

# Monitoring and Assessment - 2021

Vermont Secondary College (8420)



Submitted for review by Anthony Jacobs (School Principal) on 02 February, 2021 at 03:05 PM  
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 11 February, 2021 at 10:08 AM  
Endorsed by Steve Siems (School Council President) on 11 February, 2021 at 11:11 AM

# Monitoring and Assessment - 2021

## Term 1 monitoring (optional)

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4.
<b>KIS 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
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<b>KIS 1.c</b> Building communities	Connected schools priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
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<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	Target - VCE Median Score 32.5 All English Study Median score - 31.4			
<b>12 Month Target 2.2</b>	Target - Reading Benchmark growth - 36% Writing - Benchmark growth 29.2%  Reconstruction of Yr 7 English curriculum prioritising fundamental writing skills.  MYLNS students provided support in Year 8 and staff PD provided for English team, to enhance teaching capacity.			

<b>12 Month Target 2.3</b>	Sense of Confidence - 66% Stimulated Learning - 55%  Implementation of the 2021 Tutoring Program to enable 'catch up' student growth.
<b>KIS 2.a</b> Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.
Actions	<p>Analysis of student results to ascertain candidates for tutoring program.</p> <p>Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.</p> <p>Increased PD on data literacy.</p> <p>Instructional coaching PD for Learning Specialists, LALs and other interested staff</p> <p>PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS - Differentiation and Feedback.</p> <p>Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities</p>
Outcomes	To improve teaching capacity and student outcomes through: consistent embedding of the VSC Instructional Model in all teachers' practice; improved collaboration (led by Learning Area Leaders) through introduction of the PLC process; consistent feedback models for peer observation; increased and more timely team analysis of a range of student data sets, including for identification for support through the Tutoring Initiative;
Success Indicators	Vic Curriculum Teacher judgments and data from standardised tests (Naplan, PAT-R, PAT-M and PAT-S) indicating student growth, including enhanced student growth in those supported by the Tutoring Initiative For Year 12 students, comparing final results / Median Score with predicted scores (GAT, gender, etc.).
Delivery of the annual actions for this KIS	

Enablers				
Barriers				
Commentary on progress				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	VSC Instructional Model - Learning Intentions, Success Criteria, Goal Setting, HITS - Differentiation and Feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Instructional Coaching PL for SIT (through the MYLNS SAM).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
Activity 3	Candidates for Tutoring Initiative identified	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 4	Piloting, including development, of Learning Schedules in targetted VCE subjects.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%

Activity 5	Data Literacy PD for SIT.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 6	Undertake PLC pilot program - Learning Area Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	37 percent (2021)			
<b>12 Month Target 3.2</b>	<p>42 percent (2021) Revisit Feedback as part of the PLT/PDP structure.</p> <p>Consider two-way feedback (from students to teachers, as well as teachers to students). Evidence type for PLT/PDP.</p> <p>Provide an example of a change to teacher practice based on student data.</p> <p>Provide an example of a change to the curriculum based on student data (PLCs).</p>			
<b>12 Month Target 3.3</b>	<p>76 percent (2021) Data Informed Student Conferences</p> <p>Data provided to SMS to inform conversations with students (data sets – NAPLAN, PAT, Vic Curric Progression Points).</p> <p>Provide training in reading data – drawing conclusions/etc to SMS.</p> <p>Determine methods/structures for communicating data to students (goal setting/reflections/insights)/Develop Insights framework.</p> <p>Revisited the HELP planner/Student Diaries – Diary checks.</p>			
<b>KIS 3.a</b>	Build staff and student capacity to expand agency within classrooms.			



Empowering students and building school pride				
Actions	Student voice and agency has been incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on two feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.			
Outcomes	It is anticipated that this change will continue to promote amongst staff an awareness of two way feedback and its important role in empowering students within classrooms.			
Success Indicators	Embedded in classroom practice through the PDP process in 2021. Every student will have the opportunity to provide feedback to teachers on practice. Feedback and other data sets (assessment data) will inform curriculum adjustments and delivery. Reviewers will monitor implementation through PLC teams and the PDP process.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
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Future planning				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	All staff will provide appropriate and timely feedback to students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	All staff will collect student performance data and feedback from students on curriculum and teaching practice.	☑ All Staff	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student engagement through enhancing student voice and agency.			
<b>Goal 5</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 5.1</b>	<p>Improvement to 62% in AtoSS School Connectedness factor in 2021.</p> <p>Continue to embed new VSC Values &amp; Vision etc. - investigate SWPB model as one option to engage community.</p> <p>Ensure consistency across wellbeing &amp; engagement processes and documentation e.g VSC Classroom Relationships.</p> <p>Embed BeYou model, including staff 'NIP' model (e.g. by refreshing the CoLATESS model).</p>			
<b>12 Month Target 5.2</b>	<p>AtoSS Resilience 61% in 2021</p> <p>AtoSS Respect for Diversity 52% in 2021</p> <p>Embed BeYou model, including staff 'NIP' model</p> <p>Engage Staff, parents / community and Student Leaders &amp; Student Focus Groups in: ATSI / CUST - with KESO LGBTIQ+ - past student focus group.</p>			
<b>12 Month Target 5.3</b>	<p>POS Confidence&amp; Resiliency skills - 82% in 2021 (80% in 2020)</p> <p>Review measures to incorporate parents in student wellbeing, engagement and achievement outcomes e.g. undertake council and VSCCA assessment matrix wider range of parent / carer information evenings (including mix of streaming and live) Wellbeing section on website and newsletter Ensure parent communication and engagement.</p>			

<b>KIS 5.a</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Actions	Engage parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers form external organisations as well as college staff. Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change. Engage college staff in professional learning based on the BeYou framework. Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor) Reinstate the staff and student Adolescent Mental Health First Aid training. Review and update current college processes and policies. Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.
Outcomes	Staff employ the new framework and feel empowered to engage students in supportive conversations. Staff are more consistent in their application of processes in classrooms and the yard before referral to the House and Wellbeing teams. Students feel empowered to approach staff or peers.
Success Indicators	Improvement in the following data sets: student voice from focus groups AtoSS: School Connectedness / Resilience / Respect for Diversity / Teacher Concern factor POS: Confidence & Resiliency skills
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	Wellbeing - Reinstate Adolescent Mental Health First Aid training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 2	Wellbeing - Collaborate with Learning & Teaching and House teams to review and update Instructional Model and wellbeing & engagement policies and processes (including SEL / Building Capacity).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Wellbeing - Develop and run staff, student and parent focus groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Wellbeing - Develop and run parent programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 5	Wellbeing - Staff professional Learning in BeYou framework	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%

# Monitoring and Assessment - 2021

## Mid-year monitoring

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4.
<b>KIS 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE data.
Delivery of the annual actions for this KIS	Completed
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice

	<input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices			
<b>Barriers</b> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	<input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place <input checked="" type="checkbox"/> Other  Some staff have been reluctant to have 'another teacher' in the classroom. Lock-downs have had a major impact on being able to run an 'in school support tutoring program' in terms of consistency of an ongoing support program.			
<b>Commentary on progress</b> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	The tutoring Initiative is being fully implemented in the 2021 school year with some 11 teachers and one teacher trainee involved in the VSC support program. The program is currently on budget and is being closely monitored financially and logistically on a weekly, monthly and term basis. Support has included in class support/mentoring, teacher support, small group and individual tutoring both in and out of the classroom for selected and identified students. All Learning Areas have been provided with some tutoring support.			
<b>Future planning</b> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	Ongoing review of the program, staff involved/required in Second Semester and the finances available. Review at the end of Term Three for the ongoing need/if required. Potential focus on the Year 12 students in the lead up to the end of year exams.			
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<b>Activities and Milestones</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

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<b>12 Month Target 2.1</b>	Target - VCE Median Score 32.5 All English Study Median score - 31.4			
<b>12 Month Target 2.2</b>	Target - Reading Benchmark growth - 36% Writing - Benchmark growth 29.2%  Reconstruction of Yr 7 English curriculum prioritising fundamental writing skills.  MYLNS students provided support in Year 8 and staff PD provided for English team, to enhance teaching capacity.			
<b>12 Month Target 2.3</b>	Sense of Confidence - 66% Stimulated Learning - 55%  Implementation of the 2021 Tutoring Program to enable 'catch up' student growth.			
<b>KIS 2.a</b> Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.			
Actions	Analysis of student results to ascertain candidates for tutoring program.			

	<p>Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.</p> <p>Increased PD on data literacy.</p> <p>Instructional coaching PD for Learning Specialists, LALs and other interested staff</p> <p>PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS - Differentiation and Feedback.</p> <p>Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities</p>
Outcomes	<p>To improve teaching capacity and student outcomes through:</p> <p>consistent embedding of the VSC Instructional Model in all teachers' practice;</p> <p>improved collaboration (led by Learning Area Leaders) through introduction of the PLC process;</p> <p>consistent feedback models for peer observation;</p> <p>increased and more timely team analysis of a range of student data sets, including for identification for support through the Tutoring Initiative;</p>
Success Indicators	<p>Vic Curriculum Teacher judgments and data from standardised tests (Naplan, PAT-R, PAT-M and PAT-S) indicating student growth, including enhanced student growth in those supported by the Tutoring Initiative</p> <p>For Year 12 students, comparing final results / Median Score with predicted scores (GAT, gender, etc.).</p>
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Activity 3	Candidates for Tutoring Initiative identified	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 4	Data Literacy PD for SIT.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Undertake PLC pilot program - Learning Area Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Piloting, including development, of Learning Schedules in targetted VCE subjects.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1	0%

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<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	37 percent (2021)			
<b>12 Month Target 3.2</b>	<p>42 percent (2021) Revisit Feedback as part of the PLT/PDP structure.</p> <p>Consider two-way feedback (from students to teachers, as well as teachers to students). Evidence type for PLT/PDP.</p> <p>Provide an example of a change to teacher practice based on student data.</p> <p>Provide an example of a change to the curriculum based on student data (PLCs).</p>			
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<b>KIS 3.a</b> Empowering students and building school pride	Build staff and student capacity to expand agency within classrooms.			
<b>Actions</b>	Student voice and agency has been incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on two feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.			

Outcomes	It is anticipated that this change will continue to promote amongst staff an awareness of two way feedback and its important role in empowering students within classrooms.			
Success Indicators	Embedded in classroom practice through the PDP process in 2021. Every student will have the opportunity to provide feedback to teachers on practice. Feedback and other data sets (assessment data) will inform curriculum adjustments and delivery. Reviewers will monitor implementation through PLC teams and the PDP process.			
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Activity 2	All staff will collect student performance data and feedback from students on curriculum and teaching practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student engagement through enhancing student voice and agency.			
<b>Goal 5</b>	To improve student wellbeing and inclusion.			

<p><b>12 Month Target 5.1</b></p>	<p>Improvement to 62% in AtoSS School Connectedness factor in 2021.</p> <p>Continue to embed new VSC Values &amp; Vision etc. - investigate SWPB model as one option to engage community.</p> <p>Ensure consistency across wellbeing &amp; engagement processes and documentation e.g VSC Classroom Relationships.</p> <p>Embed BeYou model, including staff 'NIP' model (e.g. by refreshing the CoLATESS model).</p>
<p><b>12 Month Target 5.2</b></p>	<p>AtoSS Resilience 61% in 2021</p> <p>AtoSS Respect for Diversity 52% in 2021</p> <p>Embed BeYou model, including staff 'NIP' model</p> <p>Engage Staff, parents / community and Student Leaders &amp; Student Focus Groups in:          ATSI / CUST - with KESO          LGBTIQ+ - past student focus group.</p>
<p><b>12 Month Target 5.3</b></p>	<p>POS Confidence&amp; Resiliency skills - 82% in 2021 (80% in 2020)</p> <p>Review measures to incorporate parents in student wellbeing, engagement and achievement outcomes          e.g. undertake council and VSCCA assessment matrix          wider range of parent / carer information evenings (including mix of streaming and live)          Wellbeing section on website and newsletter          Ensure parent communication and engagement.</p>
<p><b>KIS 5.a</b>          Setting expectations and promoting inclusion</p>	<p>Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.</p>
<p><b>Actions</b></p>	<p>Engage parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers form external organisations as well as college staff.</p> <p>Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on</p>



	<p>data, and to implement and embed change.  Engage college staff in professional learning based on the BeYou framework.  Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor)  Reinstate the staff and student Adolescent Mental Health First Aid training.  Review and update current college processes and policies.  Collaborate with the Learning &amp; Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social &amp; Emotional Learning / Building Capacity program.</p>			
Outcomes	<p>Staff employ the new framework and feel empowered to engage students in supportive conversations.  Staff are more consistent in their application of processes in classrooms and the yard before referral to the House and Wellbeing teams.  Students feel empowered to approach staff or peers.</p>			
Success Indicators	<p>Improvement in the following data sets:  student voice from focus groups  AtoSS: School Connectedness / Resilience / Respect for Diversity / Teacher Concern factor  POS: Confidence &amp; Resiliency skills</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing - Reinstate Adolescent Mental Health First Aid training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1	0%

			to: Term 2	
Activity 2	Wellbeing - Staff professional Learning in BeYou framework	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 3	Wellbeing - Collaborate with Learning & Teaching and House teams to review and update Instructional Model and wellbeing & engagement policies and processes (including SEL / Building Capacity).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 4	Wellbeing - Develop and run staff, student and parent focus groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 5	Wellbeing - Develop and run parent programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%

## Monitoring and Assessment - 2021

### Term 3 monitoring (optional)

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4.
<b>KIS 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.c</b> Building communities	Connected schools priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	Target - VCE Median Score 32.5 All English Study Median score - 31.4			
<b>12 Month Target 2.2</b>	Target - Reading Benchmark growth - 36% Writing - Benchmark growth 29.2%  Reconstruction of Yr 7 English curriculum prioritising fundamental writing skills.  MYLNS students provided support in Year 8 and staff PD provided for English team, to enhance teaching capacity.			

<b>12 Month Target 2.3</b>	Sense of Confidence - 66% Stimulated Learning - 55%  Implementation of the 2021 Tutoring Program to enable 'catch up' student growth.
<b>KIS 2.a</b> Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.
Actions	<p>Analysis of student results to ascertain candidates for tutoring program.</p> <p>Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.</p> <p>Increased PD on data literacy.</p> <p>Instructional coaching PD for Learning Specialists, LALs and other interested staff</p> <p>PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS - Differentiation and Feedback.</p> <p>Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities</p>
Outcomes	To improve teaching capacity and student outcomes through: consistent embedding of the VSC Instructional Model in all teachers' practice; improved collaboration (led by Learning Area Leaders) through introduction of the PLC process; consistent feedback models for peer observation; increased and more timely team analysis of a range of student data sets, including for identification for support through the Tutoring Initiative;
Success Indicators	Vic Curriculum Teacher judgments and data from standardised tests (Naplan, PAT-R, PAT-M and PAT-S) indicating student growth, including enhanced student growth in those supported by the Tutoring Initiative For Year 12 students, comparing final results / Median Score with predicted scores (GAT, gender, etc.).
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	VSC Instructional Model - Learning Intentions, Success Criteria, Goal Setting, HITS - Differentiation and Feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Piloting, including development, of Learning Schedules in targetted VCE subjects.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%
Activity 3	Instructional Coaching PL for SIT (through the MYLNS SAM).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
Activity 4	Candidates for Tutoring Initiative identified	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%



Activity 5	Data Literacy PD for SIT.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 6	Undertake PLC pilot program - Learning Area Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	37 percent (2021)			
<b>12 Month Target 3.2</b>	<p>42 percent (2021) Revisit Feedback as part of the PLT/PDP structure.</p> <p>Consider two-way feedback (from students to teachers, as well as teachers to students). Evidence type for PLT/PDP.</p> <p>Provide an example of a change to teacher practice based on student data.</p> <p>Provide an example of a change to the curriculum based on student data (PLCs).</p>			
<b>12 Month Target 3.3</b>	<p>76 percent (2021) Data Informed Student Conferences</p> <p>Data provided to SMS to inform conversations with students (data sets – NAPLAN, PAT, Vic Curric Progression Points).</p> <p>Provide training in reading data – drawing conclusions/etc to SMS.</p> <p>Determine methods/structures for communicating data to students (goal setting/reflections/insights)/Develop Insights framework.</p> <p>Revisited the HELP planner/Student Diaries – Diary checks.</p>			
<b>KIS 3.a</b>	Build staff and student capacity to expand agency within classrooms.			

Empowering students and building school pride				
Actions	Student voice and agency has been incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on two feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.			
Outcomes	It is anticipated that this change will continue to promote amongst staff an awareness of two way feedback and its important role in empowering students within classrooms.			
Success Indicators	Embedded in classroom practice through the PDP process in 2021. Every student will have the opportunity to provide feedback to teachers on practice. Feedback and other data sets (assessment data) will inform curriculum adjustments and delivery. Reviewers will monitor implementation through PLC teams and the PDP process.			
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	All staff will collect student performance data and feedback from students on curriculum and teaching practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	All staff will provide appropriate and timely feedback to students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student engagement through enhancing student voice and agency.			
<b>Goal 5</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 5.1</b>	<p>Improvement to 62% in AtoSS School Connectedness factor in 2021.</p> <p>Continue to embed new VSC Values &amp; Vision etc. - investigate SWPB model as one option to engage community.</p> <p>Ensure consistency across wellbeing &amp; engagement processes and documentation e.g VSC Classroom Relationships.</p> <p>Embed BeYou model, including staff 'NIP' model (e.g. by refreshing the CoLATESS model).</p>			
<b>12 Month Target 5.2</b>	<p>AtoSS Resilience 61% in 2021</p> <p>AtoSS Respect for Diversity 52% in 2021</p> <p>Embed BeYou model, including staff 'NIP' model</p> <p>Engage Staff, parents / community and Student Leaders &amp; Student Focus Groups in:          ATSI / CUST - with KESO          LGBTIQ+ - past student focus group.</p>			
<b>12 Month Target 5.3</b>	<p>POS Confidence&amp; Resiliency skills - 82% in 2021 (80% in 2020)</p> <p>Review measures to incorporate parents in student wellbeing, engagement and achievement outcomes e.g. undertake council and VSCCA assessment matrix          wider range of parent / carer information evenings (including mix of streaming and live)          Wellbeing section on website and newsletter          Ensure parent communication and engagement.</p>			

<b>KIS 5.a</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Actions	Engage parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers form external organisations as well as college staff. Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change. Engage college staff in professional learning based on the BeYou framework. Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor) Reinstate the staff and student Adolescent Mental Health First Aid training. Review and update current college processes and policies. Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.
Outcomes	Staff employ the new framework and feel empowered to engage students in supportive conversations. Staff are more consistent in their application of processes in classrooms and the yard before referral to the House and Wellbeing teams. Students feel empowered to approach staff or peers.
Success Indicators	Improvement in the following data sets: student voice from focus groups AtoSS: School Connectedness / Resilience / Respect for Diversity / Teacher Concern factor POS: Confidence & Resiliency skills
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	Wellbeing - Staff professional Learning in BeYou framework	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Wellbeing - Reinstate Adolescent Mental Heath First Aid training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 3	Wellbeing - Develop and run staff, student and parent f focus groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Wellbeing - Develop and run parent programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 5	Wellbeing - Collaborate with Learning & Teaching and House teams to review and update Instructional Model and wellbeing & engagement policies and processes (including SEL / Building Capacity).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%

# Monitoring and Assessment - 2021

## End-of-year monitoring

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4.
<b>Has this 12 month target met</b>	Not Met
<b>KIS 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.c</b> Building communities	Connected schools priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	Target - VCE Median Score 32.5 All English Study Median score - 31.4			
<b>Has this 12 month target met</b>	Not Met			
<b>12 Month Target 2.2</b>	Target - Reading Benchmark growth - 36% Writing - Benchmark growth 29.2%  Reconstruction of Yr 7 English curriculum prioritising fundamental writing skills.			

	MYLNS students provided support in Year 8 and staff PD provided for English team, to enhance teaching capacity.
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 2.3</b>	Sense of Confidence - 66% Stimulated Learning - 55%  Implementation of the 2021 Tutoring Program to enable 'catch up' student growth.
<b>Has this 12 month target met</b>	Not Met
<b>KIS 2.a</b> Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.
Actions	<p>Analysis of student results to ascertain candidates for tutoring program.</p> <p>Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.</p> <p>Increased PD on data literacy.</p> <p>Instructional coaching PD for Learning Specialists, LALs and other interested staff</p> <p>PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS - Differentiation and Feedback.</p> <p>Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities</p>
Outcomes	To improve teaching capacity and student outcomes through: consistent embedding of the VSC Instructional Model in all teachers' practice; improved collaboration (led by Learning Area Leaders) through introduction of the PLC process; consistent feedback models for peer observation; increased and more timely team analysis of a range of student data sets, including for identification for support through the Tutoring Initiative;

Success Indicators	Vic Curriculum Teacher judgments and data from standardised tests (Naplan, PAT-R, PAT-M and PAT-S) indicating student growth, including enhanced student growth in those supported by the Tutoring Initiative For Year 12 students, comparing final results / Median Score with predicted scores (GAT, gender, etc.).			
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	VSC Instructional Model - Learning Intentions, Success Criteria, Goal Setting, HITS - Differentiation and Feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Instructional Coaching PL for SIT (through the MYLNS SAM).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
Activity 3	Piloting, including development, of Learning Schedules in targetted VCE subjects.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%

Activity 4	Candidates for Tutoring Initiative identified	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 5	Data Literacy PD for SIT.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 6	Undertake PLC pilot program - Learning Area Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	37 percent (2021)			
<b>Has this 12 month target met</b>	Not Met			
<b>12 Month Target 3.2</b>	42 percent (2021) Revisit Feedback as part of the PLT/PDP structure.  Consider two-way feedback (from students to teachers, as well as teachers to students). Evidence type for PLT/PDP.  Provide an example of a change to teacher practice based on student data.  Provide an example of a change to the curriculum based on student data (PLCs).			
<b>Has this 12 month target met</b>	Not Met			

<b>12 Month Target 3.3</b>	<p>76 percent (2021) Data Informed Student Conferences</p> <p>Data provided to SMs to inform conversations with students (data sets – NAPLAN, PAT, Vic Curric Progression Points).</p> <p>Provide training in reading data – drawing conclusions/etc to SMs.</p> <p>Determine methods/structures for communicating data to students (goal setting/reflections/insights)/Develop Insights framework.</p> <p>Revisited the HELP planner/Student Diaries – Diary checks.</p>
<b>Has this 12 month target met</b>	Not Met
<b>KIS 3.a</b> Empowering students and building school pride	Build staff and student capacity to expand agency within classrooms.
Actions	Student voice and agency has been incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on two feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.
Outcomes	It is anticipated that this change will continue to promote amongst staff an awareness of two way feedback and its important role in empowering students within classrooms.
Success Indicators	Embedded in classroom practice through the PDP process in 2021. Every student will have the opportunity to provide feedback to teachers on practice. Feedback and other data sets (assessment data) will inform curriculum adjustments and delivery. Reviewers will monitor implementation through PLC teams and the PDP process.
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	All staff will provide appropriate and timely feedback to students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	All staff will collect student performance data and feedback from students on curriculum and teaching practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student engagement through enhancing student voice and agency.			
<b>Goal 5</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 5.1</b>	<p>Improvement to 62% in AtoSS School Connectedness factor in 2021.</p> <p>Continue to embed new VSC Values &amp; Vision etc. - investigate SWPB model as one option to engage community.</p> <p>Ensure consistency across wellbeing &amp; engagement processes and documentation e.g VSC Classroom Relationships.</p> <p>Embed BeYou model, including staff 'NIP' model (e.g. by refreshing the CoLATESS model).</p>			
<b>Has this 12 month target met</b>	Not Met			
<b>12 Month Target 5.2</b>	<p>AtoSS Resilience 61% in 2021</p> <p>AtoSS Respect for Diversity 52% in 2021</p>			

	<p>Embed BeYou model, including staff 'NIP' model</p> <p>Engage Staff, parents / community and Student Leaders &amp; Student Focus Groups in:          ATSI / CUST - with KESO          LGBTIQ+ - past student focus group.</p>
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 5.3</b>	<p>POS Confidence&amp; Resiliency skills - 82% in 2021 (80% in 2020)</p> <p>Review measures to incorporate parents in student wellbeing, engagement and achievement outcomes          e.g. undertake council and VSCCA assessment matrix          wider range of parent / carer information evenings (including mix of streaming and live)          Wellbeing section on website and newsletter          Ensure parent communication and engagement.</p>
<b>Has this 12 month target met</b>	Not Met
<b>KIS 5.a</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
<b>Actions</b>	<p>Engage parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers form external organisations as well as college staff.</p> <p>Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change.</p> <p>Engage college staff in professional learning based on the BeYou framework.</p> <p>Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor)</p> <p>Reinstate the staff and student Adolescent Mental Health First Aid training.</p> <p>Review and update current college processes and policies.</p> <p>Collaborate with the Learning &amp; Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social &amp; Emotional Learning / Building Capacity program.</p>

Outcomes	<p>Staff employ the new framework and feel empowered to engage students in supportive conversations.  Staff are more consistent in their application of processes in classrooms and the yard before referral to the House and Wellbeing teams.  Students feel empowered to approach staff or peers.</p>			
Success Indicators	<p>Improvement in the following data sets:  student voice from focus groups  AtoSS: School Connectedness / Resilience / Respect for Diversity / Teacher Concern factor  POS: Confidence &amp; Resiliency skills</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing - Reinstate Adolescent Mental Health First Aid training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 2	Wellbeing - Staff professional Learning in BeYou framework	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%



Activity 3	Wellbeing - Develop and run staff, student and parent focus groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Wellbeing - Develop and run parent programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 5	Wellbeing - Collaborate with Learning & Teaching and House teams to review and update Instructional Model and wellbeing & engagement policies and processes (including SEL / Building Capacity).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%

# Monitoring and Assessment - 2021

## Mid Term 1 monitoring monitoring

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4.
<b>KIS 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.c</b> Building communities	Connected schools priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	Target - VCE Median Score 32.5 All English Study Median score - 31.4			
<b>12 Month Target 2.2</b>	Target - Reading Benchmark growth - 36% Writing - Benchmark growth 29.2%  Reconstruction of Yr 7 English curriculum prioritising fundamental writing skills.  MYLNS students provided support in Year 8 and staff PD provided for English team, to enhance teaching capacity.			

<b>12 Month Target 2.3</b>	Sense of Confidence - 66% Stimulated Learning - 55%  Implementation of the 2021 Tutoring Program to enable 'catch up' student growth.
<b>KIS 2.a</b> Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.
Actions	<p>Analysis of student results to ascertain candidates for tutoring program.</p> <p>Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.</p> <p>Increased PD on data literacy.</p> <p>Instructional coaching PD for Learning Specialists, LALs and other interested staff</p> <p>PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS - Differentiation and Feedback.</p> <p>Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities</p>
Outcomes	To improve teaching capacity and student outcomes through: consistent embedding of the VSC Instructional Model in all teachers' practice; improved collaboration (led by Learning Area Leaders) through introduction of the PLC process; consistent feedback models for peer observation; increased and more timely team analysis of a range of student data sets, including for identification for support through the Tutoring Initiative;
Success Indicators	Vic Curriculum Teacher judgments and data from standardised tests (Naplan, PAT-R, PAT-M and PAT-S) indicating student growth, including enhanced student growth in those supported by the Tutoring Initiative For Year 12 students, comparing final results / Median Score with predicted scores (GAT, gender, etc.).
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	VSC Instructional Model - Learning Intentions, Success Criteria, Goal Setting, HITS - Differentiation and Feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Piloting, including development, of Learning Schedules in targetted VCE subjects.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%
Activity 3	Data Literacy PD for SIT.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 4	Undertake PLC pilot program - Learning Area Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 5	Instructional Coaching PL for SIT (through the MYLNS SAM).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
Activity 6	Candidates for Tutoring Initiative identified	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	37 percent (2021)			
<b>12 Month Target 3.2</b>	<p>42 percent (2021) Revisit Feedback as part of the PLT/PDP structure.</p> <p>Consider two-way feedback (from students to teachers, as well as teachers to students). Evidence type for PLT/PDP.</p> <p>Provide an example of a change to teacher practice based on student data.</p> <p>Provide an example of a change to the curriculum based on student data (PLCs).</p>			
<b>12 Month Target 3.3</b>	<p>76 percent (2021) Data Informed Student Conferences</p> <p>Data provided to SMs to inform conversations with students (data sets – NAPLAN, PAT, Vic Curric Progression Points).</p> <p>Provide training in reading data – drawing conclusions/etc to SMs.</p> <p>Determine methods/structures for communicating data to students (goal setting/reflections/insights)/Develop Insights framework.</p> <p>Revisited the HELP planner/Student Diaries – Diary checks.</p>			
<b>KIS 3.a</b>	Build staff and student capacity to expand agency within classrooms.			



Empowering students and building school pride				
Actions	Student voice and agency has been incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on two feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.			
Outcomes	It is anticipated that this change will continue to promote amongst staff an awareness of two way feedback and its important role in empowering students within classrooms.			
Success Indicators	Embedded in classroom practice through the PDP process in 2021. Every student will have the opportunity to provide feedback to teachers on practice. Feedback and other data sets (assessment data) will inform curriculum adjustments and delivery. Reviewers will monitor implementation through PLC teams and the PDP process.			
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	All staff will collect student performance data and feedback from students on curriculum and teaching practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	All staff will provide appropriate and timely feedback to students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student engagement through enhancing student voice and agency.			
<b>Goal 5</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 5.1</b>	<p>Improvement to 62% in AtoSS School Connectedness factor in 2021.</p> <p>Continue to embed new VSC Values &amp; Vision etc. - investigate SWPB model as one option to engage community.</p> <p>Ensure consistency across wellbeing &amp; engagement processes and documentation e.g VSC Classroom Relationships.</p> <p>Embed BeYou model, including staff 'NIP' model (e.g. by refreshing the CoLATESS model).</p>			
<b>12 Month Target 5.2</b>	<p>AtoSS Resilience 61% in 2021</p> <p>AtoSS Respect for Diversity 52% in 2021</p> <p>Embed BeYou model, including staff 'NIP' model</p> <p>Engage Staff, parents / community and Student Leaders &amp; Student Focus Groups in:          ATSI / CUST - with KESO          LGBTIQ+ - past student focus group.</p>			
<b>12 Month Target 5.3</b>	<p>POS Confidence&amp; Resiliency skills - 82% in 2021 (80% in 2020)</p> <p>Review measures to incorporate parents in student wellbeing, engagement and achievement outcomes e.g. undertake council and VSCCA assessment matrix          wider range of parent / carer information evenings (including mix of streaming and live)          Wellbeing section on website and newsletter          Ensure parent communication and engagement.</p>			

<b>KIS 5.a</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Actions	<p>Engage parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers form external organisations as well as college staff.</p> <p>Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change.</p> <p>Engage college staff in professional learning based on the BeYou framework.</p> <p>Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor)</p> <p>Reinstate the staff and student Adolescent Mental Health First Aid training.</p> <p>Review and update current college processes and policies.</p> <p>Collaborate with the Learning &amp; Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social &amp; Emotional Learning / Building Capacity program.</p>
Outcomes	<p>Staff employ the new framework and feel empowered to engage students in supportive conversations.</p> <p>Staff are more consistent in their application of processes in classrooms and the yard before referral to the House and Wellbeing teams.</p> <p>Students feel empowered to approach staff or peers.</p>
Success Indicators	<p>Improvement in the following data sets:</p> <p>student voice from focus groups</p> <p>AtoSS: School Connectedness / Resilience / Respect for Diversity / Teacher Concern factor</p> <p>POS: Confidence &amp; Resiliency skills</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing - Staff professional Learning in BeYou framework	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Wellbeing - Collaborate with Learning & Teaching and House teams to review and update Instructional Model and wellbeing & engagement policies and processes (including SEL / Building Capacity).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Wellbeing - Develop and run staff, student and parent focus groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Wellbeing - Develop and run parent programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 5	Wellbeing - Reinstate Adolescent Mental Health First Aid training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%

# Monitoring and Assessment - 2021

## Mid Term 2 monitoring monitoring

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4.
<b>KIS 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.c</b> Building communities	Connected schools priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	Target - VCE Median Score 32.5 All English Study Median score - 31.4			
<b>12 Month Target 2.2</b>	Target - Reading Benchmark growth - 36% Writing - Benchmark growth 29.2%  Reconstruction of Yr 7 English curriculum prioritising fundamental writing skills.  MYLNS students provided support in Year 8 and staff PD provided for English team, to enhance teaching capacity.			



<b>12 Month Target 2.3</b>	Sense of Confidence - 66% Stimulated Learning - 55%  Implementation of the 2021 Tutoring Program to enable 'catch up' student growth.
<b>KIS 2.a</b> Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.
Actions	<p>Analysis of student results to ascertain candidates for tutoring program.</p> <p>Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.</p> <p>Increased PD on data literacy.</p> <p>Instructional coaching PD for Learning Specialists, LALs and other interested staff</p> <p>PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS - Differentiation and Feedback.</p> <p>Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities</p>
Outcomes	To improve teaching capacity and student outcomes through: consistent embedding of the VSC Instructional Model in all teachers' practice; improved collaboration (led by Learning Area Leaders) through introduction of the PLC process; consistent feedback models for peer observation; increased and more timely team analysis of a range of student data sets, including for identification for support through the Tutoring Initiative;
Success Indicators	Vic Curriculum Teacher judgments and data from standardised tests (Naplan, PAT-R, PAT-M and PAT-S) indicating student growth, including enhanced student growth in those supported by the Tutoring Initiative For Year 12 students, comparing final results / Median Score with predicted scores (GAT, gender, etc.).
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	VSC Instructional Model - Learning Intentions, Success Criteria, Goal Setting, HITS - Differentiation and Feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Piloting, including development, of Learning Schedules in targetted VCE subjects.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%
Activity 3	Candidates for Tutoring Initiative identified	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 4	Data Literacy PD for SIT.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%

Activity 5	Undertake PLC pilot program - Learning Area Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Instructional Coaching PL for SIT (through the MYLNS SAM).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	37 percent (2021)			
<b>12 Month Target 3.2</b>	42 percent (2021) Revisit Feedback as part of the PLT/PDP structure.  Consider two-way feedback (from students to teachers, as well as teachers to students). Evidence type for PLT/PDP.  Provide an example of a change to teacher practice based on student data.  Provide an example of a change to the curriculum based on student data (PLCs).			
<b>12 Month Target 3.3</b>	76 percent (2021) Data Informed Student Conferences  Data provided to SMS to inform conversations with students (data sets – NAPLAN, PAT, Vic Curric Progression Points).  Provide training in reading data – drawing conclusions/etc to SMS.  Determine methods/structures for communicating data to students (goal setting/reflections/insights)/Develop Insights framework.  Revisited the HELP planner/Student Diaries – Diary checks.			
<b>KIS 3.a</b>	Build staff and student capacity to expand agency within classrooms.			

Empowering students and building school pride				
Actions	Student voice and agency has been incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on two feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.			
Outcomes	It is anticipated that this change will continue to promote amongst staff an awareness of two way feedback and its important role in empowering students within classrooms.			
Success Indicators	Embedded in classroom practice through the PDP process in 2021. Every student will have the opportunity to provide feedback to teachers on practice. Feedback and other data sets (assessment data) will inform curriculum adjustments and delivery. Reviewers will monitor implementation through PLC teams and the PDP process.			
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	All staff will collect student performance data and feedback from students on curriculum and teaching practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	All staff will provide appropriate and timely feedback to students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student engagement through enhancing student voice and agency.			
<b>Goal 5</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 5.1</b>	<p>Improvement to 62% in AtoSS School Connectedness factor in 2021.</p> <p>Continue to embed new VSC Values &amp; Vision etc. - investigate SWPB model as one option to engage community.</p> <p>Ensure consistency across wellbeing &amp; engagement processes and documentation e.g VSC Classroom Relationships.</p> <p>Embed BeYou model, including staff 'NIP' model (e.g. by refreshing the CoLATESS model).</p>			
<b>12 Month Target 5.2</b>	<p>AtoSS Resilience 61% in 2021</p> <p>AtoSS Respect for Diversity 52% in 2021</p> <p>Embed BeYou model, including staff 'NIP' model</p> <p>Engage Staff, parents / community and Student Leaders &amp; Student Focus Groups in:  ATSI / CUST - with KESO  LGBTIQ+ - past student focus group.</p>			
<b>12 Month Target 5.3</b>	<p>POS Confidence&amp; Resiliency skills - 82% in 2021 (80% in 2020)</p> <p>Review measures to incorporate parents in student wellbeing, engagement and achievement outcomes e.g. undertake council and VSCCA assessment matrix  wider range of parent / carer information evenings (including mix of streaming and live)  Wellbeing section on website and newsletter  Ensure parent communication and engagement.</p>			

<b>KIS 5.a</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Actions	Engage parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers form external organisations as well as college staff. Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change. Engage college staff in professional learning based on the BeYou framework. Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor) Reinstate the staff and student Adolescent Mental Health First Aid training. Review and update current college processes and policies. Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.
Outcomes	Staff employ the new framework and feel empowered to engage students in supportive conversations. Staff are more consistent in their application of processes in classrooms and the yard before referral to the House and Wellbeing teams. Students feel empowered to approach staff or peers.
Success Indicators	Improvement in the following data sets: student voice from focus groups AtoSS: School Connectedness / Resilience / Respect for Diversity / Teacher Concern factor POS: Confidence & Resiliency skills
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	Wellbeing - Staff professional Learning in BeYou framework	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Wellbeing - Develop and run staff, student and parent focus groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 3	Wellbeing - Develop and run parent programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 4	Wellbeing - Collaborate with Learning & Teaching and House teams to review and update Instructional Model and wellbeing & engagement policies and processes (including SEL / Building Capacity).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Wellbeing - Reinstate Adolescent Mental Health First Aid training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%

# Monitoring and Assessment - 2021

## Mid Term 3 monitoring monitoring

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4.
<b>KIS 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.c</b> Building communities	Connected schools priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	Target - VCE Median Score 32.5 All English Study Median score - 31.4			
<b>12 Month Target 2.2</b>	Target - Reading Benchmark growth - 36% Writing - Benchmark growth 29.2%  Reconstruction of Yr 7 English curriculum prioritising fundamental writing skills.  MYLNS students provided support in Year 8 and staff PD provided for English team, to enhance teaching capacity.			

<b>12 Month Target 2.3</b>	Sense of Confidence - 66% Stimulated Learning - 55%  Implementation of the 2021 Tutoring Program to enable 'catch up' student growth.
<b>KIS 2.a</b> Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.
Actions	<p>Analysis of student results to ascertain candidates for tutoring program.</p> <p>Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.</p> <p>Increased PD on data literacy.</p> <p>Instructional coaching PD for Learning Specialists, LALs and other interested staff</p> <p>PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS - Differentiation and Feedback.</p> <p>Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities</p>
Outcomes	To improve teaching capacity and student outcomes through: consistent embedding of the VSC Instructional Model in all teachers' practice; improved collaboration (led by Learning Area Leaders) through introduction of the PLC process; consistent feedback models for peer observation; increased and more timely team analysis of a range of student data sets, including for identification for support through the Tutoring Initiative;
Success Indicators	Vic Curriculum Teacher judgments and data from standardised tests (Naplan, PAT-R, PAT-M and PAT-S) indicating student growth, including enhanced student growth in those supported by the Tutoring Initiative For Year 12 students, comparing final results / Median Score with predicted scores (GAT, gender, etc.).
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	Piloting, including development, of Learning Schedules in targetted VCE subjects.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%
Activity 2	VSC Instructional Model - Learning Intentions, Success Criteria, Goal Setting, HITS - Differentiation and Feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Instructional Coaching PL for SIT (through the MYLNS SAM).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
Activity 4	Candidates for Tutoring Initiative identified	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 5	Data Literacy PD for SIT.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 6	Undertake PLC pilot program - Learning Area Leaders	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	37 percent (2021)			
<b>12 Month Target 3.2</b>	<p>42 percent (2021) Revisit Feedback as part of the PLT/PDP structure.</p> <p>Consider two-way feedback (from students to teachers, as well as teachers to students). Evidence type for PLT/PDP.</p> <p>Provide an example of a change to teacher practice based on student data.</p> <p>Provide an example of a change to the curriculum based on student data (PLCs).</p>			
<b>12 Month Target 3.3</b>	<p>76 percent (2021) Data Informed Student Conferences</p> <p>Data provided to SMs to inform conversations with students (data sets – NAPLAN, PAT, Vic Curric Progression Points).</p> <p>Provide training in reading data – drawing conclusions/etc to SMs.</p> <p>Determine methods/structures for communicating data to students (goal setting/reflections/insights)/Develop Insights framework.</p> <p>Revisited the HELP planner/Student Diaries – Diary checks.</p>			
<b>KIS 3.a</b>	Build staff and student capacity to expand agency within classrooms.			

Empowering students and building school pride				
Actions	Student voice and agency has been incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on two feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.			
Outcomes	It is anticipated that this change will continue to promote amongst staff an awareness of two way feedback and its important role in empowering students within classrooms.			
Success Indicators	Embedded in classroom practice through the PDP process in 2021. Every student will have the opportunity to provide feedback to teachers on practice. Feedback and other data sets (assessment data) will inform curriculum adjustments and delivery. Reviewers will monitor implementation through PLC teams and the PDP process.			
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	All staff will provide appropriate and timely feedback to students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	All staff will collect student performance data and feedback from students on curriculum and teaching practice.	☑ All Staff	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student engagement through enhancing student voice and agency.			
<b>Goal 5</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 5.1</b>	<p>Improvement to 62% in AtoSS School Connectedness factor in 2021.</p> <p>Continue to embed new VSC Values &amp; Vision etc. - investigate SWPB model as one option to engage community.</p> <p>Ensure consistency across wellbeing &amp; engagement processes and documentation e.g VSC Classroom Relationships.</p> <p>Embed BeYou model, including staff 'NIP' model (e.g. by refreshing the CoLATESS model).</p>			
<b>12 Month Target 5.2</b>	<p>AtoSS Resilience 61% in 2021</p> <p>AtoSS Respect for Diversity 52% in 2021</p> <p>Embed BeYou model, including staff 'NIP' model</p> <p>Engage Staff, parents / community and Student Leaders &amp; Student Focus Groups in: ATSI / CUST - with KESO LGBTIQ+ - past student focus group.</p>			
<b>12 Month Target 5.3</b>	<p>POS Confidence&amp; Resiliency skills - 82% in 2021 (80% in 2020)</p> <p>Review measures to incorporate parents in student wellbeing, engagement and achievement outcomes e.g. undertake council and VSCCA assessment matrix wider range of parent / carer information evenings (including mix of streaming and live) Wellbeing section on website and newsletter Ensure parent communication and engagement.</p>			



<b>KIS 5.a</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Actions	Engage parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers form external organisations as well as college staff. Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change. Engage college staff in professional learning based on the BeYou framework. Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor) Reinstate the staff and student Adolescent Mental Health First Aid training. Review and update current college processes and policies. Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.
Outcomes	Staff employ the new framework and feel empowered to engage students in supportive conversations. Staff are more consistent in their application of processes in classrooms and the yard before referral to the House and Wellbeing teams. Students feel empowered to approach staff or peers.
Success Indicators	Improvement in the following data sets: student voice from focus groups AtoSS: School Connectedness / Resilience / Respect for Diversity / Teacher Concern factor POS: Confidence & Resiliency skills
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	Wellbeing - Reinstate Adolescent Mental Health First Aid training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 2	Wellbeing - Collaborate with Learning & Teaching and House teams to review and update Instructional Model and wellbeing & engagement policies and processes (including SEL / Building Capacity).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Wellbeing - Staff professional Learning in BeYou framework	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 4	Wellbeing - Develop and run staff, student and parent focus groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 5	Wellbeing - Develop and run parent programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%

# Monitoring and Assessment - 2021

## Mid Term 4 monitoring monitoring

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	Implement Tutoring Initiative and other post-Covid-19 responses, in line with Goals 2-4.
<b>KIS 1.a</b> Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>KIS 1.c</b> Building communities	Connected schools priority			
Actions	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.			
Outcomes	Staff actively monitoring students, both individually and in their teams/PLTs. Staff referring students for support based on their data / growth pattern. Improved teaching capacity through co-teaching opportunities.			
Success Indicators	Student growth data, including teacher judgments (Formative, summative assessment, reporting data) and PAT (Reading / Maths / Science) testing, Naplan and VCE 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	Implementation of the Tutoring Initiative. Employ tutors with subject specific knowledge and expertise for Senior School. LALs target specific year levels and classes based on identified student need. More focused data analysis for improved student tracking, including as part of the PLC initiative.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
<b>Goal 2</b>	To improve Student Learning Achievement outcomes for all students.			
<b>12 Month Target 2.1</b>	Target - VCE Median Score 32.5 All English Study Median score - 31.4			
<b>12 Month Target 2.2</b>	Target - Reading Benchmark growth - 36% Writing - Benchmark growth 29.2%  Reconstruction of Yr 7 English curriculum prioritising fundamental writing skills.  MYLNS students provided support in Year 8 and staff PD provided for English team, to enhance teaching capacity.			

<b>12 Month Target 2.3</b>	Sense of Confidence - 66% Stimulated Learning - 55%  Implementation of the 2021 Tutoring Program to enable 'catch up' student growth.
<b>KIS 2.a</b> Building practice excellence	Strengthen instructional practices to embed the college's instructional model, differentiation, formative assessment, peer observations and student feedback consistently.
Actions	Analysis of student results to ascertain candidates for tutoring program.  Involvement in PLC pilot program with a view to embedded collaborative practices across all Learning Areas.  Increased PD on data literacy.  Instructional coaching PD for Learning Specialists, LALs and other interested staff  PD to consolidate the VSC Instructional model including co-construction of Learning Intentions and Success Criteria and a focus on HITS - Differentiation and Feedback.  Piloting of formal Learning Schedules in selected VCE subjects with a view to increasing work output and providing consistent extension resources and opportunities
Outcomes	To improve teaching capacity and student outcomes through: consistent embedding of the VSC Instructional Model in all teachers' practice; improved collaboration (led by Learning Area Leaders) through introduction of the PLC process; consistent feedback models for peer observation; increased and more timely team analysis of a range of student data sets, including for identification for support through the Tutoring Initiative;
Success Indicators	Vic Curriculum Teacher judgments and data from standardised tests (Naplan, PAT-R, PAT-M and PAT-S) indicating student growth, including enhanced student growth in those supported by the Tutoring Initiative For Year 12 students, comparing final results / Median Score with predicted scores (GAT, gender, etc.).
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	Piloting, including development, of Learning Schedules in targeted VCE subjects.	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%
Activity 2	Instructional Coaching PL for SIT (through the MYLNS SAM).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
Activity 3	VSC Instructional Model - Learning Intentions, Success Criteria, Goal Setting, HITS - Differentiation and Feedback.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Data Literacy PD for SIT.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Undertake PLC pilot program - Learning Area Leaders	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1	0%



		<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
Activity 6	Candidates for Tutoring Initiative identified	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
<b>Goal 3</b>	To improve student engagement through enhancing student voice and agency.			
<b>12 Month Target 3.1</b>	37 percent (2021)			
<b>12 Month Target 3.2</b>	42 percent (2021) Revisit Feedback as part of the PLT/PDP structure.  Consider two-way feedback (from students to teachers, as well as teachers to students). Evidence type for PLT/PDP.  Provide an example of a change to teacher practice based on student data.  Provide an example of a change to the curriculum based on student data (PLCs).			
<b>12 Month Target 3.3</b>	76 percent (2021) Data Informed Student Conferences  Data provided to SMs to inform conversations with students (data sets – NAPLAN, PAT, Vic Curric Progression Points).  Provide training in reading data – drawing conclusions/etc to SMs.  Determine methods/structures for communicating data to students (goal setting/reflections/insights)/Develop Insights framework.  Revisited the HELP planner/Student Diaries – Diary checks.			
<b>KIS 3.a</b>	Build staff and student capacity to expand agency within classrooms.			

Empowering students and building school pride				
Actions	Student voice and agency has been incorporated as a goal (goal 2) within the PDP process for 2021. This requires all teachers to collect feedback from and provide feedback back to students. The importance of collection and reflection on two feedback is reinforced by the need to provide evidence of this to reviewers as part of the PDP process.			
Outcomes	It is anticipated that this change will continue to promote amongst staff an awareness of two way feedback and its important role in empowering students within classrooms.			
Success Indicators	Embedded in classroom practice through the PDP process in 2021. Every student will have the opportunity to provide feedback to teachers on practice. Feedback and other data sets (assessment data) will inform curriculum adjustments and delivery. Reviewers will monitor implementation through PLC teams and the PDP process.			
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	All staff will provide appropriate and timely feedback to students.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	All staff will collect student performance data and feedback from students on curriculum and teaching practice.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 4</b>	To improve student engagement through enhancing student voice and agency.			
<b>Goal 5</b>	To improve student wellbeing and inclusion.			
<b>12 Month Target 5.1</b>	<p>Improvement to 62% in AtoSS School Connectedness factor in 2021.</p> <p>Continue to embed new VSC Values &amp; Vision etc. - investigate SWPB model as one option to engage community.</p> <p>Ensure consistency across wellbeing &amp; engagement processes and documentation e.g VSC Classroom Relationships.</p> <p>Embed BeYou model, including staff 'NIP' model (e.g. by refreshing the CoLATESS model).</p>			
<b>12 Month Target 5.2</b>	<p>AtoSS Resilience 61% in 2021</p> <p>AtoSS Respect for Diversity 52% in 2021</p> <p>Embed BeYou model, including staff 'NIP' model</p> <p>Engage Staff, parents / community and Student Leaders &amp; Student Focus Groups in:  ATSI / CUST - with KESO  LGBTIQ+ - past student focus group.</p>			
<b>12 Month Target 5.3</b>	<p>POS Confidence&amp; Resiliency skills - 82% in 2021 (80% in 2020)</p> <p>Review measures to incorporate parents in student wellbeing, engagement and achievement outcomes e.g. undertake council and VSCCA assessment matrix  wider range of parent / carer information evenings (including mix of streaming and live)  Wellbeing section on website and newsletter  Ensure parent communication and engagement.</p>			

<b>KIS 5.a</b> Setting expectations and promoting inclusion	Use behavioural early interventions as opportunities for learning and building positive relationships with students which strengthens a student's self-worth and abilities.
Actions	Engage parent community through a series of programs that look to build relationships with targetted parent groups that reflect the diverse student cohort. Programs might include evening information forums, morning teas with guest speakers form external organisations as well as college staff. Develop focus groups (staff, student and parent) to inform our understanding of current issues and needs, to collect and reflect on data, and to implement and embed change. Engage college staff in professional learning based on the BeYou framework. Implement the BeYou 'NIP' model (Notice, Inquire, Provide) in a series of staff professional learning sessions, and investigate a student peer model. (Addresses the AtoSS Teacher Concern factor) Reinstate the staff and student Adolescent Mental Health First Aid training. Review and update current college processes and policies. Collaborate with the Learning & Teaching team to embed these initiatives in the VSC Instructional Model, and to identify best-practice models to build on the VSC Social & Emotional Learning / Building Capacity program.
Outcomes	Staff employ the new framework and feel empowered to engage students in supportive conversations. Staff are more consistent in their application of processes in classrooms and the yard before referral to the House and Wellbeing teams. Students feel empowered to approach staff or peers.
Success Indicators	Improvement in the following data sets: student voice from focus groups AtoSS: School Connectedness / Resilience / Respect for Diversity / Teacher Concern factor POS: Confidence & Resiliency skills
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	Wellbeing - Reinstate Adolescent Mental Health First Aid training.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 2	Wellbeing - Staff professional Learning in BeYou framework	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 3	Wellbeing - Develop and run staff, student and parent focus groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Wellbeing - Develop and run parent programs.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 5	Wellbeing - Collaborate with Learning & Teaching and House teams to review and update Instructional Model and wellbeing & engagement policies and processes (including SEL / Building Capacity).	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%

# Monitoring and Self-assessment - 2021

SEIL Feedback