 cohort | | | |
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| Success Indicators | | LAS KIS 1a) - 100% of Elevate students will grow in their literacy .5 of a progression point every 6 months assessed by teacher judgement against the Victorian Curriculum - All students with tier 3 funding profile applications will have multi-class evidence of 10 week adjustments - 100% IEP’s related to Disability and Inclusion will contain educational SMART goals which  - 100% of students will have their IEP reviewed on a quarterly basis - Application of enrolment in the Masters for Inclusion program - Pivot Feedback re positive feelings for differentiation - Elevate review data from daily data chats and steering committee  - Attendance to mainstream classes for individual Elevate students will increase by 20% per term across the cohort - Guaranteed and viable literacy, numeracy and independent learning curriculum documented and stored in MS Teams  - Creation of the Elevate implementation Handbook    WET KIS 1a) - All students in LEP groups will demonstrate an average improvement of 10 points on their pre and post semester-based Sounds Write Diagnostic Screener. - All attending students in LEP groups will demonstrate an average improvement of 8 words read correctly per minute on the DIBELS- Oral Reading Fluency Benchmark Assessment each semester. - 80% of students in LEP will demonstrate improvement with learner confidence as measured by learner confidence survey (Microsoft Form) pre and post results each semester. - Developing a response to intervention for WPSC that can align to cluster feeder primary schools  - All attending LEP students will demonstrate an average scale score increase of 7 on the PAT-R Assessment by the end of the year  - Intervention Assessment Schedule and data uploaded to central location (Google Drive spreadsheet) - Evidence of syllabification strategies shared in Domain meetings   HAR KIS 1b) - Planning documents from PLCs, documented IEPs, SSG meeting minutes from Compass - Design and implementation of Curriculum Architecture across Year 7; Curriculum Maps/Curriculum Continuums from multiple Domains - Implementation of the Junior School Assessment Schedule - Progression points from Learning Tasks; Instructional Group planning for Feedback Week workshops; On Demand Testing/PAT testing - Year 7 - all students meeting and above benchmark growth in line with similar schools? - Year 9 (boys) - 50.6% below benchmark reduced by 10% down to 40% below benchmark growth?  COS KIS 1b) - Professional Learning session for all senior school staff using Domain/PLC time) - Toolkit video created and distributed detailing teacher processes to support the senior school assessment policy - Trial group of Year 12 teachers will demonstrate Pivot data improvements for their Unit3/4 students - All Year 12 students will complete their senior certificate and/or move into their predetermined desired pathways - All Year 12 students within the iCARE Will have completed their goal setting document with evidence of regular revisions. - Value add evidence GAT vs study study of +1.0 per VCE student - Documented reflections from VCE teachers as a result of the 1-1 follow up - VCE Curriculum Documentation showing adjustments in response to reflections from 1-1 sessions - All VCE study score 26  AND KIS 1c) - Staff PL Survey data demonstrating increase knowledge and confidence with the use of strategies within their classroom  - Feedback from PLC facilitators demonstrating impact of literacy resources on common assessment tasks - Curriculum Documentation from a range of Domains; PLC Journals; Feedback from Learning Walks - Student Learning Data; Sounds-Write screener, South Australian Spelling Test (or equivalent),  - All Year 7 students will demonstrate an average improvement of 10 words read correctly per minute on the DIBELS- Oral Reading Fluency Benchmark Assessment across the year. - All Year 7 students will demonstrate an average improvement of 8 points within DIBELS - Maze (reading Comprehension) across the year - Year 7 students in the bottom 2 bands of NAPLAN Reading reduced to 15% (21% in 2021)  - Year 7 Reading NAPLAN Benchmark growth to match similar schools (14% in 2021) | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | |  | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | |  | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | |  | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | (LAS) Deliver and evaluate whole-school professional learning in evidence based approaches to supporting students with additional learning needs and/or disabilities in the classroom | | 🗹 Assistant Principal  🗹 Literacy Improvement Teacher  🗹 Numeracy Improvement Teacher  🗹 Education Support | from: Term 1  to: Term 4 | 100% |
| Activity 2 | (LAS) Establish processes and protocols that ensure at risk students/students with additional learning needs have their needs met through the inclusion panel | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Disability Inclusion Coordinator | from: Term 1  to: Term 4 | 75% |
| Activity 3 | (LAS) Embed inclusion adjustment chronicle entries in teacher practice in Year 7 | | 🗹 Education Support  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 4 | (LAS) Develop documentation for the delivery of the Elevate program including curriculum and data tracking documentation | | 🗹 Education Support  🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 5 | (WET) Implement the Learning Enhancement Program (LEP) Assessment Schedule and provide support for the administration/data collection with key stakeholders | | 🗹 Education Support  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 75% |
| Activity 6 | (WET) Support the provision of professional learning for WPSC staff around the science of reading and the Western Port Learning Guarantee | | 🗹 Learning Specialist(s)  🗹 Education Support  🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 7 | (WET) Provide ongoing training and coaching for LEP staff through regular Community of Practice meetings | | 🗹 Education Support  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 8 | (HAR) Lead the Year 7 Maths PLC to align to the emerging curriculum architecture work | | 🗹 Teacher(s)  🗹 Leading Teacher(s)  🗹 Curriculum Co-ordinator (s)  🗹 PLC Leaders  🗹 Learning Specialist(s)  🗹 Assistant Principal | from: Term 1  to: Term 4 | 75% |
| Activity 9 | (HAR) Implement the Junior school assessment schedule and upskill staff about the effective use of feedback week built into the planner | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 10 | (HAR) Upskill staff in the Mathematics domain staff to use the proficiencies in numeracy to target reasoning and problem solving skills in students | | 🗹 Leading Teacher(s)  🗹 KLA Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 11 | (COS) Upskill Years 10 - 12 staff/student in Professional Learning around the consistent application of the Senior School Assessment Policy | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s) | from: Term 1  to: Term 2 | 50% |
| Activity 12 | (COS) Use the VCE Reflection Tool to support conversations with the current Year 12 teachers to develop their own goals and actions based on learnings from VASS data | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 13 | (COS) Ensure the effective implementation of the new iCARE program across the senior school with a focus on embedding goal setting at Year 12 as a monitoring tool for student progress across the year | | 🗹 Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Curriculum Co-ordinator (s)  🗹 Student(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 4 | 25% |
| Activity 14 | (AND) Deliver Literacy professional development (3L) to all staff to expand staff knowledge and skills to target literacy across the curriculum | | 🗹 Literacy Leader  🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 50% |
| Activity 15 | (AND) Implement and evaluate the Literacy Intervention program at Year 7 and Year 8 while support teachers with curriculum based on the Sounds Write explicit synthetic phonics approach | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Sub School Leader/s  🗹 KLA Leader | from: Term 1  to: Term 4 | 50% |
| Activity 16 | (AND) Provide coaching and support for teaching staff who opt into the Coaching arm of the Curious Project in the area of literacy | | 🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 17 | (AND) Lead the Year 7 English PLC through the implementation of the new curriculum architecture | | 🗹 Literacy Leader  🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | WIL KIS 2a) Enhance the use of student voice and learner agency strategies at Year 10  BOD KIS 2a) Enable consistent use of learner agency strategies in tier 3 intervention programs (Elevate and Outreach) so that these students can have a positive school experience and can act as partners in improving their outcomes.  DUN KIS 2b) Implement more effective approaches to improving attendance rates across year 7-10  DOU KIS 2c) Lead the SWPBS team to further embed SWPBS processes and increase key stakeholder engagement | | | |
| Outcomes | | WIL KIS 2a) - All Year 10 students will be consulted on the SVA framework and have the opportunity to be involved in focus groups to develop and implement school improvement strategies related to student voice and agency  - All Year 10 ICARE staff will be consulted on the development and be supported to implement the SVA framework.  - All Year 10 parents will be provided with the opportunity to contribute to the development of the SVA framework and updated on the progress on a quarterly basis.   BOD KIS 2a) - All students in Elevate and Outreach will have agency in their learning based on the building of understanding of their point of skill progression linked to the Victorian Curriculum.  - All students will have individualised learning plans to increase engagement within these inclusion programs.  - All mainstream teachers involved in the transition of students from Elevate to Mainstream will be provided with transition documentation to understand each student’s point of skill progression.  - All Elevate students will have clear transition into mainstream plans reviewed quarterly in SSG's   DUN KIS 2b) - All members of our community will share a common understanding of the whole school approach to improving attendance - All at-risk students will be identified (through Inclusion) and receive targeted support in a timely manner  - All Families of at-risk students will receive regular communication and support from the school - All students with emerging or acute wellbeing/attendance needs will be supported to remain engaged in learning and connected to their peers   DOU KIS 2c) - All staff will consistently use SWPBS processes to manage student behavior and create positive learning environments  - Year 8 students will develop a sense of ownership over personal, form group and year level SWPBS Big 5 data  - Parents/Careers will develop an understanding of the SWPBS processes, expectations, and values at the college  - Students will be positively acknowledged when reflecting the schools CARE values | | | |
| Success Indicators | | WIL KIS 2a) - 33% (minimum annual growth) within target Year 10 students pre/post independent survey  - 33% (minimum annual growth) within target Year 10 staff pre/post independent survey  - SVA framework documented and presented to staff  - ICARE curriculum documented – unit plan, scope and sequence SATTS improvements  - Student Voice and Agency 31% (2021) to 41% (2022)  - I have a say in the things I learn 20% (2021) to 30% (2022)  - I feel that I have a voice at this school 21% (2021) to 31% (2022)  - My teachers incorporate student ideas in class activities 48% (2021) to 60% (2022)  - Aggregate and individual improvements in PIVOT data for target year 10 staff. (Improvement target depends on pivot)   BOD KIS 2a) - 100% of Elevate students will grow in their numeracy .5 of a progression point every 6 months triangulated through VC teacher judgement, PAT and On-Demand or equivalent testing.  - 100% IEP’s will contain educational SMART goals which are developed for all students in tier 3 intervention programs (Elevate and Outreach).  - Development of an independent survey: SATTS Domain of Learning characteristics and disposition. Target growth of 25% cohort average.  - Attendance to mainstream classes for Elevate students will increase by 20% per term  DUN KIS 2b) - Documented attendance policy ratified by school council  - Improved attendance Years 7-10 with days absent reduced from 2021  Year 7 – 17.93 to 17 or under  Year 8 – 23.43 to 22 or under  Year 9 – 22.29 to 22 or under  Year 10 – 33.74 to 22 or under  SATTS – Student attendance ‘I always try to attend school’ data improved from 2021 to 80% in 2022  Year 7 – 77%  Year 8 – 73%  Year 9 – 81%   DOU KIS 2c) Implementation of a parent SWPBS Feedback Survey, completed by a minimum 60 parents  SATTS Student Opinion - Effective Classroom Behaviour from 50% 2021 to 65% 2022 (Year 7 – 9)  SATTS Parent Opinion – Promoting Positive Behaviour increase from 87% 2021 to 90% in 2022 (Year 7 – 9)  Staff SWPBS Fidelity Survey will move from 76% in place in 2021 to 86% in place in 2022  Parent SWPBS resources will be developed and communicated in 2022 | | | |
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| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | (WIL) Development of Student Voice action group at year 10 | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 100% |
| Activity 2 | (WIL) Development of staff and student framework – Student Voice and Agency ` | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 2 | 50% |
| Activity 3 | (WIL) Development and delivery of SVA independent survey for students and staff | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 4 | (WIL) Review feedback data from SVA group and develop actions through quarterly meetings | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 4 | 50% |
| Activity 5 | (WIL) Develop the student voice and agency framework and gather feedback from all staff to review and refine this. | | 🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 50% |
| Activity 6 | (BOD) Develop a measure to understand students mathematical learning needs within intervention programs | | 🗹 Learning Specialist(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 3 | 100% |
| Activity 7 | (BOD) Development of a transition process for students moving from intervention programs into mainstream education | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Education Support | from: Term 1  to: Term 2 | 75% |
| Activity 8 | (BOD) Develop, implement and review a survey for tracking the learning characteristics and disposition of students in Elevate to support transitions to mainstream classes | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Education Support | from: Term 1  to: Term 3 | 100% |
| Activity 9 | (BOD) Refine and share developed Elevate transition process with all staff to increase their understanding of the teachers roles in assisting mainstream transition | | 🗹 Learning Specialist(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 3 | 25% |
| Activity 10 | (BOD) Review process and data sets within MYLNS intervention programs to inform improvements for 2022/3 | | 🗹 Learning Specialist(s)  🗹 Assistant Principal | from: Term 2  to: Term 4 | 75% |
| Activity 11 | (DUN) Regular checks of attendance data through inclusion team meetings | | 🗹 Leading Teacher(s)  🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 4 | 100% |
| Activity 12 | (DUN) Attendance roles and responsibilities to refined within updated attendance policy and rolled out to junior and senior sub school teams with support to ensure these are implemented consistently | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 75% |
| Activity 13 | (DUN)  Regularly scheduled meetings between coordinators and attendance officers | | 🗹 Year Level Co-ordinator(s)  🗹 Education Support | from: Term 1  to: Term 4 | 50% |
| Activity 14 | (DUN) Update of WPSC attendance policy ratified at school council and ensure consistent implementation by subschool and ES teams | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 2 | 100% |
| Activity 15 | (DUN) Alignment of attendance processes across Junior and Senior school (attendance and sub school teams) | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Education Support | from: Term 1  to: Term 4 | 75% |
| Activity 16 | (DUN) Promotion of positive attendance through Compass and social media | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 25% |
| Activity 17 | (DOU) Regular SWPBS Team Meetings, using SWPBS Fidelity Index survey to inform areas of focus | | 🗹 Assistant Principal  🗹 SWPBS Leader/Team  🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 75% |
| Activity 18 | (DOU) Plan and deliver SWPBS PD on Behaviour Response Continuum and Minor/Major Processes with SWPBS information pack | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 1 | 50% |
| Activity 19 | (DOU) Review, improve and implement SWPBS Rewards system | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Education Support  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 100% |
| Activity 20 | (DOU) Share Big 5 Data with staff and particularly with Year 8 students quarterly | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 4 | 75% |
| Activity 21 | (DOU) Develop and communicate SWPBS resources to parents/carers | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |

**Monitoring and Assessment - 2022**

**Term 3 monitoring (optional)**

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| Actions | | LAS KIS 1a) Build the capacity of all staff to meet the learning needs of students who present with disabilities or additional learning needs  WET KIS 1a) Improve academic outcomes and learner confidence of all students within the Learning Enhancement Program  HAR KIS 1b) Strengthen the capacity of PLC teams to utilize data and embed differentiation through the curriculum architecture Strengthen the capacity of the Mathematics PLC’s in the junior school to improve results in NAPLAN numeracy   COS KIS 1b) Embed protocols and processes in alignment with VCAA and WPSC Senior School Policy  AND KIS 1c) Deliver whole school Literacy professional learning to build teaching staff capacity in reading comprehension and writing Monitor and evaluate the impact of the tiered intervention strategies across the year 7 cohort | | | |
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| Delivery of the annual actions for this KIS | | Partially Completed | | | |
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| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | |  | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | |  | | | |
| OPTIONAL: Upload Evidence | | 1. [Term 3 AIP progress tracking - WPSC.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/7893/monitoring/9465/terms/3/28910/Term 3 AIP progress tracking - WPSC.docx) (0.03 MB) | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | (LAS) Deliver and evaluate whole-school professional learning in evidence based approaches to supporting students with additional learning needs and/or disabilities in the classroom | | 🗹 Assistant Principal  🗹 Literacy Improvement Teacher  🗹 Numeracy Improvement Teacher  🗹 Education Support | from: Term 1  to: Term 4 | 75% |
| Activity 2 | (LAS) Establish processes and protocols that ensure at risk students/students with additional learning needs have their needs met through the inclusion panel | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Disability Inclusion Coordinator | from: Term 1  to: Term 4 | 50% |
| Activity 3 | (LAS) Embed inclusion adjustment chronicle entries in teacher practice in Year 7 | | 🗹 Education Support  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 50% |
| Activity 4 | (LAS) Develop documentation for the delivery of the Elevate program including curriculum and data tracking documentation | | 🗹 Education Support  🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 5 | (WET) Implement the Learning Enhancement Program (LEP) Assessment Schedule and provide support for the administration/data collection with key stakeholders | | 🗹 Education Support  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 75% |
| Activity 6 | (WET) Support the provision of professional learning for WPSC staff around the science of reading and the Western Port Learning Guarantee | | 🗹 Learning Specialist(s)  🗹 Education Support  🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 7 | (WET) Provide ongoing training and coaching for LEP staff through regular Community of Practice meetings | | 🗹 Education Support  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 8 | (HAR) Lead the Year 7 Maths PLC to align to the emerging curriculum architecture work | | 🗹 Teacher(s)  🗹 Leading Teacher(s)  🗹 Curriculum Co-ordinator (s)  🗹 PLC Leaders  🗹 Learning Specialist(s)  🗹 Assistant Principal | from: Term 1  to: Term 4 | 100% |
| Activity 9 | (HAR) Implement the Junior school assessment schedule and upskill staff about the effective use of feedback week built into the planner | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Teacher(s) | from: Term 1  to: Term 4 | 50% |
| Activity 10 | (HAR) Upskill staff in the Mathematics domain staff to use the proficiencies in numeracy to target reasoning and problem solving skills in students | | 🗹 Leading Teacher(s)  🗹 KLA Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 50% |
| Activity 11 | (COS) Upskill Years 10 - 12 staff/student in Professional Learning around the consistent application of the Senior School Assessment Policy | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s) | from: Term 1  to: Term 2 | 25% |
| Activity 12 | (COS) Use the VCE Reflection Tool to support conversations with the current Year 12 teachers to develop their own goals and actions based on learnings from VASS data | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 13 | (COS) Ensure the effective implementation of the new iCARE program across the senior school with a focus on embedding goal setting at Year 12 as a monitoring tool for student progress across the year | | 🗹 Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Curriculum Co-ordinator (s)  🗹 Student(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 4 | 25% |
| Activity 14 | (AND) Deliver Literacy professional development (3L) to all staff to expand staff knowledge and skills to target literacy across the curriculum | | 🗹 Literacy Leader  🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 50% |
| Activity 15 | (AND) Implement and evaluate the Literacy Intervention program at Year 7 and Year 8 while support teachers with curriculum based on the Sounds Write explicit synthetic phonics approach | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Sub School Leader/s  🗹 KLA Leader | from: Term 1  to: Term 4 | 50% |
| Activity 16 | (AND) Provide coaching and support for teaching staff who opt into the Coaching arm of the Curious Project in the area of literacy | | 🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 50% |
| Activity 17 | (AND) Lead the Year 7 English PLC through the implementation of the new curriculum architecture | | 🗹 Literacy Leader  🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 50% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | WIL KIS 2a) Enhance the use of student voice and learner agency strategies at Year 10  BOD KIS 2a) Enable consistent use of learner agency strategies in tier 3 intervention programs (Elevate and Outreach) so that these students can have a positive school experience and can act as partners in improving their outcomes.  DUN KIS 2b) Implement more effective approaches to improving attendance rates across year 7-10  DOU KIS 2c) Lead the SWPBS team to further embed SWPBS processes and increase key stakeholder engagement | | | |
| Outcomes | | WIL KIS 2a) - All Year 10 students will be consulted on the SVA framework and have the opportunity to be involved in focus groups to develop and implement school improvement strategies related to student voice and agency  - All Year 10 ICARE staff will be consulted on the development and be supported to implement the SVA framework.  - All Year 10 parents will be provided with the opportunity to contribute to the development of the SVA framework and updated on the progress on a quarterly basis.   BOD KIS 2a) - All students in Elevate and Outreach will have agency in their learning based on the building of understanding of their point of skill progression linked to the Victorian Curriculum.  - All students will have individualised learning plans to increase engagement within these inclusion programs.  - All mainstream teachers involved in the transition of students from Elevate to Mainstream will be provided with transition documentation to understand each student’s point of skill progression.  - All Elevate students will have clear transition into mainstream plans reviewed quarterly in SSG's   DUN KIS 2b) - All members of our community will share a common understanding of the whole school approach to improving attendance - All at-risk students will be identified (through Inclusion) and receive targeted support in a timely manner  - All Families of at-risk students will receive regular communication and support from the school - All students with emerging or acute wellbeing/attendance needs will be supported to remain engaged in learning and connected to their peers   DOU KIS 2c) - All staff will consistently use SWPBS processes to manage student behavior and create positive learning environments  - Year 8 students will develop a sense of ownership over personal, form group and year level SWPBS Big 5 data  - Parents/Careers will develop an understanding of the SWPBS processes, expectations, and values at the college  - Students will be positively acknowledged when reflecting the schools CARE values | | | |
| Success Indicators | | WIL KIS 2a) - 33% (minimum annual growth) within target Year 10 students pre/post independent survey  - 33% (minimum annual growth) within target Year 10 staff pre/post independent survey  - SVA framework documented and presented to staff  - ICARE curriculum documented – unit plan, scope and sequence SATTS improvements  - Student Voice and Agency 31% (2021) to 41% (2022)  - I have a say in the things I learn 20% (2021) to 30% (2022)  - I feel that I have a voice at this school 21% (2021) to 31% (2022)  - My teachers incorporate student ideas in class activities 48% (2021) to 60% (2022)  - Aggregate and individual improvements in PIVOT data for target year 10 staff. (Improvement target depends on pivot)   BOD KIS 2a) - 100% of Elevate students will grow in their numeracy .5 of a progression point every 6 months triangulated through VC teacher judgement, PAT and On-Demand or equivalent testing.  - 100% IEP’s will contain educational SMART goals which are developed for all students in tier 3 intervention programs (Elevate and Outreach).  - Development of an independent survey: SATTS Domain of Learning characteristics and disposition. Target growth of 25% cohort average.  - Attendance to mainstream classes for Elevate students will increase by 20% per term  DUN KIS 2b) - Documented attendance policy ratified by school council  - Improved attendance Years 7-10 with days absent reduced from 2021  Year 7 – 17.93 to 17 or under  Year 8 – 23.43 to 22 or under  Year 9 – 22.29 to 22 or under  Year 10 – 33.74 to 22 or under  SATTS – Student attendance ‘I always try to attend school’ data improved from 2021 to 80% in 2022  Year 7 – 77%  Year 8 – 73%  Year 9 – 81%   DOU KIS 2c) Implementation of a parent SWPBS Feedback Survey, completed by a minimum 60 parents  SATTS Student Opinion - Effective Classroom Behaviour from 50% 2021 to 65% 2022 (Year 7 – 9)  SATTS Parent Opinion – Promoting Positive Behaviour increase from 87% 2021 to 90% in 2022 (Year 7 – 9)  Staff SWPBS Fidelity Survey will move from 76% in place in 2021 to 86% in place in 2022  Parent SWPBS resources will be developed and communicated in 2022 | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 School review has refocussed directions for the school | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Key Improvement Strategies’ focus too broad / too ambitious  🗹 Change in priorities of the school i.e. school review identified new directions | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | |  | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | (WIL) Development of Student Voice action group at year 10 | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 50% |
| Activity 2 | (WIL) Development of staff and student framework – Student Voice and Agency ` | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 2 | 50% |
| Activity 3 | (WIL) Development and delivery of SVA independent survey for students and staff | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 4 | (WIL) Review feedback data from SVA group and develop actions through quarterly meetings | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 4 | 50% |
| Activity 5 | (WIL) Develop the student voice and agency framework and gather feedback from all staff to review and refine this. | | 🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 50% |
| Activity 6 | (BOD) Develop a measure to understand students mathematical learning needs within intervention programs | | 🗹 Learning Specialist(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 3 | 50% |
| Activity 7 | (BOD) Development of a transition process for students moving from intervention programs into mainstream education | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Education Support | from: Term 1  to: Term 2 | 75% |
| Activity 8 | (BOD) Develop, implement and review a survey for tracking the learning characteristics and disposition of students in Elevate to support transitions to mainstream classes | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Education Support | from: Term 1  to: Term 3 | 75% |
| Activity 9 | (BOD) Refine and share developed Elevate transition process with all staff to increase their understanding of the teachers roles in assisting mainstream transition | | 🗹 Learning Specialist(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 3 | 75% |
| Activity 10 | (BOD) Review process and data sets within MYLNS intervention programs to inform improvements for 2022/3 | | 🗹 Learning Specialist(s)  🗹 Assistant Principal | from: Term 2  to: Term 4 | 50% |
| Activity 11 | (DUN) Regular checks of attendance data through inclusion team meetings | | 🗹 Leading Teacher(s)  🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 4 | 75% |
| Activity 12 | (DUN) Attendance roles and responsibilities to refined within updated attendance policy and rolled out to junior and senior sub school teams with support to ensure these are implemented consistently | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 50% |
| Activity 13 | (DUN)  Regularly scheduled meetings between coordinators and attendance officers | | 🗹 Year Level Co-ordinator(s)  🗹 Education Support | from: Term 1  to: Term 4 | 50% |
| Activity 14 | (DUN) Update of WPSC attendance policy ratified at school council and ensure consistent implementation by subschool and ES teams | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 2 | 75% |
| Activity 15 | (DUN) Alignment of attendance processes across Junior and Senior school (attendance and sub school teams) | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Education Support | from: Term 1  to: Term 4 | 50% |
| Activity 16 | (DUN) Promotion of positive attendance through Compass and social media | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 25% |
| Activity 17 | (DOU) Regular SWPBS Team Meetings, using SWPBS Fidelity Index survey to inform areas of focus | | 🗹 Assistant Principal  🗹 SWPBS Leader/Team  🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 25% |
| Activity 18 | (DOU) Plan and deliver SWPBS PD on Behaviour Response Continuum and Minor/Major Processes with SWPBS information pack | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 1 | 50% |
| Activity 19 | (DOU) Review, improve and implement SWPBS Rewards system | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Education Support  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 75% |
| Activity 20 | (DOU) Share Big 5 Data with staff and particularly with Year 8 students quarterly | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 4 | 50% |
| Activity 21 | (DOU) Develop and communicate SWPBS resources to parents/carers | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |

**Monitoring and Assessment - 2022**

**End-of-year monitoring**

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| --- | --- | --- | --- | --- | --- |
| **Goal 1** | | **2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. | | | |
| 12 Month Target 1.1 | | L1. By 2022 the percentage of Year 9 students assessed in the 2 middle and 2 top bands of NAPLAN for: - Numeracy will increase from 61% (2017) to 75% or above. - Reading will increase from 45% (2017) to 65% or above.  L2. By 2022 the VCE All Study score will be 27 or above.  W1. By 2022, reduce student absence days per full–time equivalent for Year 9 from 33.86 days in 2017 to 21 days or below and for Year 10 from 24.9 days to 21 days or below.  W2. By 2022, the percentage of positive endorsement on the student AToSS for Years 7–12 will be:  Student Voice and Agency– 65% or above (from 43% in 2017) Sense of Connectedness– 65% or above (from 50% in 2017) Not Experiencing Bullying– 70% or above (from 54% in 2017) Effective Classroom Behaviour– 70% or above (from 53% in 2017) Teacher Concern— 60% or above (from 42.5% in 2017) | | | |
| Has this 12 month target met | | Partially Met | | | |
| KIS 1.a Priority 2022 Dimension | | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | LAS KIS 1a) Build the capacity of all staff to meet the learning needs of students who present with disabilities or additional learning needs  WET KIS 1a) Improve academic outcomes and learner confidence of all students within the Learning Enhancement Program  HAR KIS 1b) Strengthen the capacity of PLC teams to utilize data and embed differentiation through the curriculum architecture Strengthen the capacity of the Mathematics PLC’s in the junior school to improve results in NAPLAN numeracy   COS KIS 1b) Embed protocols and processes in alignment with VCAA and WPSC Senior School Policy  AND KIS 1c) Deliver whole school Literacy professional learning to build teaching staff capacity in reading comprehension and writing Monitor and evaluate the impact of the tiered intervention strategies across the year 7 cohort | | | |
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| Success Indicators | | LAS KIS 1a) - 100% of Elevate students will grow in their literacy .5 of a progression point every 6 months assessed by teacher judgement against the Victorian Curriculum - All students with tier 3 funding profile applications will have multi-class evidence of 10 week adjustments - 100% IEP’s related to Disability and Inclusion will contain educational SMART goals which  - 100% of students will have their IEP reviewed on a quarterly basis - Application of enrolment in the Masters for Inclusion program - Pivot Feedback re positive feelings for differentiation - Elevate review data from daily data chats and steering committee  - Attendance to mainstream classes for individual Elevate students will increase by 20% per term across the cohort - Guaranteed and viable literacy, numeracy and independent learning curriculum documented and stored in MS Teams  - Creation of the Elevate implementation Handbook    WET KIS 1a) - All students in LEP groups will demonstrate an average improvement of 10 points on their pre and post semester-based Sounds Write Diagnostic Screener. - All attending students in LEP groups will demonstrate an average improvement of 8 words read correctly per minute on the DIBELS- Oral Reading Fluency Benchmark Assessment each semester. - 80% of students in LEP will demonstrate improvement with learner confidence as measured by learner confidence survey (Microsoft Form) pre and post results each semester. - Developing a response to intervention for WPSC that can align to cluster feeder primary schools  - All attending LEP students will demonstrate an average scale score increase of 7 on the PAT-R Assessment by the end of the year  - Intervention Assessment Schedule and data uploaded to central location (Google Drive spreadsheet) - Evidence of syllabification strategies shared in Domain meetings   HAR KIS 1b) - Planning documents from PLCs, documented IEPs, SSG meeting minutes from Compass - Design and implementation of Curriculum Architecture across Year 7; Curriculum Maps/Curriculum Continuums from multiple Domains - Implementation of the Junior School Assessment Schedule - Progression points from Learning Tasks; Instructional Group planning for Feedback Week workshops; On Demand Testing/PAT testing - Year 7 - all students meeting and above benchmark growth in line with similar schools? - Year 9 (boys) - 50.6% below benchmark reduced by 10% down to 40% below benchmark growth?  COS KIS 1b) - Professional Learning session for all senior school staff using Domain/PLC time) - Toolkit video created and distributed detailing teacher processes to support the senior school assessment policy - Trial group of Year 12 teachers will demonstrate Pivot data improvements for their Unit3/4 students - All Year 12 students will complete their senior certificate and/or move into their predetermined desired pathways - All Year 12 students within the iCARE Will have completed their goal setting document with evidence of regular revisions. - Value add evidence GAT vs study study of +1.0 per VCE student - Documented reflections from VCE teachers as a result of the 1-1 follow up - VCE Curriculum Documentation showing adjustments in response to reflections from 1-1 sessions - All VCE study score 26  AND KIS 1c) - Staff PL Survey data demonstrating increase knowledge and confidence with the use of strategies within their classroom  - Feedback from PLC facilitators demonstrating impact of literacy resources on common assessment tasks - Curriculum Documentation from a range of Domains; PLC Journals; Feedback from Learning Walks - Student Learning Data; Sounds-Write screener, South Australian Spelling Test (or equivalent),  - All Year 7 students will demonstrate an average improvement of 10 words read correctly per minute on the DIBELS- Oral Reading Fluency Benchmark Assessment across the year. - All Year 7 students will demonstrate an average improvement of 8 points within DIBELS - Maze (reading Comprehension) across the year - Year 7 students in the bottom 2 bands of NAPLAN Reading reduced to 15% (21% in 2021)  - Year 7 Reading NAPLAN Benchmark growth to match similar schools (14% in 2021) | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 School review has refocussed directions for the school | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Change in priorities of the school i.e. school review identified new directions | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | NAPLAN, Middle and Top 2 Bands in Year 9 Numeracy is 58% and was our best performing area against Similar Schools. Middle and Top 2 Bands in Year 9 Reading is 55% with decrease of 8 students from 2021 and reduction in bottom 2 bands by 2 students. We also saw a significant increase in NAPLAN participation of 75% to 88% (Reading) and 74% to 87% (Numeracy). 22 students in alternate programs (ELE/ORE) and were exempt from the testing - appearing in the bottom 2 bands data. In Semester 2 we have built data literacy of staff through Instructional Groupings to differentiate with accuracy for student learning needs. Planning and delivery of lessons have had a focus in aligning to skill set rather than content knowledge - this has been a huge shift in mindset for our teaching staff. Curriculum Architecture has been launched with all teaching staff for a PLC focus in 2023.   VCE Mean Study Score: Unknown however professional learning has continued with new Senior School AP (mid year appointment) for Senior School assessment policy and leading iCARE program.  Reduce student absence days per full–time equivalent for Year 9 from 33.86 days in 2017 to 21 days or below and for Year 10 from 24.9 days to 21 days or below. The current Year 10 cohort have an average of 35 days absent this is a significant increase on their Year 9 average of 22.9 days average. This is a cohort we could look to focus on in 2023? Current Year 9 data for attendance is 31.8 in comparison to their Year 8 average of 24.2. Potentially also a Year level to track?  Student Voice and Agency– 65% or above (from 43% in 2017) Decrease to 36% positive endorsement: 2022 Year 10 - 23%  Sense of Connectedness– 65% or above (from 50% in 2017) Decrease to 38% and Year 10 - 22%  Not Experiencing Bullying– 70% or above (from 54% in 2017 Increase to 83% - improvement of 13% Effective Classroom Behaviour– 70% or above (from 53% in 2017) Decrease to 49% - new process implemented from Term 3 onwards Teacher Concern— 60% or above (from 42.5% in 2017) Decreased to 32% - outcome of analysing this feedback is the Home Group model implemented into 2023.  Elevate students all engaged in Learning Map process and inducted via the refined enrolment process. Independent learning sessions first to build study skills/habits then into small class environment. All adjustments tracked in Learning Map and recorded on Compass. Attendance to mainstream classes has increased for students with support of Elevate. Literacy professional learning removed for Semester 2 planner after feedback from Review process. Literacy PL through curriculum architecture and PLC processes. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | See 2023 AIP | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | (LAS) Deliver and evaluate whole-school professional learning in evidence based approaches to supporting students with additional learning needs and/or disabilities in the classroom | | 🗹 Assistant Principal  🗹 Literacy Improvement Teacher  🗹 Numeracy Improvement Teacher  🗹 Education Support | from: Term 1  to: Term 4 | 100% |
| Activity 2 | (LAS) Establish processes and protocols that ensure at risk students/students with additional learning needs have their needs met through the inclusion panel | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Disability Inclusion Coordinator | from: Term 1  to: Term 4 | 75% |
| Activity 3 | (LAS) Embed inclusion adjustment chronicle entries in teacher practice in Year 7 | | 🗹 Education Support  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 4 | (LAS) Develop documentation for the delivery of the Elevate program including curriculum and data tracking documentation | | 🗹 Education Support  🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 5 | (WET) Implement the Learning Enhancement Program (LEP) Assessment Schedule and provide support for the administration/data collection with key stakeholders | | 🗹 Education Support  🗹 Learning Specialist(s) | from: Term 1  to: Term 4 | 75% |
| Activity 6 | (WET) Support the provision of professional learning for WPSC staff around the science of reading and the Western Port Learning Guarantee | | 🗹 Learning Specialist(s)  🗹 Education Support  🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 7 | (WET) Provide ongoing training and coaching for LEP staff through regular Community of Practice meetings | | 🗹 Education Support  🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 8 | (HAR) Lead the Year 7 Maths PLC to align to the emerging curriculum architecture work | | 🗹 Teacher(s)  🗹 Leading Teacher(s)  🗹 Curriculum Co-ordinator (s)  🗹 PLC Leaders  🗹 Learning Specialist(s)  🗹 Assistant Principal | from: Term 1  to: Term 4 | 75% |
| Activity 9 | (HAR) Implement the Junior school assessment schedule and upskill staff about the effective use of feedback week built into the planner | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 10 | (HAR) Upskill staff in the Mathematics domain staff to use the proficiencies in numeracy to target reasoning and problem solving skills in students | | 🗹 Leading Teacher(s)  🗹 KLA Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 11 | (COS) Upskill Years 10 - 12 staff/student in Professional Learning around the consistent application of the Senior School Assessment Policy | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s) | from: Term 1  to: Term 2 | 50% |
| Activity 12 | (COS) Use the VCE Reflection Tool to support conversations with the current Year 12 teachers to develop their own goals and actions based on learnings from VASS data | | 🗹 Assistant Principal  🗹 Sub School Leader/s  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 13 | (COS) Ensure the effective implementation of the new iCARE program across the senior school with a focus on embedding goal setting at Year 12 as a monitoring tool for student progress across the year | | 🗹 Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Curriculum Co-ordinator (s)  🗹 Student(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 4 | 25% |
| Activity 14 | (AND) Deliver Literacy professional development (3L) to all staff to expand staff knowledge and skills to target literacy across the curriculum | | 🗹 Literacy Leader  🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 50% |
| Activity 15 | (AND) Implement and evaluate the Literacy Intervention program at Year 7 and Year 8 while support teachers with curriculum based on the Sounds Write explicit synthetic phonics approach | | 🗹 Assistant Principal  🗹 Literacy Leader  🗹 Sub School Leader/s  🗹 KLA Leader | from: Term 1  to: Term 4 | 50% |
| Activity 16 | (AND) Provide coaching and support for teaching staff who opt into the Coaching arm of the Curious Project in the area of literacy | | 🗹 Learning Specialist(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 17 | (AND) Lead the Year 7 English PLC through the implementation of the new curriculum architecture | | 🗹 Literacy Leader  🗹 Assistant Principal  🗹 Teacher(s) | from: Term 1  to: Term 4 | 75% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | WIL KIS 2a) Enhance the use of student voice and learner agency strategies at Year 10  BOD KIS 2a) Enable consistent use of learner agency strategies in tier 3 intervention programs (Elevate and Outreach) so that these students can have a positive school experience and can act as partners in improving their outcomes.  DUN KIS 2b) Implement more effective approaches to improving attendance rates across year 7-10  DOU KIS 2c) Lead the SWPBS team to further embed SWPBS processes and increase key stakeholder engagement | | | |
| Outcomes | | WIL KIS 2a) - All Year 10 students will be consulted on the SVA framework and have the opportunity to be involved in focus groups to develop and implement school improvement strategies related to student voice and agency  - All Year 10 ICARE staff will be consulted on the development and be supported to implement the SVA framework.  - All Year 10 parents will be provided with the opportunity to contribute to the development of the SVA framework and updated on the progress on a quarterly basis.   BOD KIS 2a) - All students in Elevate and Outreach will have agency in their learning based on the building of understanding of their point of skill progression linked to the Victorian Curriculum.  - All students will have individualised learning plans to increase engagement within these inclusion programs.  - All mainstream teachers involved in the transition of students from Elevate to Mainstream will be provided with transition documentation to understand each student’s point of skill progression.  - All Elevate students will have clear transition into mainstream plans reviewed quarterly in SSG's   DUN KIS 2b) - All members of our community will share a common understanding of the whole school approach to improving attendance - All at-risk students will be identified (through Inclusion) and receive targeted support in a timely manner  - All Families of at-risk students will receive regular communication and support from the school - All students with emerging or acute wellbeing/attendance needs will be supported to remain engaged in learning and connected to their peers   DOU KIS 2c) - All staff will consistently use SWPBS processes to manage student behavior and create positive learning environments  - Year 8 students will develop a sense of ownership over personal, form group and year level SWPBS Big 5 data  - Parents/Careers will develop an understanding of the SWPBS processes, expectations, and values at the college  - Students will be positively acknowledged when reflecting the schools CARE values | | | |
| Success Indicators | | WIL KIS 2a) - 33% (minimum annual growth) within target Year 10 students pre/post independent survey  - 33% (minimum annual growth) within target Year 10 staff pre/post independent survey  - SVA framework documented and presented to staff  - ICARE curriculum documented – unit plan, scope and sequence SATTS improvements  - Student Voice and Agency 31% (2021) to 41% (2022)  - I have a say in the things I learn 20% (2021) to 30% (2022)  - I feel that I have a voice at this school 21% (2021) to 31% (2022)  - My teachers incorporate student ideas in class activities 48% (2021) to 60% (2022)  - Aggregate and individual improvements in PIVOT data for target year 10 staff. (Improvement target depends on pivot)   BOD KIS 2a) - 100% of Elevate students will grow in their numeracy .5 of a progression point every 6 months triangulated through VC teacher judgement, PAT and On-Demand or equivalent testing.  - 100% IEP’s will contain educational SMART goals which are developed for all students in tier 3 intervention programs (Elevate and Outreach).  - Development of an independent survey: SATTS Domain of Learning characteristics and disposition. Target growth of 25% cohort average.  - Attendance to mainstream classes for Elevate students will increase by 20% per term  DUN KIS 2b) - Documented attendance policy ratified by school council  - Improved attendance Years 7-10 with days absent reduced from 2021  Year 7 – 17.93 to 17 or under  Year 8 – 23.43 to 22 or under  Year 9 – 22.29 to 22 or under  Year 10 – 33.74 to 22 or under  SATTS – Student attendance ‘I always try to attend school’ data improved from 2021 to 80% in 2022  Year 7 – 77%  Year 8 – 73%  Year 9 – 81%   DOU KIS 2c) Implementation of a parent SWPBS Feedback Survey, completed by a minimum 60 parents  SATTS Student Opinion - Effective Classroom Behaviour from 50% 2021 to 65% 2022 (Year 7 – 9)  SATTS Parent Opinion – Promoting Positive Behaviour increase from 87% 2021 to 90% in 2022 (Year 7 – 9)  Staff SWPBS Fidelity Survey will move from 76% in place in 2021 to 86% in place in 2022  Parent SWPBS resources will be developed and communicated in 2022 | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 School review has refocussed directions for the school | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Key Improvement Strategies’ focus too broad / too ambitious  🗹 Change in priorities of the school i.e. school review identified new directions | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | In 2022 we set out a goal to effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable. Although many of the initiatives we started with did not achieve the desired result our shift mid year to implement a Safe and Orderly Learning Environment following our school review did achieve a great result which will support students' wellbeing and mental health, especially the most vulnerable.   WIL KIS2a) Enhance the use of student voice and learner agency strategies at Year 10 Student Voice and Agency 31% (2021) to 41% (2022) Result = 36% - I have a say in the things I learn 20% (2021) to 30% (2022) Result = 29% - I feel that I have a voice at this school 21% (2021) to 31% (2022) Result = 28% - My teachers incorporate student ideas in class activities 48% (2021) to 60% (2022) Result = 44%  BOD KIS 2a) Enable consistent use of learner agency strategies in tier 3 intervention programs (Elevate and Outreach) so that these students can have a positive school experience and can act as partners in improving their outcomes  The Elevate program developed well throughout the year, All students involved in the numeracy lessons were tested and most increased their learning by .5 of a progression point however this data needs to be triangulated and mapped more effectively. 100% of ILP's created for every student in the program contained smart goals. An Independent survey on learning characteristics was created and implemented Term 3 and 4 showing some students increasing in their learning characteristics and other reducing. This measure needs to be refined to compare against mainstream growth. Attendance in Mainstream classes did increase by more than 20% for most students in the program considering most newly inducted students were attending no mainstream classes when inducted into Elevate.  DUN KIS 2b) Implement more effective approaches to improving attendance rates across year 7-1 The school's attendance policy was ratified by School Council this year, unfortunately, all year levels increased their absence days for the year. Goal Improved attendance Years 7-10 with days absent reduced from 2021 Year 7 – 17.93 to 17 or under Result = 28 Year 8 – 23.43 to 22 or under Result = 30.5 Year 9 – 22.29 to 22 or under Result = 31.3 Year 10 – 33.74 to 22 or under Result = 33.7  Student's attitudes to attendance data through SATTS stayed close to 2021 levels. SATTS – Student attendance ‘I always try to attend school’ data improved from 2021 to 80% in 2022. Result = 76% Year 7 – 77% Result = 81% Year 8 – 73% Result = 66% Year 9 – 81% Result = 81%  DOU KIS 2c) Lead the SWPBS team to further embed SWPBS processes and increase key stakeholder engagement Parent feedback survey did not occur  SATTS Student Opinion - Effective Classroom Behaviour from 50% 2021 to 65% 2022 (Year 7 – 9). Result = 49% SATTS Parent Opinion – Promoting Positive Behaviour increase from 87% 2021 to 90% in 2022 (Year 7 – 9) = Data not available Staff SWPBS Fidelity Survey will move from 76% in place in 2021 to 86% in place in 2022. Result = 45% Parent SWPBS resources were not developed and communicated in 2022 | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | See 2023 AIP | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | (WIL) Development of Student Voice action group at year 10 | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 100% |
| Activity 2 | (WIL) Development of staff and student framework – Student Voice and Agency ` | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 2 | 50% |
| Activity 3 | (WIL) Development and delivery of SVA independent survey for students and staff | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 100% |
| Activity 4 | (WIL) Review feedback data from SVA group and develop actions through quarterly meetings | | 🗹 Leading Teacher(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 4 | 50% |
| Activity 5 | (WIL) Develop the student voice and agency framework and gather feedback from all staff to review and refine this. | | 🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 50% |
| Activity 6 | (BOD) Develop a measure to understand students mathematical learning needs within intervention programs | | 🗹 Learning Specialist(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 3 | 100% |
| Activity 7 | (BOD) Development of a transition process for students moving from intervention programs into mainstream education | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Education Support | from: Term 1  to: Term 2 | 75% |
| Activity 8 | (BOD) Develop, implement and review a survey for tracking the learning characteristics and disposition of students in Elevate to support transitions to mainstream classes | | 🗹 Assistant Principal  🗹 Learning Specialist(s)  🗹 Education Support | from: Term 1  to: Term 3 | 100% |
| Activity 9 | (BOD) Refine and share developed Elevate transition process with all staff to increase their understanding of the teachers roles in assisting mainstream transition | | 🗹 Learning Specialist(s)  🗹 Assistant Principal  🗹 Education Support | from: Term 1  to: Term 3 | 25% |
| Activity 10 | (BOD) Review process and data sets within MYLNS intervention programs to inform improvements for 2022/3 | | 🗹 Learning Specialist(s)  🗹 Assistant Principal | from: Term 2  to: Term 4 | 75% |
| Activity 11 | (DUN) Regular checks of attendance data through inclusion team meetings | | 🗹 Leading Teacher(s)  🗹 Education Support  🗹 Assistant Principal | from: Term 1  to: Term 4 | 100% |
| Activity 12 | (DUN) Attendance roles and responsibilities to refined within updated attendance policy and rolled out to junior and senior sub school teams with support to ensure these are implemented consistently | | 🗹 Education Support  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 75% |
| Activity 13 | (DUN)  Regularly scheduled meetings between coordinators and attendance officers | | 🗹 Year Level Co-ordinator(s)  🗹 Education Support | from: Term 1  to: Term 4 | 50% |
| Activity 14 | (DUN) Update of WPSC attendance policy ratified at school council and ensure consistent implementation by subschool and ES teams | | 🗹 Assistant Principal  🗹 Leading Teacher(s) | from: Term 1  to: Term 2 | 100% |
| Activity 15 | (DUN) Alignment of attendance processes across Junior and Senior school (attendance and sub school teams) | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Education Support | from: Term 1  to: Term 4 | 75% |
| Activity 16 | (DUN) Promotion of positive attendance through Compass and social media | | 🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 4 | 25% |
| Activity 17 | (DOU) Regular SWPBS Team Meetings, using SWPBS Fidelity Index survey to inform areas of focus | | 🗹 Assistant Principal  🗹 SWPBS Leader/Team  🗹 Teacher(s)  🗹 Education Support | from: Term 1  to: Term 4 | 75% |
| Activity 18 | (DOU) Plan and deliver SWPBS PD on Behaviour Response Continuum and Minor/Major Processes with SWPBS information pack | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s) | from: Term 1  to: Term 1 | 50% |
| Activity 19 | (DOU) Review, improve and implement SWPBS Rewards system | | 🗹 Assistant Principal  🗹 Leading Teacher(s)  🗹 Year Level Co-ordinator(s)  🗹 Education Support  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 100% |
| Activity 20 | (DOU) Share Big 5 Data with staff and particularly with Year 8 students quarterly | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s)  🗹 Student(s) | from: Term 1  to: Term 4 | 75% |
| Activity 21 | (DOU) Develop and communicate SWPBS resources to parents/carers | | 🗹 Leading Teacher(s)  🗹 Assistant Principal  🗹 Year Level Co-ordinator(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |

**Monitoring and Self-assessment - 2022**

SEIL Feedback

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| **Submitted Feedback** |
| END YEAR The school operates a large School Improvement Team where each member has a specific area of responsibility. Each member operates confidently and appears to be well connected to the whole school focus which is clearly understood by the team. The 2022 school year presented many challenges for the leadership group, including significant illness and absences for both staff and students, but a relentless focus on best meeting the needs of students was always evident. I offer my congratulations and appreciation for this dedicated approach. Whilst the longer-term vision for the school is clear, 2022 has been a year of establishing and re-establishing the structures, routines, programs, and expectations that will underpin that vision. This emerged clearly from the term two school review process and to the credit of the leadership team, plans to address the issues around orderly environment were actioned immediately. The importance of securing these pre-conditions cannot be overstated. In relation to 2022 AIP targets, most were not achieved. Attendance decline was significant and would likely have impacted negatively across all areas. Some factors in the AtoSS data showed an improvement trend, and I am confident that the work that occurred in the final two terms will be recognised in the 2023 surveys, particularly the School Staff Survey. The SIT has responded to elements of the feedback and has several new structures in place in 2023 to address this, including changed role descriptions for the principal team, the introduction of Home Groups and the reinvigoration of SWPB. The SIT undertook a thorough analysis of student achievement data and has identified cohorts to focus on in the 2023 AIP. The use of the significant range of data available to teachers and ES staff will be a key element of the work of the PLCs in 2023, along with Literacy and Curriculum Architecture professional learning.  **Submitted by Angela Pollard (SEIL) on 06 January, 2023 at 01:59 PM** |
| END TERM TWO FEEDBACK The school completed a thorough and detailed reflection on their work throughout term two. They managed to complete most of the planned actions, which was a considerable achievement given the time taken for the school review process, and the impact of student and staff illness and absences. As a result of the review, there is a new and simplified direction for the school over the next four years, and to the great credit of the school, this has been responded to and implemented already in term three. It is hoped that the calm and orderly environment, and clear expectations that have been set by the leadership team, will support the high level professional learning that has been planned for the benefit of students, staff, and the broader Western Port community over the longer term. NAPLAN results at year 9 were disappointing for the school, with the general declining trend perhaps indicative of what the school has already noted post RFL, where the WSC students appear to have been heavily impacted. The school has yet to consider teacher judgment data from mid-year, but this will be undertaken shortly to track progress against the Victorian Curriculum targets. AtoSS and attendance targets have been similarly concerning, but I believe the school is well placed to start to gain some momentum. ACTIONS: - Unpack, analyse and personalise NAPLAN data to determine a 'quick win' to support improving outcomes [Instructional Model element? Focus on common gaps in learning? etc] - Consider use of Curriculum planning and PLC time to ensure conversations regarding learning progress are happening weekly - Review current 5 Weekly Reports based on feedback from staff/parents/carers re aligning to College Values. Currently also has a growth measure which will remain. - Complete an activity in Domain time to indicate current Teacher Judgement across year levels for above, at and below level students [perhaps also do this in Feedback Week?] - Continue to build capacity of PLCs in Curriculum Architecture and designing Curriculum Maps using Achievement Standards - Complete WPSC Independent survey linked to ATOSS measures. - Use focus groups to explore Home Group structure to build success in students having an advocate at school - Use Attendance hotline to support phone calls through to Admin to go directly to relevant attendance staff - Continue on time and ready to learn framework and compare Semester data. Also refine year level roles based on new processes and accurate recording where modifications are in place.  **Submitted by Angela Pollard (SEIL) on 22 August, 2022 at 01:19 PM** |
| End Term One feedback The Western Port SC AIP is a complex document which details the through lines of responsibility for each member of the team, and makes clear the part that each person will lay in achieving the annual goals and targets. The SIT meeting provided strong evidence that this approach is embedded, with individuals showing a genuine sense of ownership and providing updates on their work as well as commentary on progress toward the relevant targets. The way the SIT worked was strategic and clearly focussed on ongoing monitoring, as well as the development of leadership capability through professional reading, collaborative discussion and relating of the reading to school priorities. In the RTI space the school has identified Tier 2 students and others who may require adjustments beyond the classroom, but understand the key role to be played in every classroom, through the provision of high quality teaching and learning. NEXT STEPS: - consider how progress toward NAPLAN targets can be measured/monitored at least on a term by term basis - consider the relationship between teacher judgments, when they are made and planning using Victorian Curriculum - consider focussing on building accurate teacher judgments that are monitored five weekly - continue seeking feedback from students and use informal techniques to monitor progress toward AtoSS targets  **Submitted by Angela Pollard (SEIL) on 05 May, 2022 at 04:51 PM** |