Monitoring and Assessment - 2021

Wallan Secondary College (8791)

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal

12 Month Target 1.1	NAPLAN
	The percentage of students in the top two bands of NAPLAN at Year 9 will improve to at or above the following;
	               Yr.9
	Numeracy 16%
	Reading 12%
	Writing 6%
	
	The percentage of year Learning Gain Benchmark growth 7 to 9 in NAPLAN will improve to at or above the following;
	             From To
	Numeracy 67% 75%
	Reading 69% 75%
	
	Increase the percentage of VCE students performing above their predicted score according to GAT adjusted learning gain;
	VCE English from -5.6 to -4.5
	VCE Further Math from -3.9 to -3.4
	
	Student Attitudes to School (AToS)
	Participation 83%
	Sense of connectedness 39%
	Sense of confidence 51%
	Student voice and agency 35%
	Stimulating learning 47%
	Differentiated learning challenge 53%
	Effective teaching time 53%
	High expectation for success 68%
	Resilience 51%
	Motivation and interest 50%
	Self-regulation and goal setting 53%
	Attitudes to attendance 75%

	Respect for diversity 34% Advocate at school 59% Teacher concern 38% Staff Opinion Survey (SOS) Participation 80 % Cultural leadership 30 % Instructional leadership 30 % Parent and community involvement 30 % 2021 Target for the average days absence Year 7 21 (26 in 2019) Year 8 30 (33 in 2019) Year 9 30 (39 in 2019) Year 10 23 (27 in 2019) Year 11 24 (26 in 2019) Year 12 18 (19 in 2019) School Mean 25 (31 in 2019)
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Embed the school's instructional model into all classrooms. 2. Establish, document and embed an effective whole school curriculum and tiered assessment plan. 3.Implement effective targeted support programmes (MYLNS, small group tutoring, Learning for Life).

Outcomes	Students will: Understand and verbalise the structure and purpose of every lesson Verbalise where they are in their learning journey. Articulate their learning and understand their academic growth. Access, understand and use the goals set on their IEPs. Engage in targeted support programmes to enrich their learning. Attend class with the willingness to learn. Teachers will: Consistently implement the instructional model (GANAG) set by the College. Actively seek, and engage in, professional learning to biuld skills in delivering components of the instructional model. Actively build skills around assessment tools. Understand, value, implement and analyse data from the whole school tiered assessment plan. Work collaboratively on curriculum planning, the PLC inquiry process and the implementation/analysis of assessment. Use ongoing data to track student's growths and determine students needing additional support and provide feedback to students. Collaborate with MYLNs staff, Ready to Learn staff and Tutors to co-create IEPs and track student growth. Identify, support and build differentiated skills for students requiring assistance and extension. Leaders will: Utilise LW&Ts to collect evidence implementation of instructional model. Prioritise staff access to relevant professional learning to support staff in the delivery of the instructional model and data analysis. Develop a tiered whole school assessment plan and ensure teachers follow the process. Deliver relevant professional learning to ensure effective use of assessment tools. Lead the learning around curriculum planning, the PLC inquiry process and the implementation/analysis of assessment. Oversee the selection of students needing additional supports and devise appropriate interventions. Implement and support targeted intervention programmes (MYLNS, small group tutoring & Learning for Life), through staffing, role clarity and timetabling. Monitor PLCs & SIT to ensure tracking of student data, awareness of growth
Success Indicators	LW&Ts to collect evidence of implementation of instructional model. Regular (noted) feedback from extended leaders meeting regarding Instructional Model, PLC and HITS. Whole school assessment plan developed utilised and available for access to the College community (COMPASS) Curriculum documentation (with GANAG) made available to give to staff new to the subject and clearly explains content. Curriculum documentation completed, utilised and available for access to the College community (COMPASS). Academic improvement shown from students in targeted support programmes. Data to show twelve months growth in a twelve month period. SIT Minutes.

Delivery of the annual actions for this KIS	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) ☑ Sufficient time allocated ☑ Key Improvement Strategies are able to be implemented
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Workforce capability i.e. in use of data and evidence
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	With the impact of the Covid Pandemic and another short period of Remote and Flexible Learning, the focus during Term One was on the Wellbeing of Staff and Students. While the work continued during Term One, we slowed the pace of implementation to allow for further development of Data Literacy. Feedback from staff suggested they required additional professional learning related to using and understanding performance data. This was evident through PLCs and feedback from VCE data interviews PL sessions.
Future planning • *What action will be taken next?* • *What support is required?*	Publication of Whole School Assessment Schedule and communication to staff in relation to Project 21 (assessment and data).

OPTIONAL: Upload Evidence	1. [Learning Task Results on Compass.PNG](#) (0.09 MB) 2. [Unit Planner 2021 7-10.docx](#) (0.05 MB) 3. [WSC Assessment and Reporting Policy.docx](#) (0.10 MB) 4. [WSC Continous Online Reporting.docx](#) (0.11 MB) 5. [WSC Curriculum Policy.docx](#) (0.09 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Updated planning documentation that is reflective of the PLC process.	☑ School Improvement Team	from: Term 1 to: Term 4	25%
Activity 2	Observations of the lessons with a focus on reading and writing driving SIT discussions and professional learning agenda.	☑ KLA Leader	from: Term 1 to: Term 4	0%
Activity 3	Observations from walkthroughs discussed at SIT to identify improvement goals and strategies and feedback shared with staff.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	25%
Activity 4	Regular walkthroughs timetabled and in place with two key focuses related to instructional model. Focus 1: Evidence of students able to verbalise and explain the component of the lesson they are in. Focus 2: Evidence of HITs.	☑ School Improvement Team ☑ Leadership Team	from: Term 1 to: Term 4	25%

Activity 5	All lessons following GANAG model with documentation saved in 2021 Resource folder.	☑ All Staff	from: Term 1 to: Term 4	75%
Activity 6	Peer observation process implemented to support consistency of delivery of instructional model (focus on Reading, HITs etc..)	☑ All Staff	from: Term 1 to: Term 4	50%
Activity 7	Full utilisation of COMPASS for all results and schedules.	☑ All Staff	from: Term 1 to: Term 4	75%
Activity 8	Curriculum Policy being followed by staff.	☑ All Staff	from: Term 1 to: Term 4	50%
Activity 9	Build teacher capacity to deliver targeted student support in literacy and numeracy.	☑ Leadership Team	from: Term 1 to: Term 4	25%
Activity 10	Support staff ensuring that the Unit outcomes contain explicit teaching and worked examples of VCAA quality exam questions	☑ Leading Teacher(s)	from: Term 1 to: Term 4	25%
Activity 11	PL and reading opportunities through SEAL connections (focus-build capacity to effectively teach reading) delivered.	☑ All Staff	from: Term 1	0%

			to: Term 4	

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	1. Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns 2. Embed school values 3. Effectively implement SWPBS 4. Review and enhance attendance practices
Outcomes	Students will: Know where to go for help and understand supports available Articulate support seeking skills Model and articulate school values and expected behaviours Feel connected to school & have positive attitude to attendance Attend regularly & track attendance Teachers will: Implement processes that provide required support mechanisms Ensure students know where how to seek support Ensure students understand what effective support is Teach and provide opportunities to practice seeking support Foster positive mental health and normalises support seeking Refer to the school values and expected behaviours when addressing behaviour Model the school values Understand and effectively teach expected behaviours Demonstrate understanding of major and minor student behaviours Support leaders to communicate SWPBS to the wider community Work with Leaders to collaborate, and facilitate the implementation of whole school programs and procedures Collect data to make informed decisions about processes and procedures. Demonstrate awareness of students attendance patterns Build rapport with students to foster attendance and engagement

	Monitor every student's attendance Implement the school's Attendance Policy Leaders will: Document the school's approach to supporting mental health and wellbeing Create and communicate systems and processes that provide required student Coach all staff in provision of support in order to achieve happy, healthy and active students Develop and communicate a school-wide narrative to all stakeholders, that fosters positive mental health Development of a measuring tool for immediate feedback for wellbeing and engagement Embed wellbeing policies and processes Lead development, documentation, and professional learning of the SWPBS lessons Observe staff using SWPBS language and determine future PL Analyse data (academic, behaviour, attendance, SWPBS), track progress, discuss at SIT and make decisions to improve all student outcomes
Success Indicators	Student and staff surveys ie. AToSS and Staff Opinion Survey • Attendance data- ie. Average days absent decrease • SWPBS documentation Scope and Sequence, lesson plans and resources • Classroom observation/walkthroughs ie observation proformas, student survey data • Increase in student reward data • Decrease in suspension and relocation data • Tiered Fidelity Inventory achieving 70% Fidelity • SAS data
Delivery of the annual actions for this KIS	Partially Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Sufficient budget ☑ Key Improvement Strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well)
Barriers	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence

• *What barriers are impeding the delivery of this KIS?*	☑ Time constraints i.e. not enough time allocated ☑ Change in priorities of the school i.e. school review identified new directions ☑ Staff readiness for change / limited change management and support in place
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	The school has prioritised the first part of Term One for the Implementation of SWPBS Behaviour Matrix linked to school values. We have undertaken further work with the Student Leadership and a review of the House System at the college. The Wellbeing Team continues to further develop programs and procedures to enable staff and students to engage with/and access additional supports. Support systems for wellbeing referrals and intake and also for IEPs. This is now being monitored. PL has been provided for RR and organised for trauma informed practices. Wellbeing team has provided explanation on Wellbeing processes and policies. Contact has been made with examplar SWPBS schools.
Future planning • *What action will be taken next?* • *What support is required?*	Focus on Attendance process and procedures and further development of key lessons aligned to the SWPBS.
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Team to provide Professional Learning on Wellbeing policies and processes	☑ Wellbeing Team	from: Term 1 to: Term 4	25%

Activity 2	Attend exemplary SWPBS school	☑ Leadership Team	from: Term 1 to: Term 2	25%
Activity 3	Feedback to students and student leaders regarding school data shows including strategies to move forward	☑ All Staff	from: Term 1 to: Term 4	50%
Activity 4	Development of signage for Expected Behaviours in setting which have been taught	☑ Leadership Team	from: Term 1 to: Term 4	50%
Activity 5	Investigate Student Lead Conferences	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 6	Develop teacher capacity and understanding of the matrix of expected behaviours and how to effectively model, teach, reinforce and correct these behaviours	☑ Assistant Principal ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	50%
Activity 7	Student Learning Behaviour Tracking systems in Sub School	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 4	50%
Activity 8	Review and monitor SWPBS matrix for community	☑ Leadership Team	from: Term 1 to: Term 4	100%

Activity 9	Educate the wider community on SWPBS	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 4	50%
Activity 10	Use Compass to track data attendance for Staff/Students	☑ Year Level Co-ordinator(s) ☑ Leading Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	50%
Activity 11	Ready to Learn (build capacity of staff)	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	50%
Activity 12	Complete Welcome Interviews communicating SWPBS Expectations and appropriate policies	☑ All Staff ☑ Assistant Principal ☑ School Leadership Team	from: Term 1 to: Term 1	100%
Activity 13	Use Student Planner for recording goal setting and review	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	25%
Activity 14	Develop a formal system for teaching the school values and expectations	☑ Assistant Principal	from: Term 1 to: Term 4	50%

Activity 15	Investigate ways which provide immediate feedback regarding student wellbeing to be used in Ready To Learn classes, relocations etc.	☑ Assistant Principal	from: Term 1 to: Term 1	50%
Activity 16	Communication of reviewed Attendance Policy	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	75%
Activity 17	Middle Sub School setup to accommodate challenging students	☑ Assistant Principal	from: Term 1 to: Term 4	75%
Activity 18	Develop and embed other surveys (other than AToS) throughout the year to enhance student voice	☑ Assistant Principal	from: Term 1 to: Term 4	25%
Activity 19	Develop the SWPBS Team's capacity to analyse data, track progress and inform decision making	☑ Assistant Principal	from: Term 1 to: Term 4	25%
Activity 20	Teacher Professional Development and Coaching - in provision of support in order to achieve happy, healthy and active students	☑ All Staff	from: Term 1 to: Term 2	0%
Activity 21	Develop Student Leadership at each year level including School Captains	☑ Assistant Principal ☑ School Leadership Team	from: Term 1 to: Term 4	75%

Activity 22	Deliver Professional Learning for staff to use SWPBS language and teach explicit SWPBS lesson	☑ Leadership Team	from: Term 1 to: Term 4	50%
Activity 23	Organise SWPBS Team visit to exemplary SWPBS school	☑ Assistant Principal	from: Term 1 to: Term 2	50%
Activity 24	Create and communicate systems and processes that provide required student support Year 7 – 12.	☑ Sub School Leader/s ☑ Assistant Principal ☑ Year Level Co-ordinator(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	75%

KIS 1.c Building communities	Connected schools priority
Actions	Strengthen & embed the connection with parents/carers developed during remote and flexible learning Establish, document and embed a school culture where genuine student agency is enabled to better understand their learning growth. Establish, document and embed a school culture where student voice is heard and respected. Establish, document and embed a school culture of student leadership. Review attendance policy and communicate to school community
Outcomes	Students will: Feel connected to their school & have positive attitudes to attendance Feel cared for & valued by peers, staff and school leaders. Understand and verbalise how the school communicates with families about learning and wellbeing Have real and meaningful opportunities to provide feedback to their school and their teachers

	Students will feel that support from carers, the school and outside services is student centred Engage in opportunities that enhance their capacity to impact school planning and decisions Build leadership skills Teachers will Monitor, track and celebrate successes within the classroom- communicate these successes to parents/carers Contribute to the development of the school's communication strategy and implement as expected Respond to all communication by all stakeholders in a timely manner (48 hours) Proactively engage with families Provide opportunities for students to feedback on learning and impact future curriculum planning Leaders will Lead the development & implementation of communication procedures that incorporates digital technology to monitor student/family health & wellbeing and discuss academic progress Prioritise time for staff to communicate & build relationships with students/parents/carers. Provide opportunities for students to build capacity for Student Leadership (7-12) Develop a Communication Policy
Success Indicators	Communication policy and Strategy Engagement of families in school events Feedback from parents or students around two key actions Students observing evidence of feedback or agency
Delivery of the annual actions for this KIS	Partially Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Sufficient budget ☑ Sufficient time allocated ☑ Key Improvement Strategies are able to be implemented
Barriers	☑ Time constraints i.e. not enough time allocated

• *What barriers are impeding the delivery of this KIS?*	☑ Key Improvement Strategies' focus too broad / too ambitious ☑ Workforce capability i.e. in use of data and evidence ☑ Staff readiness for change / limited change management and support in place
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	* Communications Policy to incorporate use of Teams, Compass and Email protocols. Communication policy to be actioned 2022 providing full school year in place without interuptions. * During remote learning, procedure put in place to establish consistent communication with parents on student progress * Staff use of data presented to further work with students on a weekly check in process to continue to be developed and implemented * Use of Compass Pulse as a trial will enable flagging of attendance and chronicle entry for data * 3 Phase approach to remote learning, implemented as part of structured learning for remote learning
Future planning • *What action will be taken next?* • *What support is required?*	* Distribution of communications policy to staff and opportunities for clarification and questions. * 1 to 1 program for 2022 info distributed through enrolment interview process in Term 4 - Parent communication
OPTIONAL: Upload Evidence	1. College Operations process.docx (0.71 MB) 2. Email communications policy.docx (0.02 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	• Student leaders presenting to School Council	☑ Student Leadership Coordinator ☑ Student(s)	from: Term 1 to: Term 4	75%

Activity 2	Completion of Communication policy	☑ Assistant Principal	from: Term 1 to: Term 1	75%
Activity 3	Inclusion of opportunities for student agency in unit planning	☑ All Staff ☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Promotion of Communication strategy to families	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 1	75%
Activity 5	Regular Meetings for Student Leaders with suggestions and ideas passed up to SIT	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	75%
Activity 6	Collaborative planning of Communication Strategy	☑ All Staff ☑ School Leadership Team	from: Term 1 to: Term 4	75%

Monitoring and Assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal

12 Month Target 1.1	NAPLAN
	The percentage of students in the top two bands of NAPLAN at Year 9 will improve to at or above the following;
	
	                    Yr.9
	Numeracy 16%
	Reading 12%
	Writing 6%
	
	The percentage of year Learning Gain Benchmark growth 7 to 9 in NAPLAN will improve to at or above the following;
	                 From To
	Numeracy 67% 75%
	Reading 69% 75%
	
	Increase the percentage of VCE students performing above their predicted score according to GAT adjusted learning gain;
	VCE English from -5.6 to -4.5
	VCE Further Math from -3.9 to -3.4
	
	Student Attitudes to School (AToS)
	Participation 83%
	Sense of connectedness 39%
	Sense of confidence 51%
	Student voice and agency 35%
	Stimulating learning 47%
	Differentiated learning challenge 53%
	Effective teaching time 53%
	High expectation for success 68%
	Resilience 51%
	Motivation and interest 50%
	Self-regulation and goal setting 53%
	Attitudes to attendance 75%

	Respect for diversity 34% Advocate at school 59% Teacher concern 38% Staff Opinion Survey (SOS) Participation 80 % Cultural leadership 30 % Instructional leadership 30 % Parent and community involvement 30 % 2021 Target for the average days absence Year 7 21 (26 in 2019) Year 8 30 (33 in 2019) Year 9 30 (39 in 2019) Year 10 23 (27 in 2019) Year 11 24 (26 in 2019) Year 12 18 (19 in 2019) School Mean 25 (31 in 2019)
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Embed the school's instructional model into all classrooms. 2. Establish, document and embed an effective whole school curriculum and tiered assessment plan. 3. Implement effective targeted support programmes (MYLNS, small group tutoring, Learning for Life).

Outcomes	Students will:
	Understand and verbalise the structure and purpose of every lesson
	Verbalise where they are in their learning journey.
	Articulate their learning and understand their academic growth.
	Access, understand and use the goals set on their IEPs.
	Engage in targeted support programmes to enrich their learning.
	Attend class with the willingness to learn.
	Teachers will:
	Consistently implement the instructional model (GANAG) set by the College.
	Actively seek, and engage in, professional learning to biuld skills in delivering components of the instructional model.
	Actively build skills around assessment tools.
	Understand, value, implement and analyse data from the whole school tiered assessment plan.
	Work collaboratively on curriculum planning, the PLC inquiry process and the implementation/analysis of assessment.
	Use ongoing data to track student's growths and determine students needing additional support and provide feedback to students.
	Collaborate with MYLNs staff, Ready to Learn staff and Tutors to co-create IEPs and track student growth.
	Identify, support and build differentiated skills for students requiring assistance and extension.
	Leaders will:
	Utilise LW&Ts to collect evidence implementation of instructional model.
	Prioritise staff access to relevant professional learning to support staff in the delivery of the instructional model and data analysis.
	Develop a tiered whole school assessment plan and ensure teachers follow the process.
	Deliver relevant professional learning to ensure effective use of assessment tools.
	Lead the learning around curriculum planning, the PLC inquiry process and the implementation/analysis of assessment.
	Oversee the selection of students needing additional supports and devise appropriate interventions.
	Implement and support targeted intervention programmes (MYLNS, small group tutoring & Learning for Life), through staffing, role clarity and timetabling.
	Monitor PLCs & SIT to ensure tracking of student data, awareness of growth
Success Indicators	
	LW&Ts to collect evidence of implementation of instructional model.
	Regular (noted) feedback from extended leaders meeting regarding Instructional Model, PLC and HITS.
	Whole school assessment plan developed utilised and available for access to the College community (COMPASS)
	Curriculum documentation (with GANAG) made available to give to staff new to the subject and clearly explains content.
	Curriculum documentation completed, utilised and available for access to the College community (COMPASS).
	Academic improvement shown from students in targeted support programmes.
	Data to show twelve months growth in a twelve month period.
	SIT Minutes.

Delivery of the annual actions for this KIS	Not Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Time constraints i.e. not enough time allocated ☑ Staff readiness for change / limited change management and support in place
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	1. Embed the school's instructional model into all classrooms. - PD completed for whole staff around GANAG - Optional PD completed on specific aspects of GANAG - Clear documentation has been established that utilises the instructional model 2. Establish, document and embed an effective whole school curriculum and tiered assessment plan. - Whole school assessment pyramid has been completed. Whole school assessment plan is being worked on and taken to Learning Area Teams for feedback 3.Implement effective targeted support programmes (MYLNS, small group tutoring, Learning for Life). - TLI (small group tutoring) was implemented in Term 2. Due to a delayed start (with setting up the program) and a mid term lockdown, the 5 week cycle was slightly expanded and only one cycle was completed during term 2. In Term 2, the TLI program targeted Year 7, 9, 11 and 12 students (identified through teacher judgement, course assessments and PAT). Specific students in Years 9, 11 and 12 were identified for withdrawal classes (Year 12 students had TLI classes during their study sessions) and Year 7 students were targeted through a hybrid model of in class and withdrawal support. IEPs and goal setting was completed by tutors before the cycle began. Tutors also worked closely with the classroom teachers to make sure the work done in the tutoring groups complemented the skills being learnt in class. Overall, the program is succeeding - many students are meeting learning goals and improving their skills (as seen through improved grades in summative assessments such as SACs) and anecdotally, students'

	engagement with the course and school has overall improved. Using VCE SAC data, we have seen some improvement in students' confidence in beginning and completing essays. In classes where students had uninterrupted sessions, we saw a significant improvement in SAC scores, with one student achieving a 15% increase and another a 10% improvement. We hope that term three will have less interruptions to the program and continue to result in more improvement in student outcomes for all year levels involved. Some challenges have been in engaging VCE students to consistently participate in the program during their spare periods, students not engaging with the program when they are in the sessions (particularly in Year 9) and staffing (especially for numeracy). 4. Other commentary: - Members of SIT have developed individual action plans focusing on the activities/ milestones in KIS 1. - Beginning use of Microsoft forms for walkthroughs. SIT members fill out the Forms after walkthroughs - Walkthrough timetable for term 3 developed - Frequent meetings with school leaders take place - Peer observation process has been developed and approved by leadership, SIT and extended leaders. - PLC cycle completed in semester 1. - 3 whole staff PD sessions (approximately 4 hours) has being spent on backward mapping. In Learning Area teams, they have been looking at the VASS data from 2020 and identifying areas that were 'lower' or 'significantly lower'. From here, they have been identifying the skills that is associated with that exam question and where we are teaching it across 7-10.
Future planning • *What action will be taken next?* • *What support is required?*	1. Embed the school's instructional model into all classrooms. - Staff observation taking place to view use of GANAG in classrooms. 2. Establish, document and embed an effective whole school curriculum and tiered assessment plan. - Simplifying the whole school assessment plan by whole school as well as Year level. Whole school assessment schedule to be 3.Implement effective targeted support programmes (MYLNS, small group tutoring, Learning for Life). - Data to be consistently fed back to SIT and discussed with a rolling agenda - In term 3, leaders will do fortnightly learning walks - Peer observation will begin in term 3 - LA meetings in term 3 work will be done with implementing strategies from the previous PLC cycle - TLI: To better target our younger years students, we have changed the TLI program for Year 7s to 2 withdrawal sessions a week, and stopped TLI sessions with Year 12s (who have shown evidence of being caught up). Year 9s will continue to receive 1 withdrawal session. We had planned for two 5 week cycles in term 3, however due to two lockdowns, this will change to just one extended cycle. All on-site classes will begin with a pre-test to test students' knowledge. Tutors will also assess students' progress mid cycle and at the end of the cycle to see how students are progressing with their goal (determined in individual conversations with

	students before the cycle begins). Online, Group Chats and Teams have been made with students so that they can access TLI support for the work set during remote learning. Tutors will also look at modifying work set for students and do group calls to check in. Tutors and teachers will work closely together to ensure students' in class learning is supported. Some potential challenges for remote TLI classes will be engagement. The curriculum planning document has also been modified to be more user-friendly and more clearly document students' progress. This curriculum document will also allow teachers to track students' engagement with the program and collect data about their literacy progress.
OPTIONAL: Upload Evidence	1. EE7-Data Analysis.docx (0.02 MB) 2. Formative Assessment.pptx (0.68 MB) 3. Unit Planner 2021 7-10.docx (0.05 MB) 4. Wallan SC Pyramid.docx (0.36 MB) 5. WSC Curriculum Policy.docx (0.09 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Full utilisation of COMPASS for all results and schedules.	☑ All Staff	from: Term 1 to: Term 4	25%
Activity 2	Support staff ensuring that the Unit outcomes contain explicit teaching and worked examples of VCAA quality exam questions	☑ Leading Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	All lessons following GANAG model with documentation saved in 2021 Resource folder.	☑ All Staff	from: Term 1 to: Term 4	50%

Activity 4	Observations from walkthroughs discussed at SIT to identify improvement goals and strategies and feedback shared with staff.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	25%
Activity 5	Curriculum Policy being followed by staff.	☑ All Staff	from: Term 1 to: Term 4	75%
Activity 6	PL and reading opportunities through SEAL connections (focus-build capacity to effectively teach reading) delivered.	☑ All Staff	from: Term 1 to: Term 4	25%
Activity 7	Regular walkthroughs timetabled and in place with two key focuses related to instructional model. Focus 1: Evidence of students able to verbalise and explain the component of the lesson they are in. Focus 2: Evidence of HITs.	☑ School Improvement Team ☑ Leadership Team	from: Term 1 to: Term 4	25%
Activity 8	Peer observation process implemented to support consistency of delivery of instructional model (focus on Reading, HITs etc..)	☑ All Staff	from: Term 1 to: Term 4	25%
Activity 9	Build teacher capacity to deliver targeted student support in literacy and numeracy.	☑ Leadership Team	from: Term 1 to: Term 4	50%

Activity 10	Observations of the lessons with a focus on reading and writing driving SIT discussions and professional learning agenda.	☑ KLA Leader	from: Term 1 to: Term 4	50%
Activity 11	Updated planning documentation that is reflective of the PLC process.	☑ School Improvement Team	from: Term 1 to: Term 4	25%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	1. Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns 2. Embed school values 3. Effectively implement SWPBS 4. Review and enhance attendance practices
Outcomes	Students will: Know where to go for help and understand supports available Articulate support seeking skills Model and articulate school values and expected behaviours Feel connected to school & have positive attitude to attendance Attend regularly & track attendance Teachers will: Implement processes that provide required support mechanisms Ensure students know where how to seek support Ensure students understand what effective support is Teach and provide opportunities to practice seeking support Foster positive mental health and normalises support seeking Refer to the school values and expected behaviours when addressing behaviour Model the school values

	Understand and effectively teach expected behaviours Demonstrate understanding of major and minor student behaviours Support leaders to communicate SWPBS to the wider community Work with Leaders to collaborate, and facilitate the implementation of whole school programs and procedures Collect data to make informed decisions about processes and procedures. Demonstrate awareness of students attendance patterns Build rapport with students to foster attendance and engagement Monitor every student's attendance Implement the school's Attendance Policy Leaders will: Document the school's approach to supporting mental health and wellbeing Create and communicate systems and processes that provide required student Coach all staff in provision of support in order to achieve happy, healthy and active students Develop and communicate a school-wide narrative to all stakeholders, that fosters positive mental health Development of a measuring tool for immediate feedback for wellbeing and engagement Embed wellbeing policies and processes Lead development, documentation, and professional learning of the SWPBS lessons Observe staff using SWPBS language and determine future PL Analyse data (academic, behaviour, attendance, SWPBS), track progress, discuss at SIT and make decisions to improve all student outcomes
Success Indicators	Student and staff surveys ie. AToSS and Staff Opinion Survey • Attendance data- ie. Average days absent decrease • SWPBS documentation Scope and Sequence, lesson plans and resources • Classroom observation/walkthroughs ie observation proformas, student survey data • Increase in student reward data • Decrease in suspension and relocation data • Tiered Fidelity Inventory achieving 70% Fidelity • SAS data
Delivery of the annual actions for this KIS	Not Completed
Enablers	☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)

• *What enablers are supporting the delivery of this KIS?*	
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Time constraints i.e. not enough time allocated ☑ Workforce capability i.e. in use of data and evidence
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	1. Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns - Introduced Ripple to the Year Seven cohort, to receive daily mental health and wellbeing data from all Year 7 students. Trialing for term 3 to possibly implement to the whole school in Term 4 or 2022. - Wellbeing and Equity team representatives at SMT meetings. - Set up Wellbeing Intake process - IEP process set up and being monitored to ensure students needs are addressed - R2L teachers are the first point of contact for students 2. Embed school values - School values taught within Pastoral Care Sessions - School values taught within assemblies - Additional select entry learning opportunities for students who reflect our values, as indicated in GPA scores (Middle School ABCN) 3. Effectively implement SWPBS - Communicated SWPBS expectations and policies to community in Welcome Interviews - Implementation of the Weekly Focus to ensure a positive approach to desired behaviours. - Rewards points for students who reflect our values - Rewards for students who reflect our values, as indicated in GPA scores (Middle School ABCN) - Optional staff PD - SWPBS Self assessment survey completed - Contact has been made with an exemplary SWPBS secondary school to visit or Webex

	- Five lesson plans explicitly teaching SWPBS expectations designed. - Signage created- Values displayed in all classrooms, classroom management guides on teachers desks, Staged Response Process posters designed and posters being designed for all settings in the school. 4. Review and enhance attendance practices - Review and implement staged response to attendance - Middle School attendance report coinciding with coordinator and R2L follow up. - External organisations utilised. 5. Other commentary - Members of SIT have developed individual action plans focusing on the activities/ milestones in KIS 2 - Commenced coaching program - PL provided to staff in RR and select staff to lead RR and the RRRR curriculum - Student Leadership Team created- 4 College Captains, 6 Senior House Leaders and 3 Middle School House Leaders
Future planning • *What action will be taken next?* • *What support is required?*	1. Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns - Monitor and review use of Ripple. Make a decision on whether to continue using this and whether to expand its use to other year levels 2. Embed school values - Utilise the names of the values more readily across entire school. - Optional PD to explicitly link restorative conversations with school values. - Webex or visit with exemplary school - Continue to Student Reward Points linked to school values - Introduce Values awards through the sub-schools 3. Effectively implement SWPBS - Further development of the rewards system would likely benefit students- including more tangible acknowledgement such as raffles - Targeted rewards system (ie the Good Book at Year Seven) - Teach remainder of explicit lesson - Ensure Staged Response Processes and Expectations in each setting of the school are displayed 4. Review and enhance attendance practices - Review approach to attendance to ensure it is more systematic. - Monitor use of new attendance process through sub-school meetings

	5. Other commentary - SWPBS lessons still to be made and taught in pastoral care - Will train learning areas leaders on the coaching model which will be implemented at WSC in term four and in 2022
OPTIONAL: Upload Evidence	1. Lesson 1 - SWPBS- ALL SETTINGS lesson.docx (0.03 MB) 2. Lesson 2 - SWPBS YARD lesson .docx (0.03 MB) 3. Lesson 3- SWPBS Toilet Lesson Plan.docx (0.03 MB) 4. Lesson 4 - SWPBS- Moving around the school.docx (0.03 MB) 5. SWPBS Canteen Lesson.docx (0.02 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Investigate Student Lead Conferences	☑ Leadership Team	from: Term 1 to: Term 1	25%
Activity 2	Develop teacher capacity and understanding of the matrix of expected behaviours and how to effectively model, teach, reinforce and correct these behaviours	☑ Assistant Principal ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	50%
Activity 3	Deliver Professional Learning for staff to use SWPBS language and teach explicit SWPBS lesson	☑ Leadership Team	from: Term 1 to: Term 4	25%
Activity 4	Attend exemplary SWPBS school	☑ Leadership Team	from: Term 1 to: Term 2	0%

Activity 5	Development of signage for Expected Behaviours in setting which have been taught	☑ Leadership Team	from: Term 1 to: Term 4	50%
Activity 6	Wellbeing Team to provide Professional Learning on Wellbeing policies and processes	☑ Wellbeing Team	from: Term 1 to: Term 4	25%
Activity 7	Develop and embed other surveys (other than AToS) throughout the year to enhance student voice	☑ Assistant Principal	from: Term 1 to: Term 4	75%
Activity 8	Review and monitor SWPBS matrix for community	☑ Leadership Team	from: Term 1 to: Term 4	75%
Activity 9	Complete Welcome Interviews communicating SWPBS Expectations and appropriate policies	☑ All Staff ☑ Assistant Principal ☑ School Leadership Team	from: Term 1 to: Term 1	100%
Activity 10	Organise SWPBS Team visit to exemplary SWPBS school	☑ Assistant Principal	from: Term 1 to: Term 2	25%
Activity 11	Communication of reviewed Attendance Policy	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	25%

Activity 12	Develop Student Leadership at each year level including School Captains	☑ Assistant Principal ☑ School Leadership Team	from: Term 1 to: Term 4	75%
Activity 13	Ready to Learn (build capacity of staff)	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	50%
Activity 14	Feedback to students and student leaders regarding school data shows including strategies to move forward	☑ All Staff	from: Term 1 to: Term 4	0%
Activity 15	Middle Sub School setup to accommodate challenging students	☑ Assistant Principal	from: Term 1 to: Term 4	25%
Activity 16	Student Learning Behaviour Tracking systems in Sub School	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 4	50%
Activity 17	Teacher Professional Development and Coaching - in provision of support in order to achieve happy, healthy and active students	☑ All Staff	from: Term 1 to: Term 2	25%

Activity 18	Use Compass to track data attendance for Staff/Students	☑ Year Level Co-ordinator(s) ☑ Leading Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	50%
Activity 19	Use Student Planner for recording goal setting and review	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	25%
Activity 20	Educate the wider community on SWPBS	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 4	50%
Activity 21	Develop the SWPBS Team's capacity to analyse data, track progress and inform decision making	☑ Assistant Principal	from: Term 1 to: Term 4	25%
Activity 22	Create and communicate systems and processes that provide required student support Year 7 – 12.	☑ Sub School Leader/s ☑ Assistant Principal ☑ Year Level Co-ordinator(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	50%
Activity 23	Develop a formal system for teaching the school values and expectations	☑ Assistant Principal	from: Term 1 to: Term 4	50%
Activity 24	Investigate ways which provide immediate feedback regarding student wellbeing to be	☑ Assistant Principal	from: Term 1	50%

	used in Ready To Learn classes, relocations etc.		to: Term 1	
KIS 1.c Building communities	Connected schools priority			
Actions	Strengthen & embed the connection with parents/carers developed during remote and flexible learning Establish, document and embed a school culture where genuine student agency is enabled to better understand their learning growth. Establish, document and embed a school culture where student voice is heard and respected. Establish, document and embed a school culture of student leadership. Review attendance policy and communicate to school community			
Outcomes	Students will: Feel connected to their school & have positive attitudes to attendance Feel cared for & valued by peers, staff and school leaders. Understand and verbalise how the school communicates with families about learning and wellbeing Have real and meaningful opportunities to provide feedback to their school and their teachers Students will feel that support from carers, the school and outside services is student centred Engage in opportunities that enhance their capacity to impact school planning and decisions Build leadership skills Teachers will Monitor, track and celebrate successes within the classroom- communicate these successes to parents/carers Contribute to the development of the school's communication strategy and implement as expected Respond to all communication by all stakeholders in a timely manner (48 hours) Proactively engage with families Provide opportunities for students to feedback on learning and impact future curriculum planning Leaders will Lead the development & implementation of communication procedures that incorporates digital technology to monitor student/family health & wellbeing and discuss academic progress			

	Prioritise time for staff to communicate & build relationships with students/parents/carers. Provide opportunities for students to build capacity for Student Leadership (7-12) Develop a Communication Policy
Success Indicators	Communication policy and Strategy Engagement of families in school events Feedback from parents or students around two key actions Students observing evidence of feedback or agency
Delivery of the annual actions for this KIS	Not Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ Sufficient time allocated
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 ☑ Budget constraints ☑ Staff readiness for change / limited change management and support in place
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?*	1. Strengthen & embed the connection with parents/carers developed during remote and flexible learning - Communications Policy to incorporate use of Teams, Compass and Email protocols. - 3 Phase approach to remote learning, implemented as part of structured learning for remote learning 2. Establish, document and embed a school culture where genuine student agency is enabled to better understand their learning growth. 3. Establish, document and embed a school culture where student voice is heard and respected.

• *What is the evidence?*	4. Establish, document and embed a school culture of student leadership. - Regular weekly meetings with Student Leaders occur, where students have opportunities to plan and implement initiatives aimed at improving school connectedness and the school experience (such as being involved in making decisions about revamping the House system) 5. Review attendance policy and communicate to school community - Staff use of data presented to further work with students on a weekly check in process to continue to be developed and implemented - Attendance Stage Response to be revisited as a process 6. Other commentary: - Members of SIT have developed individual action plans focusing on the activities/ milestones in KIS 3 - Regular student meetings take place Communications requiring implementation
Future planning • *What action will be taken next?* • *What support is required?*	1. Strengthen & embed the connection with parents/carers developed during remote and flexible learning - Establishing process for students and parents to follow with check in and subject management - 3 Phase approach to Flexible and remote learning 2. Establish, document and embed a school culture where genuine student agency is enabled to better understand their learning growth. 3. Establish, document and embed a school culture where student voice is heard and respected. - College Captains now part of the SWPBS/RR Team 4. Establish, document and embed a school culture of student leadership. - Reviewed the student leadership roles and responsibilities. Created process for student leadership application. - Student Leaders meet every Tuesday 5. Review attendance policy and communicate to school community - Staged response to attendance created - Set system of communication practices for maintaining student attendance 6. Other commentary: - SIT leader to attend student leadership meeting - Distribution of Communication policy and implementation - Communication of College operations - daily communications on calendar - Begin student leadership application process to ensure hand over of plans between Year 12 student leaders and year 11's

			OPTIONAL: Upload Evidence	1. [Email communications policy.docx](#) (0.02 MB)

OPTIONAL: Upload Evidence	1. [Email communications policy.docx](#) (0.02 MB) 2. [WSC Three Phase Approach to Remote Learning for Teaching Staff 2021.docx](#) (0.02 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	• Student leaders presenting to School Council	☑ Student Leadership Coordinator ☑ Student(s)	from: Term 1 to: Term 4	75%
Activity 2	Completion of Communication policy	☑ Assistant Principal	from: Term 1 to: Term 1	75%
Activity 3	Collaborative planning of Communication Strategy	☑ All Staff ☑ School Leadership Team	from: Term 1 to: Term 4	50%
Activity 4	Regular Meetings for Student Leaders with suggestions and ideas passed up to SIT	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	50%
Activity 5	Inclusion of opportunities for student agency in unit planning	☑ All Staff ☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Promotion of Communication strategy to families	☑ Assistant Principal ☑ All Staff	from: Term 1	25%

			to: Term 1	

Monitoring and Assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal

12 Month Target 1.1	NAPLAN
	The percentage of students in the top two bands of NAPLAN at Year 9 will improve to at or above the following;
	
	               Yr.9
	Numeracy 16%
	Reading 12%
	Writing 6%
	
	The percentage of year Learning Gain Benchmark growth 7 to 9 in NAPLAN will improve to at or above the following;
	             From To
	Numeracy 67% 75%
	Reading 69% 75%
	
	Increase the percentage of VCE students performing above their predicted score according to GAT adjusted learning gain;
	VCE English from -5.6 to -4.5
	VCE Further Math from -3.9 to -3.4
	
	Student Attitudes to School (AToS)
	Participation 83%
	Sense of connectedness 39%
	Sense of confidence 51%
	Student voice and agency 35%
	Stimulating learning 47%
	Differentiated learning challenge 53%
	Effective teaching time 53%
	High expectation for success 68%
	Resilience 51%
	Motivation and interest 50%
	Self-regulation and goal setting 53%
	Attitudes to attendance 75%

	Respect for diversity 34% Advocate at school 59% Teacher concern 38% Staff Opinion Survey (SOS) Participation 80 % Cultural leadership 30 % Instructional leadership 30 % Parent and community involvement 30 % 2021 Target for the average days absence Year 7 21 (26 in 2019) Year 8 30 (33 in 2019) Year 9 30 (39 in 2019) Year 10 23 (27 in 2019) Year 11 24 (26 in 2019) Year 12 18 (19 in 2019) School Mean 25 (31 in 2019)
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Embed the school's instructional model into all classrooms. 2. Establish, document and embed an effective whole school curriculum and tiered assessment plan. 3.Implement effective targeted support programmes (MYLNS, small group tutoring, Learning for Life).

Outcomes	Students will: Understand and verbalise the structure and purpose of every lesson Verbalise where they are in their learning journey. Articulate their learning and understand their academic growth. Access, understand and use the goals set on their IEPs. Engage in targeted support programmes to enrich their learning. Attend class with the willingness to learn. Teachers will: Consistently implement the instructional model (GANAG) set by the College. Actively seek, and engage in, professional learning to biuld skills in delivering components of the instructional model. Actively build skills around assessment tools. Understand, value, implement and analyse data from the whole school tiered assessment plan. Work collaboratively on curriculum planning, the PLC inquiry process and the implementation/analysis of assessment. Use ongoing data to track student's growths and determine students needing additional support and provide feedback to students. Collaborate with MYLNs staff, Ready to Learn staff and Tutors to co-create IEPs and track student growth. Identify, support and build differentiated skills for students requiring assistance and extension. Leaders will: Utilise LW&Ts to collect evidence implementation of instructional model. Prioritise staff access to relevant professional learning to support staff in the delivery of the instructional model and data analysis. Develop a tiered whole school assessment plan and ensure teachers follow the process. Deliver relevant professional learning to ensure effective use of assessment tools. Lead the learning around curriculum planning, the PLC inquiry process and the implementation/analysis of assessment. Oversee the selection of students needing additional supports and devise appropriate interventions. Implement and support targeted intervention programmes (MYLNS, small group tutoring & Learning for Life), through staffing, role clarity and timetabling. Monitor PLCs & SIT to ensure tracking of student data, awareness of growth
Success Indicators	LW&Ts to collect evidence of implementation of instructional model. Regular (noted) feedback from extended leaders meeting regarding Instructional Model, PLC and HITS. Whole school assessment plan developed utilised and available for access to the College community (COMPASS) Curriculum documentation (with GANAG) made available to give to staff new to the subject and clearly explains content. Curriculum documentation completed, utilised and available for access to the College community (COMPASS). Academic improvement shown from students in targeted support programmes. Data to show twelve months growth in a twelve month period. SIT Minutes.

Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Support staff ensuring that the Unit outcomes contain explicit teaching and worked examples of VCAA quality exam questions	☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Full utilisation of COMPASS for all results and schedules.	☑ All Staff	from: Term 1 to: Term 4	0%
Activity 3	All lessons following GANAG model with documentation saved in 2021 Resource folder.	☑ All Staff	from: Term 1 to: Term 4	0%
Activity 4	Observations from walkthroughs discussed at SIT to identify improvement goals and strategies and feedback shared with staff.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%

Activity 5	Curriculum Policy being followed by staff.	☑ All Staff	from: Term 1 to: Term 4	0%
Activity 6	Updated planning documentation that is reflective of the PLC process.	☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 7	Observations of the lessons with a focus on reading and writing driving SIT discussions and professional learning agenda.	☑ KLA Leader	from: Term 1 to: Term 4	0%
Activity 8	Peer observation process implemented to support consistency of delivery of instructional model (focus on Reading, HITs etc..)	☑ All Staff	from: Term 1 to: Term 4	0%
Activity 9	PL and reading opportunities through SEAL connections (focus-build capacity to effectively teach reading) delivered.	☑ All Staff	from: Term 1 to: Term 4	0%
Activity 10	Regular walkthroughs timetabled and in place with two key focuses related to instructional model. Focus 1: Evidence of students able to verbalise and explain the component of the lesson they are in. Focus 2: Evidence of HITs.	☑ School Improvement Team ☑ Leadership Team	from: Term 1 to: Term 4	0%

Activity 11	Build teacher capacity to deliver targeted student support in literacy and numeracy.	☑ Leadership Team	from: Term 1 to: Term 4	0%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	1. Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns 2. Embed school values 3. Effectively implement SWPBS 4. Review and enhance attendance practices			
Outcomes	Students will: Know where to go for help and understand supports available Articulate support seeking skills Model and articulate school values and expected behaviours Feel connected to school & have positive attitude to attendance Attend regularly & track attendance Teachers will: Implement processes that provide required support mechanisms Ensure students know where how to seek support Ensure students understand what effective support is Teach and provide opportunities to practice seeking support Foster positive mental health and normalises support seeking Refer to the school values and expected behaviours when addressing behaviour Model the school values Understand and effectively teach expected behaviours Demonstrate understanding of major and minor student behaviours Support leaders to communicate SWPBS to the wider community Work with Leaders to collaborate, and facilitate the implementation of whole school programs and procedures Collect data to make informed decisions about processes and procedures.			

	Demonstrate awareness of students attendance patterns
	Build rapport with students to foster attendance and engagement
	Monitor every student's attendance
	Implement the school's Attendance Policy
	Leaders will:
	Document the school's approach to supporting mental health and wellbeing
	Create and communicate systems and processes that provide required student
	Coach all staff in provision of support in order to achieve happy, healthy and active students
	Develop and communicate a school-wide narrative to all stakeholders, that fosters positive mental health
	Development of a measuring tool for immediate feedback for wellbeing and engagement
	Embed wellbeing policies and processes
	Lead development, documentation, and professional learning of the SWPBS lessons
	Observe staff using SWPBS language and determine future PL
	Analyse data (academic, behaviour, attendance, SWPBS), track progress, discuss at SIT and make decisions to improve all student outcomes
Success Indicators	Student and staff surveys ie. AToSS and Staff Opinion Survey
	• Attendance data- ie. Average days absent decrease
	• SWPBS documentation Scope and Sequence, lesson plans and resources
	• Classroom observation/walkthroughs ie observation proformas, student survey data
	• Increase in student reward data
	• Decrease in suspension and relocation data
	• Tiered Fidelity Inventory achieving 70% Fidelity
	• SAS data
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload Evidence				
Activities and Milestones	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Teacher Professional Development and Coaching - in provision of support in order to achieve happy, healthy and active students	☑ All Staff	from: Term 1 to: Term 2	0%
Activity 2	Student Learning Behaviour Tracking systems in Sub School	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 4	0%
Activity 3	Investigate Student Lead Conferences	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 4	Attend exemplary SWPBS school	☑ Leadership Team	from: Term 1 to: Term 2	0%
Activity 5	Feedback to students and student leaders regarding school data shows including strategies to move forward	☑ All Staff	from: Term 1 to: Term 4	0%
Activity 6	Develop Student Leadership at each year level including School Captains	☑ Assistant Principal ☑ School Leadership Team	from: Term 1 to: Term 4	0%

Activity 7	Communication of reviewed Attendance Policy	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 8	Review and monitor SWPBS matrix for community	☑ Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	Ready to Learn (build capacity of staff)	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 10	Develop teacher capacity and understanding of the matrix of expected behaviours and how to effectively model, teach, reinforce and correct these behaviours	☑ Assistant Principal ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	0%
Activity 11	Organise SWPBS Team visit to exemplary SWPBS school	☑ Assistant Principal	from: Term 1 to: Term 2	0%
Activity 12	Development of signage for Expected Behaviours in setting which have been taught	☑ Leadership Team	from: Term 1 to: Term 4	0%

Activity 13	Create and communicate systems and processes that provide required student support Year 7 – 12.	☑ Sub School Leader/s ☑ Assistant Principal ☑ Year Level Co-ordinator(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 14	Complete Welcome Interviews communicating SWPBS Expectations and appropriate policies	☑ All Staff ☑ Assistant Principal ☑ School Leadership Team	from: Term 1 to: Term 1	0%
Activity 15	Deliver Professional Learning for staff to use SWPBS language and teach explicit SWPBS lesson	☑ Leadership Team	from: Term 1 to: Term 4	0%
Activity 16	Develop a formal system for teaching the school values and expectations	☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 17	Investigate ways which provide immediate feedback regarding student wellbeing to be used in Ready To Learn classes, relocations etc.	☑ Assistant Principal	from: Term 1 to: Term 1	0%
Activity 18	Develop and embed other surveys (other than AToS) throughout the year to enhance student voice	☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 19	Middle Sub School setup to accommodate challenging students	☑ Assistant Principal	from: Term 1	0%

			to: Term 4	
Activity 20	Develop the SWPBS Team's capacity to analyse data, track progress and inform decision making	☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 21	Wellbeing Team to provide Professional Learning on Wellbeing policies and processes	☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 22	Use Compass to track data attendance for Staff/Students	☑ Year Level Co-ordinator(s) ☑ Leading Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 23	Use Student Planner for recording goal setting and review	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 24	Educate the wider community on SWPBS	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Strengthen & embed the connection with parents/carers developed during remote and flexible learning Establish, document and embed a school culture where genuine student agency is enabled to better understand their learning			

	growth. Establish, document and embed a school culture where student voice is heard and respected. Establish, document and embed a school culture of student leadership. Review attendance policy and communicate to school community
Outcomes	Students will: Feel connected to their school & have positive attitudes to attendance Feel cared for & valued by peers, staff and school leaders. Understand and verbalise how the school communicates with families about learning and wellbeing Have real and meaningful opportunities to provide feedback to their school and their teachers Students will feel that support from carers, the school and outside services is student centred Engage in opportunities that enhance their capacity to impact school planning and decisions Build leadership skills Teachers will Monitor, track and celebrate successes within the classroom- communicate these successes to parents/carers Contribute to the development of the school's communication strategy and implement as expected Respond to all communication by all stakeholders in a timely manner (48 hours) Proactively engage with families Provide opportunities for students to feedback on learning and impact future curriculum planning Leaders will Lead the development & implementation of communication procedures that incorporates digital technology to monitor student/family health & wellbeing and discuss academic progress Prioritise time for staff to communicate & build relationships with students/parents/carers. Provide opportunities for students to build capacity for Student Leadership (7-12) Develop a Communication Policy
Success Indicators	Communication policy and Strategy Engagement of families in school events Feedback from parents or students around two key actions Students observing evidence of feedback or agency

Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Completion of Communication policy	☑ Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	• Student leaders presenting to School Council	☑ Student Leadership Coordinator ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	Promotion of Communication strategy to families	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 1	0%
Activity 4	Collaborative planning of Communication Strategy	☑ All Staff ☑ School Leadership Team	from: Term 1 to: Term 4	0%

Activity 5	Inclusion of opportunities for student agency in unit planning	☑ All Staff ☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Regular Meetings for Student Leaders with suggestions and ideas passed up to SIT	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

End-of-year monitoring

Goal 1	2021 Priorities Goal

12 Month Target 1.1	NAPLAN
	The percentage of students in the top two bands of NAPLAN at Year 9 will improve to at or above the following;
	                  Yr.9
	Numeracy 16%
	Reading 12%
	Writing 6%
	
	The percentage of year Learning Gain Benchmark growth 7 to 9 in NAPLAN will improve to at or above the following;
	                From To
	Numeracy 67% 75%
	Reading 69% 75%
	
	Increase the percentage of VCE students performing above their predicted score according to GAT adjusted learning gain;
	VCE English from -5.6 to -4.5
	VCE Further Math from -3.9 to -3.4
	
	Student Attitudes to School (AToS)
	Participation 83%
	Sense of connectedness 39%
	Sense of confidence 51%
	Student voice and agency 35%
	Stimulating learning 47%
	Differentiated learning challenge 53%
	Effective teaching time 53%
	High expectation for success 68%
	Resilience 51%
	Motivation and interest 50%
	Self-regulation and goal setting 53%
	Attitudes to attendance 75%

<table>
<tr>
<td></td>
<td>
Respect for diversity   34%
Advocate at school 59%
Teacher concern   38%

Staff Opinion Survey (SOS)
Participation   80 %
Cultural leadership   30 %
Instructional leadership   30 %
Parent and community involvement 30 %

2021 Target for the average days absence

Year 7 21 (26 in 2019)
Year 8 30 (33 in 2019)
Year 9 30 (39 in 2019)
Year 10   23 (27 in 2019)
Year 11 24 (26 in 2019)
Year 12 18 (19 in 2019)
School Mean   25 (31 in 2019)
</td>
</tr>
<tr>
<td>Has this 12 month target met</td>
<td>Partially Met</td>
</tr>
<tr>
<td>KIS 1.a
Curriculum planning and assessment</td>
<td>Learning, catch-up and extension priority</td>
</tr>
<tr>
<td>Actions</td>
<td>
1. Embed the school's instructional model into all classrooms.

2. Establish, document and embed an effective whole school curriculum and tiered assessment plan.

3.Implement effective targeted support programmes (MYLNS, small group tutoring, Learning for Life).
</td>
</tr>
</table>

Outcomes	Students will:
	Understand and verbalise the structure and purpose of every lesson
	Verbalise where they are in their learning journey.
	Articulate their learning and understand their academic growth.
	Access, understand and use the goals set on their IEPs.
	Engage in targeted support programmes to enrich their learning.
	Attend class with the willingness to learn.
	Teachers will:
	Consistently implement the instructional model (GANAG) set by the College.
	Actively seek, and engage in, professional learning to biuld skills in delivering components of the instructional model.
	Actively build skills around assessment tools.
	Understand, value, implement and analyse data from the whole school tiered assessment plan.
	Work collaboratively on curriculum planning, the PLC inquiry process and the implementation/analysis of assessment.
	Use ongoing data to track student's growths and determine students needing additional support and provide feedback to students.
	Collaborate with MYLNs staff, Ready to Learn staff and Tutors to co-create IEPs and track student growth.
	Identify, support and build differentiated skills for students requiring assistance and extension.
	Leaders will:
	Utilise LW&Ts to collect evidence implementation of instructional model.
	Prioritise staff access to relevant professional learning to support staff in the delivery of the instructional model and data analysis.
	Develop a tiered whole school assessment plan and ensure teachers follow the process.
	Deliver relevant professional learning to ensure effective use of assessment tools.
	Lead the learning around curriculum planning, the PLC inquiry process and the implementation/analysis of assessment.
	Oversee the selection of students needing additional supports and devise appropriate interventions.
	Implement and support targeted intervention programmes (MYLNS, small group tutoring & Learning for Life), through staffing, role clarity and timetabling.
	Monitor PLCs & SIT to ensure tracking of student data, awareness of growth
Success Indicators	LW&Ts to collect evidence of implementation of instructional model.
	Regular (noted) feedback from extended leaders meeting regarding Instructional Model, PLC and HITS.
	Whole school assessment plan developed utilised and available for access to the College community (COMPASS)
	Curriculum documentation (with GANAG) made available to give to staff new to the subject and clearly explains content.
	Curriculum documentation completed, utilised and available for access to the College community (COMPASS).
	Academic improvement shown from students in targeted support programmes.
	Data to show twelve months growth in a twelve month period.
	SIT Minutes.

Delivery of the annual actions for this KIS	Completed
Enablers • *What enablers are supporting/supported 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) ☑ School review has refocussed directions for the school ☑ Staff capability and consistency of practice
Barriers • *What barriers are impeding/impeded the delivery of this KIS?*	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Key Improvement Strategies' focus too broad / too ambitious ☑ Change in priorities of the school i.e. school review identified new directions ☑ Other Covid-19 and remote and flexible learning
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	- Regular Learning walks have been timetabled for leadership during onsite learning - particularly in term 3 - Timetable attached - Data was collected on Microsoft Forms during timetabled Learning Walks and discussed at SIT - Powerpoint presentation, SIT agenda and minutes attached - Feedback of the walkthroughs has not been communicated to staff yet, as they have not been completed extensively and regularly due to remote and flexible learning. A shift in focus occurred when students returned to school to focus on staff and student wellbeing. This also means that a change in teaching has not been observed due to extensive time away from the classroom. SIT discussed 'learning walks' or observation strategies that could take place during remote learning, however a barrier to this was opportunity to use multiple HITS on an online platform as well as staff wellbeing. - Use of compass for results has improved in 2021. Staff are making use of the learning tasks to record and share student outcomes, Victoria Curriculum points and feedback with students and families. Learning Area Leaders will need to monitor this more closely in 2022 to ensure staff are complying with the assessment policy and completing learning tasks effectively. - Use of documentation has improved but has some way to go. 75% of learning areas have uploaded documents to their resource drive, however this needs to be improved on in 2022. - Whole staff PD sessions (approximately 4 hours) has being spent on backward mapping. In Learning Area teams, they have been looking at the VASS data from 2020 and identifying areas that were 'lower' or 'significantly lower'. From here, they have been identifying the skills that is associated with that exam question and where we are teaching it across 7-10. Teachers have been

	explicitly teaching exam command words and skills to allow students to achieve in VCAA style questions. - TLI has faced many disruptions this year, particular throughout Term 3 and beginning of Term 4. We endeavoured to work with our groups via Teams, however attendance was low, particularly with calls. We did get more participation over the Teams Chat and were able to assist some of our students there. Since being back onsite, we have been able to work with our groups and support them in literacy and numeracy. We will be able to collect data when we administer PAT tests in weeks 5 and 6. Using this data, we can collect data on student outcomes as a result of the program. Anecdotally, students are saying they are benefitting from being in the program and have felt more confident doing coursework. - Peer Observation Process: In Semester 1, we completed a whole school review of the peer observation process. Feedback was collected from leadership, SIT and extended leaders. In Term 2, the new peer observation process was presented to leaders at WSC for feedback. The Peer Observation process was finalised in mid Term 2, where it was then presented to extended leaders. The Peer Observation Process was rolled out at the beginning of Term 3, however, the COVID-19 lockdown impacted the peer observation process, and has since been postponed. However, with the return to onsite learning in Term 4, we will continue with this process and this will be rolled out consistently in 2022 from Term 1. This process has been developed in relation to the DET Coaching model. Feedback will be received on this process at the end of Sem 1 in 2022. - PLCs: PLC's have been successfully embedded at WSC in 2021. By the end of 2021, staff at WSC will have completed two cycles of PLC's. We have focused on ensuring our staff understand the PLC cycle in 2021. Feedback on the PLC process has been collected from staff in Semester One and will be received once again in Semester 2. COVID-19 has impacted the flow and effectiveness of the PLC, but in 2022 (normal year), PLC's should be more effective to complete at a school level, as staff understand the process, how to use data etc. The PLC tracker for Semester 2 has been completed and is attached.
Future planning • *What action will be taken next?* • *What support is required?* • *How will the outcome influence the next AIP?*	- Continued regular walk throughs will determine Professional Learning for staff in 2022 - GANAG lesson structure will be explicitly taught to staff during a Professional Learning session prior to planning for 2022 - In 2022, TLI will hopefully be able to complete full, uninterrupted cycles for groups of students who have been impacted by Covid over the past 2 years. Students will be selected based on PAT, NAPLAN and teacher judgement data. With a potential new team, teachers will need PL on teaching Literacy to small groups. The team should work on using formative tasks throughout cycles to regularly assess students' improvement in literacy and numeracy. - In 2022, to roll out the Peer Observation Process consistently with extended leaders observing their peers over a 3 week period. The focus will be on coaching staff with using data and reflection to improve their practice and improve student learning. - PLC process to continue in 2022 with a similar focus on teaching and learning. Two cycles are to be completed in 2022. LAL's & extended leaders to be PLC leaders. A meeting time for PLC leaders to meet will be discussed in Term 4 2021. If there are new PLC leaders, PL will need to be given to support them with leading their team with the PLC process.
OPTIONAL: Upload Evidence	1. [25.8 SIT presentation.pptx](#) (1.77 MB) 2. [Compass for assessment 1.PNG](#) (0.08 MB) 3. [Compass for assessment.PNG](#) (0.12 MB) 4. [Learning Walk Time Table Term 3.xlsx](#) (0.02 MB)

5. [Peer Observation 2021 Handbook.docx](#) (0.24 MB)
6. [SIT Agenda 25.8.21.docx](#) (0.03 MB)
7. [SIT minutes 25.8.21.docx](#) (0.03 MB)
8. [Unit Planner 2021 7-10.docx](#) (0.05 MB)
9. [Use of Compass for results.docx](#) (0.04 MB)
10. [Wallan SC Assessment Plan.docx](#) (0.04 MB)
11. [Wallan SC PLC Tracker T1 and T4 with notes (1) (1).docx](#) (0.04 MB)
12. [WSC 2021 Peer Observation Template.docx](#) (0.03 MB)
13. [WSC Assessment Calendar Overview.docx](#) (0.06 MB)
14. [wsc curriculum policy.docx](#) (0.09 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	PL and reading opportunities through SEAL connections (focus-build capacity to effectively teach reading) delivered.	☑ All Staff	from: Term 1 to: Term 4	25%
Activity 2	Build teacher capacity to deliver targeted student support in literacy and numeracy.	☑ Leadership Team	from: Term 1 to: Term 4	25%
Activity 3	Updated planning documentation that is reflective of the PLC process.	☑ School Improvement Team	from: Term 1 to: Term 4	100%
Activity 4	Full utilisation of COMPASS for all results and schedules.	☑ All Staff	from: Term 1 to: Term 4	75%

Activity 5	Peer observation process implemented to support consistency of delivery of instructional model (focus on Reading, HITs etc..)	☑ All Staff	from: Term 1 to: Term 4	75%
Activity 6	Regular walkthroughs timetabled and in place with two key focuses related to instructional model. Focus 1: Evidence of students able to verbalise and explain the component of the lesson they are in. Focus 2: Evidence of HITs.	☑ School Improvement Team ☑ Leadership Team	from: Term 1 to: Term 4	100%
Activity 7	All lessons following GANAG model with documentation saved in 2021 Resource folder.	☑ All Staff	from: Term 1 to: Term 4	75%
Activity 8	Curriculum Policy being followed by staff.	☑ All Staff	from: Term 1 to: Term 4	100%
Activity 9	Support staff ensuring that the Unit outcomes contain explicit teaching and worked examples of VCAA quality exam questions	☑ Leading Teacher(s)	from: Term 1 to: Term 4	50%
Activity 10	Observations from walkthroughs discussed at SIT to identify improvement goals and strategies and feedback shared with staff.	☑ Assistant Principal ☑ Leading Teacher(s) ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	50%

Activity 11	Observations of the lessons with a focus on reading and writing driving SIT discussions and professional learning agenda.	☑ KLA Leader	from: Term 1 to: Term 4	0%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	1. Establish an agreed approach to monitoring and responding to student mental health & wellbeing concerns 2. Embed school values 3. Effectively implement SWPBS 4. Review and enhance attendance practices
Outcomes	Students will: Know where to go for help and understand supports available Articulate support seeking skills Model and articulate school values and expected behaviours Feel connected to school & have positive attitude to attendance Attend regularly & track attendance Teachers will: Implement processes that provide required support mechanisms Ensure students know where how to seek support Ensure students understand what effective support is Teach and provide opportunities to practice seeking support Foster positive mental health and normalises support seeking Refer to the school values and expected behaviours when addressing behaviour Model the school values Understand and effectively teach expected behaviours Demonstrate understanding of major and minor student behaviours Support leaders to communicate SWPBS to the wider community Work with Leaders to collaborate, and facilitate the implementation of whole school programs and procedures Collect data to make informed decisions about processes and procedures.

	Demonstrate awareness of students attendance patterns Build rapport with students to foster attendance and engagement Monitor every student's attendance Implement the school's Attendance Policy Leaders will: Document the school's approach to supporting mental health and wellbeing Create and communicate systems and processes that provide required student Coach all staff in provision of support in order to achieve happy, healthy and active students Develop and communicate a school-wide narrative to all stakeholders, that fosters positive mental health Development of a measuring tool for immediate feedback for wellbeing and engagement Embed wellbeing policies and processes Lead development, documentation, and professional learning of the SWPBS lessons Observe staff using SWPBS language and determine future PL Analyse data (academic, behaviour, attendance, SWPBS), track progress, discuss at SIT and make decisions to improve all student outcomes
Success Indicators	Student and staff surveys ie. AToSS and Staff Opinion Survey • Attendance data- ie. Average days absent decrease • SWPBS documentation Scope and Sequence, lesson plans and resources • Classroom observation/walkthroughs ie observation proformas, student survey data • Increase in student reward data • Decrease in suspension and relocation data • Tiered Fidelity Inventory achieving 70% Fidelity • SAS data
Delivery of the annual actions for this KIS	Not Completed
Enablers • *What enablers are supporting/supported the delivery of this KIS?*	☑ School review has refocussed directions for the school ☑ Workforce stability and effective change management practices

Barriers • *What barriers are impeding/impeded the delivery of this KIS?*	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Time constraints i.e. not enough time allocated ☑ Budget constraints ☑ Change in priorities of the school i.e. school review identified new directions ☑ Unable to access support ☑ Staff readiness for change / limited change management and support in place ☑ Other Extensive remote and flexible learning - Covid-19
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	- SWPBS expectations have been explicitly taught to the students through Pastoral Care lessons which goes through expected behaviours for each school setting listed on the matrix. SWPBS expectations have also been communicated to students and families at Welcome Interviews at the beginning of the school year. Due to remote and flexible learning, the SWPBS expectations lessons have been inconsistent throughout the school, especially at VCE level who were not able to meet as a cohort often as dictated by covid policies. - SWPBS working party met at least twice a term to discuss implementation of SWPBS polices in the school. In these meetings the members designed signage of expected behaviours in respective settings. Currently, only the expected behaviours are displayed in the classroom. Due to Covid restrictions, the working party was unable to attend a exemplary SWPBS school, however this will be an aim in the future to build capacity of the working party members. - Sub school leaders and SWPBS working party collaborated on a new Compass chronicle entry option to track data of students' behaviour leading up to exits or removal from classrooms. Policy is yet to be released to and formally followed by staff. - Flowchart for student behaviour in order for staff to be able to identify minor and major behaviours and know the follow up procedure. - Sub schools implementing weekly focus to target student behaviour - Middle School changed locations in 2021 to be situated in J Block - where many of the middle school classes are located. 'Time out' room created next to Middle School office - SOCIT delivering professional development to staff to ensure staff are aware of the policies and procedures surrounding reporting abuse. - Optional PDs delivered to staff - Wellbeing Team to provide Professional Learning on Wellbeing policies and processes- Presntations at the beginning of the year

	and engagement with SOCIT to present to staff in Term 2. - Investigate ways which provide immediate feedback regarding student Wellbeing to be used in Ready To Learn classes, relocations etc.- Trialed Ripple in Year 7 R2L classes. Developing a well being feedback form for students to use in the sub-school that is similar to a hard copy version of Ripple. -
Future planning • *What action will be taken next?* • *What support is required?* • *How will the outcome influence the next AIP?*	- Pastoral Care lessons (teaching SWPBS and RR) will need to be re-planned in teams to suit the new timetable structure. More PL for teachers on RR and SWPBS to support teachers' planning. The work we do with the Pastoral Care program will promote school connectedness amongst students. - In 2022, school values will be promoted through a currency system (tentatively called 'Wallan House Dollars'). Students will earn these house dollars through displaying school values and at the end of each term, they will be able to use their 'dollars' to buy prizes and experiences (such as the use of the gym at lunch, or a ball). These 'dollars' will also be added to the House Total and the winning House will be rewarded.
OPTIONAL: Upload Evidence	1. SWPBS CLASSROOM lesson.docx (0.03 MB) 2. WSC Matrix 2021.docx (0.05 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop the SWPBS Team's capacity to analyse data, track progress and inform decision making	☑ Assistant Principal	from: Term 1 to: Term 4	50%
Activity 2	Investigate ways which provide immediate feedback regarding student wellbeing to be used in Ready To Learn classes, relocations etc.	☑ Assistant Principal	from: Term 1 to: Term 1	75%

Activity 3	Develop a formal system for teaching the school values and expectations	☑ Assistant Principal	from: Term 1 to: Term 4	75%
Activity 4	Complete Welcome Interviews communicating SWPBS Expectations and appropriate policies	☑ All Staff ☑ Assistant Principal ☑ School Leadership Team	from: Term 1 to: Term 1	100%
Activity 5	Wellbeing Team to provide Professional Learning on Wellbeing policies and processes	☑ Wellbeing Team	from: Term 1 to: Term 4	75%
Activity 6	Use Student Planner for recording goal setting and review	☑ All Staff ☑ Assistant Principal	from: Term 1 to: Term 4	50%
Activity 7	Educate the wider community on SWPBS	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 4	100%
Activity 8	Attend exemplary SWPBS school	☑ Leadership Team	from: Term 1 to: Term 2	25%
Activity 9	Use Compass to track data attendance for Staff/Students	☑ Year Level Co-ordinator(s) ☑ Leading Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	50%

Activity 10	Student Learning Behaviour Tracking systems in Sub School	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 4	0%
Activity 11	Develop teacher capacity and understanding of the matrix of expected behaviours and how to effectively model, teach, reinforce and correct these behaviours	☑ Assistant Principal ☑ Sub School Leader/s ☑ Year Level Co-ordinator(s)	from: Term 1 to: Term 4	75%
Activity 12	Review and monitor SWPBS matrix for community	☑ Leadership Team	from: Term 1 to: Term 4	100%
Activity 13	Development of signage for Expected Behaviours in setting which have been taught	☑ Leadership Team	from: Term 1 to: Term 4	50%
Activity 14	Investigate Student Lead Conferences	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 15	Communication of reviewed Attendance Policy	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 16	Develop and embed other surveys (other than AToS) throughout the year to enhance student voice	☑ Assistant Principal	from: Term 1 to: Term 4	75%

Activity 17	Feedback to students and student leaders regarding school data shows including strategies to move forward	☑ All Staff	from: Term 1 to: Term 4	25%
Activity 18	Ready to Learn (build capacity of staff)	☑ All Staff ☑ Assistant Principal ☑ Leadership Team ☑ Principal ☑ School Improvement Team	from: Term 1 to: Term 4	50%
Activity 19	Organise SWPBS Team visit to exemplary SWPBS school	☑ Assistant Principal	from: Term 1 to: Term 2	25%
Activity 20	Middle Sub School setup to accommodate challenging students	☑ Assistant Principal	from: Term 1 to: Term 4	50%
Activity 21	Develop Student Leadership at each year level including School Captains	☑ Assistant Principal ☑ School Leadership Team	from: Term 1 to: Term 4	75%
Activity 22	Teacher Professional Development and Coaching - in provision of support in order to achieve happy, healthy and active students	☑ All Staff	from: Term 1 to: Term 2	75%

Activity 23	Deliver Professional Learning for staff to use SWPBS language and teach explicit SWPBS lesson	☑ Leadership Team	from: Term 1 to: Term 4	75%
Activity 24	Create and communicate systems and processes that provide required student support Year 7 – 12.	☑ Sub School Leader/s ☑ Assistant Principal ☑ Year Level Co-ordinator(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	75%

KIS 1.c Building communities	Connected schools priority			
Actions	Strengthen & embed the connection with parents/carers developed during remote and flexible learning Establish, document and embed a school culture where genuine student agency is enabled to better understand their learning growth. Establish, document and embed a school culture where student voice is heard and respected. Establish, document and embed a school culture of student leadership. Review attendance policy and communicate to school community			
Outcomes	Students will: Feel connected to their school & have positive attitudes to attendance Feel cared for & valued by peers, staff and school leaders. Understand and verbalise how the school communicates with families about learning and wellbeing Have real and meaningful opportunities to provide feedback to their school and their teachers Students will feel that support from carers, the school and outside services is student centred Engage in opportunities that enhance their capacity to impact school planning and decisions Build leadership skills Teachers will			

	Monitor, track and celebrate successes within the classroom- communicate these successes to parents/carers Contribute to the development of the school's communication strategy and implement as expected Respond to all communication by all stakeholders in a timely manner (48 hours) Proactively engage with families Provide opportunities for students to feedback on learning and impact future curriculum planning Leaders will Lead the development & implementation of communication procedures that incorporates digital technology to monitor student/family health & wellbeing and discuss academic progress Prioritise time for staff to communicate & build relationships with students/parents/carers. Provide opportunities for students to build capacity for Student Leadership (7-12) Develop a Communication Policy
Success Indicators	Communication policy and Strategy Engagement of families in school events Feedback from parents or students around two key actions Students observing evidence of feedback or agency
Delivery of the annual actions for this KIS	Not Completed
Enablers • *What enablers are supporting/supported the delivery of this KIS?*	☑ Sufficient budget ☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ Sufficient time allocated ☑ Key Improvement Strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change
Barriers	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Change in school context i.e. SFOE, enrolment

• *What barriers are impeding/impeded the delivery of this KIS?*	☑ Unable to access support ☑ Workforce capability i.e. in use of data and evidence ☑ Staff readiness for change / limited change management and support in place
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	- This year, Student Leadership has been working on establishing the House System. Along with staff and school council, the student leaders selected and designed mascots for each house. The student leaders have also been involved in planning key days and events to promote connectedness and inclusivity, such as 'Wear it Purple Day', 'R U OK Days' and Positive Weeks. Students have had the opportunity to work with staff on their projects and many have indicated a desire to continue developing their leadership skills in future roles. - Some staff have completed the coaching course in 2021 in relation to teaching and learning. COVID-19 has impacted on the roll-out of assisting extended leaders with coaching staff in relation to teaching and learning.
Future planning • *What action will be taken next?* • *What support is required?* • *How will the outcome influence the next AIP?*	- The Student Leaders will be selected by the end of Week 6, Term 4 2021 and students will be able to begin planning their initiatives for 2022. The focus will be on engaging students with school events and the House System. House Captains will have a portfolio that they will focus on throughout the year (such as Wellbeing, Sport, Drama, Respectful Relationships...) and all captains will have a teacher mentor to support them and help develop their leadership skills. The teacher mentors will be volunteer teachers and principal class will work with the College Captains. This will ensure students have a clear role and goals to work towards. Throughout the year, Leaders will be involved in 'Leadership Days' which will aim to build their leadership skills and give them opportunities to work together. - As part of the Peer Observation Process, the coaching model will be embedded to support staff at WSC to use data to reflect on their teaching practice to improve student learning. This will also be used to reflect on how to achieve happy, healthy and active students at WSC in 2022.
OPTIONAL: Upload Evidence	1. [mandatory reporting.pptx](#) (2.11 MB) 2. [User Permission Information.pdf](#) (2.88 MB) 3. [WELL-BEING Support 2021.pptx](#) (5.19 MB)

Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Regular Meetings for Student Leaders with suggestions and ideas passed up to SIT	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	75%
Activity 2	Collaborative planning of Communication Strategy	☑ All Staff ☑ School Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Inclusion of opportunities for student agency in unit planning	☑ All Staff ☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	• Student leaders presenting to School Council	☑ Student Leadership Coordinator ☑ Student(s)	from: Term 1 to: Term 4	100%
Activity 5	Completion of Communication policy	☑ Assistant Principal	from: Term 1 to: Term 1	0%
Activity 6	Promotion of Communication strategy to families	☑ Assistant Principal ☑ All Staff	from: Term 1 to: Term 1	0%

Monitoring and Self-assessment - 2021

SEIL Feedback

Submitted Feedback
Mid cycle: Recognising that many current SIT members are new or emerging leaders in 2021, much of the work to date, in preparation for this AIP cycle, has been around building a more strategic SIT. A revised leadership model is leading the work at the school.   KIS # 1: Learning Catch up and Extension The school's Curriculum policy outlines the intention that GANAG will be consistently implemented in all classrooms. Refresher professional learning has been completed in semester one. Timing of lessons is an issue, with lesson pace not allowing for the Goal Review. The analysis of LW&T data at fortnightly SIT meetings in semester two will be crucial to the application of both softer and/or firmer support for individual staff around this focus. Initial backward mapping of curriculum, recently placed on hold, has re-commenced in 2021. Staff are engaged in professional learning to ensure specific skill building is embedded in the planning for years 7-10 to support learning in years 11 and 12. This is ongoing work. Current scope and sequence documents are formatted to align to the GANAG instructional model.   The school has engaged with regional staff to support the further development of assessment documentation aligned to the DET Assessment Pyramid. Work to date has ensured an investigating into the tools being used for both formative and summative data collection. This is an ongoing piece of work, currently in draft form for English and Mathematics, and will be finalised and implemented in semester two. Ensuring formative assessment is planned for and that clear documentation outlines how this will be collected within a lesson, will be a key step moving forward. Implementation of data protocols is additionally on the radar. Recruitment of staff has proved difficult for the intervention initiatives, resulting in a delayed start and, to some degree, ongoing consistent implementation. A range of data sets were used to determine student selection. Ongoing adaptations to the delivery mode are occurring. The development of IEPs and the links between classroom teachers and tutors has been prioritised. The school has worked closely with the SAM to problem solve difficulties. Evidence of impact can be seen through enhanced student engagement in class and student's capacity to access the learning. MYLNs has been difficult to implement due to staff changes and movement. Ongoing work with the SAM needs to be prioritised to ensure students flagged as behind in NAPLAN in their latter primary years are supported through the best means possible. KIS # 2: Happy, active and healthy kids A restructure of the wellbeing team now allows for support from an AP, wellbeing manager, three staff and a school nurse. The introduction of daily ten-minute form group meetings is ensuring regular connection with consistent members of staff, through a lens of wellbeing, and are supporting students to be ready to learn. School values are explicitly taught, in lessons aligned to GANAG, and are linked to the ongoing implementation of key aspects of SWPBS. Expected behaviours (related to the school values) have been documented for specific locations across the school.   Student absence however continues to be an area of concern, with notable increased disengagement following subsequent lockdowns. Documenting the school's attendance strategy against clear and concise roles for classroom teachers, year level coordinators and then through to leadership would be beneficial. Issues with Compass notifications are being investigated. The school actively engages in the network Wellbeing Community of Practice.   KIS # 3: Connected Schools The school utilises a range of platforms to communicate with families including Compass, Teams and facebook. The introduction of a grade point average for students, which is published every four weeks, has resulted in most students demonstrating greater initiative to complete set learning tasks. Where necessary, follow up meetings are held with parents to ensure communications around expectations are clear. This is further is building upon relationships with families.   Student leadership roles are shared amongst 4 x year 12 captains and a leadership team of 7-11 leaders. They plan return to school activities and have a key input into the school's 'Positive week' events. School Captains participate in School Council meetings 3-4 times per year. Student leaders plan return to school activities and attend school council meetings 2-3 times per year. Enhancing opportunities for student voice to impact teaching and learning will be a future step.   To date there has been movement in a number of the key activities listed, however it is recognised that the school is slightly behind in all three KIS. In the second half of the year, there will need to be a focused effort on documenting whole school approaches and implementing the prioritised key actions by school leaders.