

# Monitoring and Self-assessment - 2018

Stawell Secondary College (8731)



Submitted for review by Nicholas Lynch (School Principal) on 20 December, 2017 at 01:09 PM

Endorsed by Brendan Ryan (Senior Education Improvement Leader) on 21 December, 2017 at 08:01 AM

Endorsed by Stephen Walker (School Council President) on 15 January, 2018 at 03:45 PM

Semester 1 Monitoring submitted by Kevin O'Neil (School Principal) on 20 July, 2018 at 04:16 PM

Semester 2 Monitoring submitted by Kevin O'Neil (School Principal) on 24 October, 2018 at 12:28 PM

# Monitoring and Self-assessment - 2018

## Semester 1

<b>Goal 1</b>	To improve learning outcomes at year 9 and at VCE; specifically, maximize/improve the learning growth of all students in all domain areas with a focus on literacy and numeracy and to improve VCE study scores in all teaching domains over the life of the strategic plan	
<b>12 month target 1.1</b>	2018 AIP target: VCE: To achieve median study score of 30, 5% study scores over 40 NAPLAN growth: To achieve reduced relative low growth at year 9 NAPLAN in both reading and writing to 20% and numeracy to 15%.	
<b>Key Improvement Strategy 1</b>	Implement teaching specific to improving VCE outcomes, guided by student voice feedback directly to the teacher.	
Actions	<p>Develop a shared understanding of the importance of subject specific vocabulary for VCE students.</p> <p>Develop the capacity of staff to provide improvement focussed feedback i.e. feed forward</p> <p>Develop the capacity of staff to understand, use and interpret data and then have teaching informed by VCE data.</p> <p>Develop teacher capacity to provide a differentiated learning environment for VCE students (per Richardson - the stretch plan)</p>	
Evidence of impact	<p>STUDENTS will:</p> <ul style="list-style-type: none"> <li>- be able to demonstrate their use of subject specific vocabulary</li> <li>- student responses in the SWIF survey will recognize the differentiation evident in teaching and learning</li> </ul> <p>TEACHERS will:</p> <ul style="list-style-type: none"> <li>- demonstrate a deep knowledge of the text forms required in their VCE subject</li> <li>- use VCE data (including GAT predictives) where available to 'stretch' student learning</li> <li>- routinely seek and apply feedback from students in an action research spiral to develop instructional materials</li> <li>- write clear and meaningful learning intentions and success criteria that foster 'stretched' learning</li> </ul> <p>LEADERS will:</p> <ul style="list-style-type: none"> <li>- lead PDP roundtables to ensure that developmental learning including collegial observations are central to teacher capacity building</li> <li>- ensure appropriate professional learning or networking opportunities are available to VCE teachers</li> <li>- upskill teachers in the understanding, using and interpreting data.</li> </ul>	
School term	Term 1 (optional)	Term 2
Delivery of the annual actions for this KIS		Slightly behind schedule but remediation strategies are in place to get back on schedule

<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>		<ul style="list-style-type: none"> <li>☑ Workforce constraints i.e. change in leadership, understaffed, staff absence</li> <li>☑ Key Improvement Strategies' focus too broad / too ambitious</li> <li>☑ Staff readiness for change / limited change management and support in place</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>		<p>Heads of Faculty and the Head of Literacy were driving this late last year; focusing on what it means to infer, analyse, compare, contrast etc, as they apply across VCE studies. Staff have been trained in the analysis of student outcomes data related to their VCE Study by Carmel Richardson, with support from the Senior School Assistant Principal and the VCE Co-ordinator. A number of same-Study teachers have co-ordinated their Professional Practice Days to enable them to moderate student work.</p> <p>We have established a VCE 40+ club where students attend non-compulsory sessions, the content of which are, in part, determined by student input and agency (e.g. explanation of VTAC processes, visit to UniMelb rather than FedUni).</p> <p>Some teachers, but not all, have developed stretch plans for their VCE students and this inconsistency will be addressed, in part through discussions surrounding teachers' PDP. Teachers will be expected to use the survey attached to the current SWIF a lot more in Semester 2 and some recognition of differentiated teaching and learning will be evident. We are moving from the current SWIF to adopt an instructional model like GANAG or LATAR and this is expected to enhance the consistency of high quality teaching throughout the school.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>		<p>Following the introduction of an Instructional Model (i.e. simplified version of SWIF which replicates GANAG etc), Professional Learning will need to be provided in relation to implementation. This will be discussed at the mid-cycle PDP review and at PLT Meeting in Term 3. The continued focus on specific VCE vocabulary needs to allocate time for consolidation work, most likely during Faculty meetings.</p>

OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete
<p>Form PDP roundtables to support improved VCE practice.</p> <p>Student feedback survey completed and incorporated as an action item in PDPs.</p> <p>Professional learning to revisit the effective use of LIs and SCs.</p> <p>Host professional learning to deconstruct VCE data and apply to improved teacher practice.</p> <p>Ensure that VCE teachers are relevantly engaged in networking activity to enrich practice</p>	All Staff	<p>from: Term 1 to: Term 4</p>	<input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	0%
<b>Key Improvement Strategy 2</b>	Implement data informed (PAT) teaching practice, guided by student voice feedback directly to the teacher.			
Actions	<p>Develop the capacity of staff to provide improvement focussed feedback i.e. feed forward to students.</p> <p>Develop the capacity of staff to provide growth focussed feedback to enable students to access higher order VCE outcomes i.e. develop a fluent understanding of VCE assessment criteria, and exam assessment criteria in particular.</p> <p>Develop the capacity of staff to articulate a growth mindset in respect of student learning</p> <p>Develop the capacity of staff to understand, use and interpret data and then have teaching informed by that data, including VCAA data and data supplied by Carmel Richardson that describes VCE performance.</p> <p>Develop the capacity of staff to deconstruct NALAN data</p>			
Evidence of impact	<p>STUDENTS will:</p> <ul style="list-style-type: none"> <li>- author authentic ILPs that reflect their own growth mindset and a genuine knowledge of their own learning data</li> <li>- reflect in SWIF survey comments that teachers are providing differentiated teaching.</li> </ul> <p>TEACHERS will:</p> <ul style="list-style-type: none"> <li>- observe in the PDP process of peer to peer observation that their colleagues are providing meaningful differentiated instruction</li> <li>- (when home groups teacher) monitor and develop genuine ILPs for each student.</li> </ul> <p>LEADERS will:</p> <ul style="list-style-type: none"> <li>- facilitate learning walks that drill down into lesson structure and reflect the SWIF.</li> </ul>			

School term	Term 1 (optional)	Term 2		
Delivery of the annual actions for this KIS		Slightly behind schedule but remediation strategies are in place to get back on schedule		
Barriers <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>		<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Key Improvement Strategies' focus too broad / too ambitious		
Commentary on progress <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>		The ILP Process currently used by Year 12 VCE students has been particularly effective in some Home Groups. In these groups, students work together, reviewed their performance on assessment tasks and used their School Report to set goals for the remainder of the year.		
Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>		By the end of 2018, we hope to have a school-wide ILP process that incorporates the three data sets and School Reports for every student in Years 7 to 10 students and VCE Study Results / School Reports for students in Years 11 and 12. Work will be done to more effectively use XUNO to record the ILPs, ensuring they are readily accessible to students, parents and staff. The Junior School AP will take on the responsibility for this Key Improvement Strategy. Additional staff Professional Learning on interpreting NAPLAN and other data will be needed.		
OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete

<p>ILPs are written for all students that are data informed and reflect a growth mindset. ILPs are living documents reflecting a growth mindset and that inform and are informed by teaching and learning.</p>	All Staff	<p>from: Term 1 to: Term 1</p>	<p><input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used</p>	0%																
<b>Goal 2</b>	Students demonstrate positive emotional, social and academic abilities and are confident, connected, motivated learners.																			
<b>12 month target 2.1</b>	<p>2018 AIP target: To align absence, Stawell SC, with state average absence. The Benchmark data (2016 most recent available) state average is: and compared to SSC to date (per portal 2017):</p> <table border="0" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%;">Y7 16.6</td> <td style="width: 25%;">13.2</td> <td style="width: 25%;">Y8 20.8</td> <td style="width: 25%;">18.4</td> </tr> <tr> <td>22.3</td> <td>23.58</td> <td>Y10 19.8</td> <td>27.83</td> </tr> <tr> <td>24.32</td> <td></td> <td>Y11 17.5</td> <td>24.27</td> </tr> <tr> <td></td> <td></td> <td></td> <td>Y12 16.2</td> </tr> </table>				Y7 16.6	13.2	Y8 20.8	18.4	22.3	23.58	Y10 19.8	27.83	24.32		Y11 17.5	24.27				Y12 16.2
Y7 16.6	13.2	Y8 20.8	18.4																	
22.3	23.58	Y10 19.8	27.83																	
24.32		Y11 17.5	24.27																	
			Y12 16.2																	
<b>Key Improvement Strategy 1</b>	Implement the advice of the attendance working group to support re-engagement of students for seamless return to learning																			
Actions	<p>Maintain an attendance working group. Incorporate, as a 'standing agenda item' a report from the attendance working group. Deliver professional learning to staff to enable staff to address in a positive way the seamless return of previously absent students. Ensure Respectful Relationships and Safe Schools are core to school culture.</p>																			
Evidence of impact	<p>STUDENTS will: - Demonstrate reduced absence, improved attendance. STAFF will: - Demonstrate a mindset change as they increasingly adopt behaviours that support a seamless return of students to learning. LEADERS will: - know and notice by name every student with an unconditional positive regard - be visible to students in the entirety of the school environment to foster strong, bonded connections with the College</p>																			
School term	Term 1 (optional)	Term 2																		
Delivery of the annual actions for this KIS	On schedule and/or completed																			
Enablers	<p><input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Staff capability and consistency of practice</p>																			

<ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>		
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>		<input checked="" type="checkbox"/> Other  A lack of clarity around CASES Absence Data vs XUNO data
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>		The Attendance Committee meets regularly to review lists of students with absences rates below acceptable rates. The circumstances of each student / family are considered and actions planned to intervene to improve attendance as required. Marked improvements in reasons being recorded for absences, and consistent follow-up by our school's Attendance Officer and House Leaders etc.
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>		We monitor absence data from XUNO and CASES and improvements are being reported, but the accuracy of the data is not always known - we will contact the data coach again to discuss when the data was collated and what projections for end of year data can be made..
OPTIONAL: Upload Evidence		

Activity	Who	When	PLP or Equity?	Percentage complete
Appoint a leading teacher to chair the attendance working group Maintain regular meetings of the attendance working group Routinely present leading advice and best practice behaviours to staff to promote seamless return Assign a leading teacher to lead Respectful Relationships and Safe Schools.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	0%
<b>Goal 3</b>	To provide a safe, orderly, inclusive and stimulating learning environment that promotes student resilience, constructive relationships, risk taking in learning and positive student behaviour including in improved attendance.			
<b>12 month target 3.1</b>	2018 AIP target: To ensure that every learner has an up-dated (regular or continuous) ILP and that where required an IEP is in place. To ensure that a sense of students as agents in their learning is reflected in the ILP / IEP. To ensure that student data informs the ILP / IEP.			
<b>Key Improvement Strategy 1</b>	Implement a rich approach to each students' ILP / IEP			
Actions	Source and present to all staff relevant, tailored professional learning in developing a growth mindset. Source and present to all staff relevant, tailored professional learning in developing an unconditional positive regard for students. Source and present to all staff relevant, tailored professional learning in developing ILPs and IEPs. Provide support for staff to monitor the development of ILPs with students. Host ILPs in a user friendly portal accessible to parents, carers and students			
Evidence of impact	STUDENTS, STAFF and LEADERS will: - share a GROWTH MINDSET in respect of College students - be able to describe their growth through an ILP that is data informed			
School term	Term 1 (optional)	Term 2		
Delivery of the annual actions for this KIS	Slightly behind schedule but remediation strategies are in place to get back on schedule			
Barriers	<input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated			



<ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Key Improvement Strategies' focus too broad / too ambitious</li> <li><input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place</li> </ul>		
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>		<p>The school's Year 7 to 12 ILP Process has two phases, neither of which currently incorporate student achievement data, as measured via NAPLAN, PAT or teacher determination against the Victorian Curriculum. At the beginning of the year, students work with their Home Group teacher to generate a goal-based ILP; following the School Report, students review their goals and note their progress. In one instance, this review for one Home Group incorporated the use of the Semester Reports to acknowledge teacher recommendations for improvement, which helped guide students' goal setting.</p>		
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>		<p>By the end of 2018, we hope to have a school-wide ILP process that incorporates the three data sets and School Reports for every student in Years 7 to 10 students and VCE Study Results / School Reports for students in Years 11 and 12. Work will be done to more effectively use XUNO to record the ILPs, ensuring they are readily accessible to students, parents and staff. The Junior School AP will take on the responsibility for this Key Improvement Strategy.</p>		
<p>OPTIONAL: Upload Evidence</p>				
Activity	Who	When	PLP or Equity?	Percentage complete
<p>Assign a leading teacher to lead the development of ILPs and IEPs. Support staff to develop, monitor and fine tune ILPs.</p>	<p>All Staff</p>	<p>from: Term 1 to: Term 4</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Professional Learning Priority</li> <li><input type="checkbox"/> Equity funding will be used</li> </ul>	<p>0%</p>



# Monitoring and Self-assessment - 2018

## Semester 2

<b>Goal 1</b>	To improve learning outcomes at year 9 and at VCE; specifically, maximize/improve the learning growth of all students in all domain areas with a focus on literacy and numeracy and to improve VCE study scores in all teaching domains over the life of the strategic plan	
<b>12 month target 1.1</b>	2018 AIP target: VCE: To achieve median study score of 30, 5% study scores over 40 NAPLAN growth: To achieve reduced relative low growth at year 9 NAPLAN in both reading and writing to 20% and numeracy to 15%.	
<b>Has this 12 month target been met?</b>	Partially Met	
<b>Key Improvement Strategy 1</b>	Implement teaching specific to improving VCE outcomes, guided by student voice feedback directly to the teacher.	
Actions	<p>Develop a shared understanding of the importance of subject specific vocabulary for VCE students.</p> <p>Develop the capacity of staff to provide improvement focussed feedback i.e. feed forward</p> <p>Develop the capacity of staff to understand, use and interpret data and then have teaching informed by VCE data.</p> <p>Develop teacher capacity to provide a differentiated learning environment for VCE students (per Richardson - the stretch plan)</p>	
Evidence of impact	<p>STUDENTS will:</p> <ul style="list-style-type: none"> <li>- be able to demonstrate their use of subject specific vocabulary</li> <li>- student responses in the SWIF survey will recognize the differentiation evident in teaching and learning</li> </ul> <p>TEACHERS will:</p> <ul style="list-style-type: none"> <li>- demonstrate a deep knowledge of the text forms required in their VCE subject</li> <li>- use VCE data (including GAT predictives) where available to 'stretch' student learning</li> <li>- routinely seek and apply feedback from students in an action research spiral to develop instructional materials</li> <li>- write clear and meaningful learning intentions and success criteria that foster 'stretched' learning</li> </ul> <p>LEADERS will:</p> <ul style="list-style-type: none"> <li>- lead PDP roundtables to ensure that developmental learning including collegial observations are central to teacher capacity building</li> <li>- ensure appropriate professional learning or networking opportunities are available to VCE teachers</li> <li>- upskill teachers in the understanding, using and interpreting data.</li> </ul>	
School term	Term 3 (optional)	Term 4

Delivery of the annual actions for this KIS		Partially completed
Enablers <ul style="list-style-type: none"> <li>• <i>What enablers are supporting/supported the delivery of this KIS?</i></li> </ul>		<input checked="" type="checkbox"/> Sufficient time allocated
Barriers <ul style="list-style-type: none"> <li>• <i>What barriers are impeding/impeded the delivery of this KIS?</i></li> </ul>		<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Key Improvement Strategies' focus too broad / too ambitious <input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place
Commentary on progress <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>		<p>Our use of the Fountas and Pinnell Reading Program with Years 7 and 8 students shows some promise, but improvements in NAPLAN data will not be evident for a number of years. Limited support has been provided to improve Numeracy outcomes due to staff changes.</p> <ul style="list-style-type: none"> <li>- Significant numbers of students in Years 7 to 9 whose levels of Literacy (and Numeracy) are below the Minimum National Standard.</li> <li>- Learning growth in Reading, Writing and Numeracy is predominantly Low and Medium, with few students achieving High levels of growth in Year 9.</li> <li>- The proportion of students achieving the highest two bands in NAPLAN Reading, Writing and Numeracy typically declines from Year 7 to Year 9.</li> <li>- The College is anticipating outcomes at VCE to improve when compared with 2017, but the target figures are very ambitious and represent outcomes better than any time in the past six years.</li> </ul>
Future planning		As a result of our High Impact Leadership Team (HILT) commitment, staff and students will be empowered to drive school improvement. There is a recognition

<ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>		<p>that in order to achieve sustained improvements in NAPLAN and VCE Outcomes, significant cultural change is required. The work of the School Improvement Team will be pivotal in maximising the impact of any of our improvement efforts.</p> <p>In the next AIP, the College will seek to build levels of trust among and between teachers and students and then develop that trust to:</p> <ul style="list-style-type: none"> <li>- enable students to provide meaningful feedback on teaching and learning that will be used by teachers to improve their practice.</li> <li>- ensure that professional discussions around peer observations are targeted to improve teacher performance.</li> </ul> <p>PLT - Literacy; groups of staff within the PLT have been working on developing literacy support plans, establishing an academic vocabulary (focusing on English 2018). This work will be shared with all Heads of Faculty from the beginning of 2019, using the completed English work as a model.</p> <p>PLT - Numeracy; the College is likely to re-introduce QuickSmart Mathematics to support students with low levels of numeracy.</p> <p>Teachers have developed a LANAR Instructional Framework that supersedes the existing School Wide Instructional Framework (SWIF); LANAR will be referred to by teachers and students throughout Term 4, as they become more familiar with the approach. Further work will be undertaken to reinforce the importance of LANAR and the roles teachers and students play in teaching and learning. By actively using LANAR, developing note-taking techniques and providing flexible, point of need differentiation, all students (Years 7 to 12) will be expected to achieve better outcomes.</p>		
OPTIONAL: Upload Evidence	<ol style="list-style-type: none"> <li>1. <a href="#">Stawell SC AIP Related Data Sets 181009 NAPLAN Bands.pdf</a> (0.04 MB)</li> <li>2. <a href="#">Stawell SC AIP Related Data Sets 181009 NAPLAN Growth.pdf</a> (0.04 MB)</li> <li>3. <a href="#">Stawell SC AIP Related Data Sets 181009 VCE Results.pdf</a> (0.04 MB)</li> </ol>			
<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>PLP or Equity?</b>	<b>Percentage complete</b>

<p>Form PDP roundtables to support improved VCE practice.  Student feedback survey completed and incorporated as an action item in PDPs.  Professional learning to revisit the effective use of LIs and SCs.  Host professional learning to deconstruct VCE data and apply to improved teacher practice.  Ensure that VCE teachers are relevantly engaged in networking activity to enrich practice</p>	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	50%
<b>Key Improvement Strategy 2</b>	Implement data informed (PAT) teaching practice, guided by student voice feedback directly to the teacher.			
Actions	Develop the capacity of staff to provide improvement focussed feedback i.e. feed forward to students. Develop the capacity of staff to provide growth focussed feedback to enable students to access higher order VCE outcomes i.e. develop a fluent understanding of VCE assessment criteria, and exam assessment criteria in particular. Develop the capacity of staff to articulate a growth mindset in respect of student learning Develop the capacity of staff to understand, use and interpret data and then have teaching informed by that data, including VCAA data and data supplied by Carmel Richardson that describes VCE performance. Develop the capacity of staff to deconstruct NALAN data			
Evidence of impact	STUDENTS will: - author authentic ILPs that reflect their own growth mindset and a genuine knowledge of their own learning data - reflect in SWIF survey comments that teachers are providing differentiated teaching. TEACHERS will: -observe in the PDP process of peer to peer observation that their colleagues are providing meaningful differentiated instruction - (when home groups teacher) monitor and develop genuine ILPs for each student. LEADERS will: - facilitate learning walks that drill down into lesson structure and reflect the SWIF.			
School term	Term 3 (optional)	Term 4		
Delivery of the annual actions for this KIS			Partially completed	
Enablers			<input checked="" type="checkbox"/> Other	

<ul style="list-style-type: none"> <li>• <i>What enablers are supporting/supported the delivery of this KIS?</i></li> </ul>		<p>Existing ILP processes and Home Group structures provide a good starting point for further development of a more data-rich ILP process.</p>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding/impeded the delivery of this KIS?</i></li> </ul>		<ul style="list-style-type: none"> <li>☑ Workforce constraints i.e. change in leadership, understaffed, staff absence</li> <li>☑ Key Improvement Strategies' focus too broad / too ambitious</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>		<p>To some extent, students created ILPs and reviewed them in 2018; the value of the process varied considerably across the school. The reflections on goals and achievements are not focused on improvements associated linked to data. Individual student data sets (literacy and numeracy) have been compiled and will be used to create individual student level and growth data reports to form the basis of an individual ILPs for 2019.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>		<p>The compilation of data sets available for each student is the starting point for discussions about student agency and a focus on learning growth. Additional work will need to be done in 2019 to train staff and students to interpret the data and to set realistic goals for improvement. A common whole school approach to reviewing goals using data will lead to a more consistent, high quality ILP process.</p> <p>The College will employ a Learning Specialist: Instructional Practice beginning in 2019. The absence of a culture that welcomes critical appraisal of teacher performance limits the effectiveness of efforts to improve the quality of teaching. Working collaboratively with College leadership and teachers, the Learning</p>

		Specialist will establish and cultivate a school-wide approach to the effective use of data, including feedback, to improve the overall quality of teaching. Professional Learning opportunities will be provided for teachers to build their capacity in this area.		
OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete
ILPs are written for all students that are data informed and reflect a growth mindset. ILPs are living documents reflecting a growth mindset and that inform and are informed by teaching and learning.	All Staff	from: Term 1 to: Term 1	<input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	25%
Goal 2	Students demonstrate positive emotional, social and academic abilities and are confident, connected, motivated learners.			
12 month target 2.1	2018 AIP target: To align absence, Stawell SC, with state average absence. The Benchmark data (2016 most recent available) state average is: and compared to SSC to date (per portal 2017): Y7 16.6 13.2 Y8 20.8 18.4 Y9 22.3 23.58 Y10 19.8 27.83 Y11 17.5 24.27 Y12 16.2 24.32			
Has this 12 month target been met?	Partially Met			
Key Improvement Strategy 1	Implement the advice of the attendance working group to support re-engagement of students for seamless return to learning			
Actions	Maintain an attendance working group. Incorporate, as a 'standing agenda item' a report from the attendance working group. Deliver professional learning to staff to enable staff to address in a positive way the seamless return of previously absent students. Ensure Respectful Relationships and Safe Schools are core to school culture.			
Evidence of impact	STUDENTS will: - Demonstrate reduced absence, improved attendance. STAFF will: - Demonstrate a mindset change as they increasingly adopt behaviours that support a seamless return of students to learning.			



	<p>LEADERS will:</p> <ul style="list-style-type: none"> <li>- know and notice by name every student with an unconditional positive regard</li> <li>- be visible to students in the entirety of the school environment to foster strong, bonded connections with the College</li> </ul>	
School term	Term 3 (optional)	Term 4
Delivery of the annual actions for this KIS		Completed
<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting/supported the delivery of this KIS?</i></li> </ul>		<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Sufficient time allocated</li> <li><input checked="" type="checkbox"/> Staff capability and consistency of practice</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>		<p>In 2018, the number of absent days per full-time equivalent was significantly lower than in 2017 and at Years 7 and 8, was lower than the state average. Students' attendance is closely monitored and in addition to the SMS messages generated by our student management software, follow-up phone calls are made by our attendance officer. The number of unapproved absences has improved significantly at all year levels since 2016. The attendance working group identifies students with high levels of absence and this assists College to focus its support services.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>		<p>The current processes used to monitor and address student absence need to be continuously refined achieve further improvements.</p> <p>School Improvement Team initiatives and approaches promise to increase levels of connectedness between students and the school, by strengthening the teacher-student relationship. Increasing these connections will lead to further rates of student engagement and attendance. Professional Learning on relationship / trust building will be provided to staff.</p>

<ul style="list-style-type: none"> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>	<p>Attempts to encourage teachers to provide work for all of their students in all of their classes will continue; this will have the effect of sharpening the focus on academic achievement, but also to facilitate the smooth transition of students back to school following extended absences.</p>			
OPTIONAL: Upload Evidence	1. <a href="#">Stawell SC AIP Related Data Sets 181009 Attendance.pdf</a> (0.04 MB)			
Activity	Who	When	PLP or Equity?	Percentage complete
<p>Appoint a leading teacher to chair the attendance working group  Maintain regular meetings of the attendance working group  Routinely present leading advice and best practice behaviours to staff to promote seamless return  Assign a leading teacher to lead Respectful Relationships and Safe Schools.</p>	All Staff	<p>from: Term 1 to: Term 4</p>	<p><input checked="" type="checkbox"/> Professional Learning Priority  <input type="checkbox"/> Equity funding will be used</p>	100%
Goal 3	To provide a safe, orderly, inclusive and stimulating learning environment that promotes student resilience, constructive relationships, risk taking in learning and positive student behaviour including in improved attendance.			
12 month target 3.1	2018 AIP target: To ensure that every learner has an up-dated (regular or continuous) ILP and that where required an IEP is in place. To ensure that a sense of students as agents in their learning is reflected in the ILP / IEP. To ensure that student data informs the ILP / IEP.			
Has this 12 month target been met?	Partially Met			
Key Improvement Strategy 1	Implement a rich approach to each students' ILP / IEP			
Actions	<p>Source and present to all staff relevant, tailored professional learning in developing a growth mindset.  Source and present to all staff relevant, tailored professional learning in developing an unconditional positive regard for students.  Source and present to all staff relevant, tailored professional learning in developing ILPs and IEPs.</p>			

	Provide support for staff to monitor the development of ILPs with students. Host ILPs in a user friendly portal accessible to parents, carers and students	
Evidence of impact	STUDENTS, STAFF and LEADERS will: - share a GROWTH MINDSET in respect of College students - be able to describe their growth through an ILP that is data informed	
School term	Term 3 (optional)	Term 4
Delivery of the annual actions for this KIS		Partially completed
Enablers • <i>What enablers are supporting/supported the delivery of this KIS?</i>		<input checked="" type="checkbox"/> Sufficient budget
Barriers • <i>What barriers are impeding/impeded the delivery of this KIS?</i>		<input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place
Commentary on progress • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i>		In 2018, the ILP / IEP process made very limited use of data. Teachers are more aware of the importance of measuring student growth as a concept, but there is limited evidence of its practical use in formal assessment and reporting.

Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>How will the outcome influence the next AIP?</i></li> </ul>		The Professional Learning is needed to promote a growth mindset and positive regard for students and to develop and monitor ILPs / IEPs using data will need to be provided in 2019. Training will be required for staff, and students, in the analysis of data (NAPLAN / Teacher Judgement / PAT-R) and how to use it to develop meaningful goals for student achievement. Home Group teachers will remain the principal individuals who will monitor a student's ILP. Consideration should be given to moving the focus of formal reporting to providing more information about learning growth.		
OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete
Assign a leading teacher to lead the development of ILPs and IEPs. Support staff to develop, monitor and fine tune ILPs.	All Staff	from: Term 1 to: Term 4	<input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used	25%

## Monitoring and Self-assessment - 2018

### SEIL Feedback

#### Submitted Feedback

END OF CYCLE SCHOOL: Stawell Secondary College, Kevin O'Neil In general, the plan has progressed satisfactorily and the equity funds appropriately invested in the school improvement priority areas. My end of cycle assessment indicates:

- The school has prioritised areas for improvement including:
  - o VCE study scores – not yet available, however the targets are not realistic. The previous year results were disappointing. Introduced in house exams to help preparation in levels 9-12 at mid-year
  - o Literacy and Numeracy – Naplan data is very disappointing. A lack of differentiation evident. Teachers not teaching to point of need. Some students appear to have fallen back in achievement. Classroom structure is an issue and high expectations do not appear to be evident. Interventions in place for literacy. Numeracy intervention to be introduced. Staff need to be trained in the use of Fountas and Pinnell.
  - o Attendance has improved considerably. Unexplained absences have declined significantly.
  - o Individual Learning Plans – not effective at present. A more appropriate format is required. Staff need to be trained regarding the development of goals.
- Progress is evident regarding the activities and milestones to drive and achieve the strategic targets
- The equity funds have been allocated appropriately in the following priority areas:
  - o ES staff to support Fountas and Pinnell, and reading
  - o ES staff to support numeracy intervention
- The school has identified areas that are behind/gaps that need to be addressed in order to achieve the identified outcomes and targets.
- The 2019 plan should focus on:
  - o Literacy – reading and whole school approach to writing
  - o Numeracy – particularly year 9
  - o Student Attitudes – student agency
  - o Leadership Team Development
  - o School Review
- The key strategies to achieve improvement include peer observation, school improvement team development, relationship enhancement, approach to note taking, book work.
- Student absences continue to be an issue although an improvement is evident.
- Essential Elements for School Improvement assist schools to identify areas of practice that require attention in order to deliver improved student outcomes. The suggested focus for your school are:
  - School improvement team formed to develop, oversee and evaluate the effectiveness and impact of the Annual Implementation Plan: For Improving Student Outcomes
  - Student voice, leadership and agency in own learning activated so students have positive school experiences and can act as partners in school improvement

The school appears to be confident that mechanisms are in place to implement the outstanding commitments. In general, the progress has been sound.

**Submitted by Brendan Ryan (SEIL) on 18 October, 2018 at 09:37 AM**

Kevin My mid cycle assessment indicates:

- The school fully understands and has prioritised areas for improvement
- Progress is evident regarding the activities and milestones to drive and achieve targets
- There appears to be a clear delegation of staff with regard to the school improvement activities
- The equity funds are being satisfactorily managed and allocated appropriately to the priority areas
- The school has identified areas that are behind/gaps that need to be addressed to achieve the identified outcomes and targets

The school is confident that mechanisms are in place to implement the outstanding commitments. In general, the progress has been pleasing.

**Submitted by Brendan Ryan (SEIL) on 31 July, 2018 at 02:51 PM**