

Monitoring and Assessment - 2020

Warrnambool College (8811)



Warrnambool
COLLEGE

Submitted for review by David Clift (School Principal) on 04 December, 2019 at 12:09 PM

Endorsed by Anthony Fowler (Senior Education Improvement Leader) on 12 December, 2019 at 11:07 AM

Endorsed by Leanne Williams (School Council President) on 07 February, 2020 at 12:16 PM

Monitoring and Assessment - 2020

Term 1 monitoring (optional)

Goal 1	To improve student achievement across all learning areas
12 Month Target 1.1	Increase the percentage of students achieving medium and high NAPLAN benchmark growth (year 7 to 9) as per below: Reading from 64.4% (2019) to 70% (2020) Spelling from 69.7% (2019) to 72% (2020)
12 Month Target 1.2	Increase the percentage of year 9 students in NAPLAN top two bands as per below: Reading from 14% (2019) to 17% (2020) Spelling from 10% (2019) to 13% (2020)
12 Month Target 1.3	Increase VCE All Study score from 27.24 (2018) to 27.5 (2020), VCE mean English score from 26.96 (2018) to 28.0 (2020)
12 Month Target 1.4	Increase Staff Opinion Survey positive endorsement scores as below: - Academic emphasis from 41% (2019) to 42% (2020) - Instructional Leadership from 73% (2019) to 75% (2020)
12 Month Target 1.5	NA for 2020
KIS 1.a Instructional and shared leadership	Strengthen structures and processes to support instructional leadership across the school
Actions	<p>Workforce Planning and Strategic Resource Management Funding for time release to support up to 32 staff to be involved in Quality Teaching Rounds process, lead by Building Capacity Learning Specialists Learning Area leaders to focus on strengthening instructional leadership within faculty</p> <p>Professional Learning Professional learning on completing difficult conversations/coaching conversations – leaders invited to complete Open to Learning course and attend Dispute Resolution training Internal professional learning for teaching staff on Quality Teaching Rounds, learning walks and peer observations / coaching</p>

	<p>conversations Dispute resolution training (possibility of running internally through Dispute Resolution Victoria) Targeted training on use of instructional model at Warrnambool College</p> <p>Monitoring using the Improvement Cycle Utilise SPOT and FISO to monitor progress. Utilise the Improvement Cycle to monitor progress of student learning growth within different time frames. Manage expectations and accountability of staff. Establish routine process and procedures for use of Quality Teaching Rounds and Instructional Leadership. Ensure that appropriate amount of risk and uncertainty are accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning for staff is embedded in the approach. Use data and evidence to monitor progress and adjust strategies (Panorama, peer observations, coaching conversations, data walls, learning walks, use of HITS).</p>
<p>Outcomes</p>	<p>Leaders Leaders will be confident to coach members of their team and are open to learning conversations if required. Leaders will establish agreed Team Time meeting protocols that provide focus and clarity for teaching staff.. Leaders will share the Theory of Instructional Leadership with their Learning Area so teaching staff have a shared understanding of what instructional leadership is and how it supports the actions of the LAL. Leader will identify a learning area focus and publicly display data to support their team to identify areas for growth and lift/develop academic emphasis. Leaders participate in learning walks leaders focused on collecting data on HITS, Instructional Mode, Differentiation and impact on student outcomes. Leaders will model and support the use of strategies for developing high academic expectations through micro inquiry cycles Leaders will oversee the Term 2 Micro Inquiry Cycle and this will give them an opportunity to observe and coach other staff members and give them feedback that encourages professional growth.</p> <p>Teachers All teachers confident to implement the Instructional Model Will challenge and support each other to use learning data to collaboratively plan learning activities. Teachers see openness to learning conversations as opportunities for growth. Teachers will use the Micro Inquiry Cycle in Term 2 to focus on high expectations, student learning and growth.</p> <p>Students Students participating in learning walks with learning area leaders focused on high impact teaching strategies? Students will engage in the student feedback process.</p>
<p>Success Indicators</p>	<p>- A Theory of Action for Instructional Leadership is written and agreed upon by LALs and Exec Week 2 Term 1, shared understanding of definition of 'Instructional Leadership' with teachers</p>

	<ul style="list-style-type: none"> - Professional conversation for growth and openness to learning are offered at point of need with little to no delay. - Learning data is visibly displayed in all learning area offices. - All teaching staff will participate in the Term 2 Micro Inquiry Cycle <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets: Based on 2019 Staff Opinion Survey data, raise positive endorsement scores as below:</p> <ul style="list-style-type: none"> - Academic emphasis 41% (2019) to 42% (2020) - Instructional Leadership 73% (2019) to 75% (2020) <p>Based on 2018 VCE data:</p> <ul style="list-style-type: none"> - Increase VCE All Study score from 27.24 (2018) to 27.5 (2020) - Increase VCE mean English score from 26.96 (2018) to 27.0 (2020) 			
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	Open to learning PD for learning area leaders, Assistant Principals and possibly others from the leadership team.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Establish data walls in staff offices measuring and analysing impact of teaching and learning	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2	0%

			to: Term 2	
Activity 3	Observing to learn strategies (with focus on peer observations) conducted with feedback that encourages professional growth (one facilitator observation per semester)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Micro Inquiry Cycle used in Term 2 to focus on high expectations, student learning and growth.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 5	Targeted and differentiated PD on Instructional Model for Staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 6	Establish team time meeting structures with clear protocols.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 7	Implementation and measurement of Quality Teaching Round (QTR) processes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Theory of action for instructional leadership collaboratively developed.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	To improve student engagement in their learning			

12 Month Target 2.1	Increase Student Attitudes to School Survey positive endorsement scores as per below: - High expectations for success from 74% (2019) to 76% (2020) - Self-regulation and goal setting from 65% (2019) to 67% (2020)
12 Month Target 2.2	Increase Staff Opinion Survey positive endorsement scores as per below: - Seek student feedback to improve practice from 73% (2019) to 75% (2020) - Plan differentiated learning activities from 54% (2019) to 56% (2020) - Promote student ownership of learning goals from 56% (2019) to 57% (2020)
12 Month Target 2.3	NA for 2020
12 Month Target 2.4	Increase student attendance as below: - Reduce average absence rate of 26.1 (2018) to 24 (2020) - Reduce 20 or more absent days from 39% (2018) to 35% (2020) - Increase WAVE student attendance from 40% (2018) to 45% (2020)
KIS 2.a Intellectual engagement and self-awareness	Build high expectations for student learning
Actions	<p>Workforce Planning and Strategic Resource Management Reflect on how language of high expectations could be further strengthened from a staff, student and parent lense. Ensure a strong line of sight between the AIP and staff PDP's. Evaluate and allocate the need and roles of Leading Teachers. All leaders to focus on incorporation of language and high expectations in the curriculum.</p> <p>Professional Learning Whole staff professional development Professional learning on goal setting and language of high expectations</p> <p>Monitoring using the Improvement Cycle Utilise the improvement cycle to monitor progress and use of goal setting within the classroom. Manage expectations and knowledge of staff at the initial stage of implementation. Establish routine process and procedures to enable routine use of high expectations and goal setting by all staff. Ensure the appropriate amount of risk and uncertainty is accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning of staff is embedded in the</p>

	<p>approach to implementation. Use data and evidence to monitor progress and adjust strategies (learning insights, 6 week compass reporting cycle, learning walks, panorama data sets).</p>
<p>Outcomes</p>	<p>Leaders Engage with staff on the problem of practice surrounding the language of high expectations to identify and target areas of professional development to build clarity and collective efficacy. Build on practice excellence by drawing on current research and best practice examples. Provide on-going feedback and coaching to staff. Identify and target areas of need for professional development.</p> <p>Teachers Challenge and support students to develop personal goals on learning and behavior. Engage in an inquiry process on developing high expectations to improve student outcomes based on evidence/data Model effective feedback for assessment tasks to students Explicitly use quality criteria to model high expectations Consistently use behavior intentions to complement learning intentions and success criteria. Engage in a Micro Inquiry cycle that will incorporate a high expectation strategy that will link directly to their individual PDP.</p> <p>Students Actively engage in metacognitive approaches to develop self expectations and goals Articulate their current level and what they want to achieve. Contribute to goal setting and identify with their own set of high expectations. Actively engage in a feedback process.</p>
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Evidence based strategies will drive professional practice improvement. - Marked increase of staff, in relation to the use of HITS differentiation, setting goals, structured lesson and feedback. - All staff will have completed a Micro Inquiry Cycle focused on improvement of high expectations. - All staff completed effective goal setting with at least one class by the end of Term 1. - Staff will provide rigorous assessment practices and feedback will inform teaching and learning. - Implementation of behaviour intention will engage and challenge all students. - Supportive and productive learning environment will promote inclusion and collaboration. - Evidence based strategies will drive student learning to self-reflect on individual outcomes. <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets: Based on 2019 Student Attitude to School Survey data, raise positive endorsement scores as below:</p> <ul style="list-style-type: none"> - High expectations for success 74% (2019) to 76% (2020) - Self-regulation and goal setting 65% (2019) to 67% (2020) <p>Based on 2019 Staff Opinion Survey data, raise positive endorsement scores as below:</p>

	<ul style="list-style-type: none"> - Seek student feedback to improve practice 73% (2019) to 75% (2020) - Plan differentiated learning activities 54% (2019) to 56% (2020) - Promote student ownership of learning goals 56% (2019) to 57% (2020) <p>Based on 2018 Attendance data:</p> <ul style="list-style-type: none"> - Reduce average absence rate of 26.1 (2018) to 24 (2020) - Reduce 20 or more absent days from 39% (2018) to 35% (2020) - Increase WAVE student attendance from 40% (2018) to 45% (2020) 			
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Whole staff engagement on the problem of practice around high expectations during staff PD Day at start of term 1. Development of consistent narrative around high expectation and linking problem of practice with agreed actions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Staff link student high expectations to SMART goals and Performance and Development Plans. During term 2 and 3, staff use Micro Inquiry Cycles to support the development of high expectations of students, including learning walks and	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	0%

	observations. This will include whole staff PD during curriculum / student free days.			
Activity 3	Identify areas of the instructional model to focus on for improvement in high expectations, making use of HITS goal setting, feedback and differentiation.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	0%
Activity 4	Explicit data literacy and formative assessment PD to enable staff to assist students to develop effective learning goals. Professional development for staff to build capacity on accurate assessment and feedback against student learning goals. Modelling explicit quality criteria of student work.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Goal 3	To improve student wellbeing			
12 Month Target 3.1	Increase Student Attitudes to School Survey positive endorsement scores as per below: - Effective classroom behaviour from 62% (2019) to 64% (2020)			
12 Month Target 3.2	Increase Parent Opinion Survey positive endorsement scores as per below: - School communication from 76% (2019) to 78% (2020)			
12 Month Target 3.3	Increase Staff Opinion Survey positive endorsement scores as per below: - Trust in students and parents 44% (2019) to 47% (2020)			
KIS 3.a Setting expectations and promoting inclusion	To implement the School Wide Positive Behaviour Support (SWPBS) framework			
Actions	Workforce Planning and Strategic Resource Management Continued allocation of SWPB team. Ensure a strong line of sight between the AIP, SSP, SWPB tier 1 and 2 strategies and Positive Psychology initiatives.			

	<p>Professional Learning Positive Psychology and Positive Education SWPB PD Identify and action the professional learning needs of the whole staff Ensure strong line of sight between the AIP and the whole school PD presentations and PD choice modules, and in KLA. Professional learning completed through staff meetings, PD choices and KLA meetings.</p> <p>Monitoring using the Improvement Cycle Utilise the improvement cycle to monitor progress and behaviour of students. Manage expectations of staff at the initial stage of implementation. Establish routine process and procedures to enable routine use of SWPB tier 1 and 2 strategies by all staff and a disciplined use of the Improvement Cycle. Ensure the appropriate amount of risk and uncertainty is accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning of staff is embedded in the approach to implementation. Use data and evidence to monitor progress and adjust strategies (learning insights, major and minor behaviours, 6 week compass reporting cycle, learning walks, panorama data sets).</p>
Outcomes	<p>Leaders Build on current teacher practice by drawing on current research, use of FISO, use of SWPB coach and SWPB team. Identify and target areas of professional development to build teacher capacity in the area of Tier 1 and 2 management and delivery. Maintain accountability, consistency and clarity of the process and procedures. Support the school to develop required policies..</p> <p>Teachers Challenge and support staff to improve their knowledge of Positive Education and SWPB. Challenge and support staff to improve their professional practice, use of Positive Education and SWPB. Align their practice to SWPB's</p> <p>Students Actively engaged in feedback process. Actively engaged in SWPB</p>
Success Indicators	<p>Whole school SWPB plan will engage and apply to all students. Evidence based strategies will drive practice improvement. All staff will have completed training and PD choices in the area of SWPB. A supportive and productive learning environment will apply to all classrooms. A marked increase in the use of Tier 1 and 2 SWPB strategies. Evidence of change in major and minor incidents recorded on Compass</p>

	<p>Major and minor behaviour reports distributed to staff and analysed once per term</p> <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets. Based on 2019 Student Attitude to School Survey data: Effective classroom behaviour from 62% (2019) to 64% (2020)</p> <p>Based on 2019 Parent Opinion Survey data: School communication from 76% (2019) to 78% (2020)</p> <p>Based on Staff Opinion Survey data: Trust in students and parents 44% (2019) to 47% (2020)</p>			
Delivery of the annual actions for this KIS				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop a common language around SWPB: - Language of behaviour matrix revisited to ensure buy in of all stakeholders - Unpack specifics to be accessible to all students/parents - Rollout behaviour matrix to parent community via tute interviews, parent info session, Compass newsfeed, school newsletter, school website, teacher	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 3	0%

	<p>conversations, and College documents for Open Night & new students</p> <ul style="list-style-type: none"> - Collect parent feedback via online survey to judge understanding of language/ expectations/ processes to ensure a common language - Develop posters of common language around the school (in all classrooms and House Offices) - Make use of one Micro Inquiry Cycle for all staff to focus on high behavioural expectations in the classrooms 			
Activity 2	<p>Policy Development:</p> <ul style="list-style-type: none"> - Behaviour Expectation Matrix - rolled out in HeadStart and revisited in Term 1 - Development of final draft of behaviour expectation matrix - WC Student Engagement and Wellbeing Policy modified to include SWPB WC policy update; - Reporting Policy update - Pathway Policy update - Attitude and Effort Rubric update 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 2</p>	0%
Activity 3	<p>Development of PD for all staff:</p> <ul style="list-style-type: none"> - Whole staff PD during PD days in first two days of term 1 focusing on Tier 1 & 2 intervention strategies - PD Choices throughout 2020 facilitated by action learning team using early adaptors to demonstrate successes in the classroom - Team around the Learner processes outlined to staff during staff meetings throughout the year - Specific PD provided by WAVE staff around 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	0%

	Tier 2 interventions on the basis of their extensive experience in this space.			
Activity 4	<p>Parent Information & Communication (focusing on positive parent conversations):</p> <ul style="list-style-type: none"> - Streamlined information packages to parents to outline the SWPB Rational, evidence based background, behaviour expectations, flow of implementation, intended and actual outcomes - Rolling parent PD throughout the year as we roll out different stages - Ongoing parent updates from teachers regarding the student results and celebrating the successes of individual students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support 	<p>from: Term 1 to: Term 4</p>	0%
Activity 5	<p>Team Around the Learner (TAL) process development:</p> <ul style="list-style-type: none"> - Each house to identify their Tier 2 students who would benefit from a TAL arrangement through transition data and Disability Data Collection - Students in OoHC in other Year levels will also be identified - PD for tutors in the role and responsibility before during after the creation of the TAL document for a student in their tutorial, potentially in House Meetings - Tutors potentially develop SMART goal that highlights the development of formal and specific TAL process and documentation for two to three students in their tutorial - Tutors have at least two students on active TAL IEPs - TAL process used to support transfer of 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

	enrolment for relevant students to WAVE school			
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Monitoring and Assessment - 2020

Mid-year monitoring

Goal 1	To improve student achievement across all learning areas
12 Month Target 1.1	Increase the percentage of students achieving medium and high NAPLAN benchmark growth (year 7 to 9) as per below: Reading from 64.4% (2019) to 70% (2020) Spelling from 69.7% (2019) to 72% (2020)
12 Month Target 1.2	Increase the percentage of year 9 students in NAPLAN top two bands as per below: Reading from 14% (2019) to 17% (2020) Spelling from 10% (2019) to 13% (2020)
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12 Month Target 1.5	NA for 2020
KIS 1.a Instructional and shared leadership	Strengthen structures and processes to support instructional leadership across the school
Actions	<p>Workforce Planning and Strategic Resource Management Funding for time release to support up to 32 staff to be involved in Quality Teaching Rounds process, lead by Building Capacity Learning Specialists Learning Area leaders to focus on strengthening instructional leadership within faculty</p> <p>Professional Learning Professional learning on completing difficult conversations/coaching conversations – leaders invited to complete Open to Learning course and attend Dispute Resolution training Internal professional learning for teaching staff on Quality Teaching Rounds, learning walks and peer observations / coaching</p>

	<p>conversations Dispute resolution training (possibility of running internally through Dispute Resolution Victoria) Targeted training on use of instructional model at Warrnambool College</p> <p>Monitoring using the Improvement Cycle Utilise SPOT and FISO to monitor progress. Utilise the Improvement Cycle to monitor progress of student learning growth within different time frames. Manage expectations and accountability of staff. Establish routine process and procedures for use of Quality Teaching Rounds and Instructional Leadership. Ensure that appropriate amount of risk and uncertainty are accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning for staff is embedded in the approach. Use data and evidence to monitor progress and adjust strategies (Panorama, peer observations, coaching conversations, data walls, learning walks, use of HITS).</p>
<p>Outcomes</p>	<p>Leaders Leaders will be confident to coach members of their team and are open to learning conversations if required. Leaders will establish agreed Team Time meeting protocols that provide focus and clarity for teaching staff.. Leaders will share the Theory of Instructional Leadership with their Learning Area so teaching staff have a shared understanding of what instructional leadership is and how it supports the actions of the LAL. Leader will identify a learning area focus and publicly display data to support their team to identify areas for growth and lift/develop academic emphasis. Leaders participate in learning walks leaders focused on collecting data on HITS, Instructional Mode, Differentiation and impact on student outcomes. Leaders will model and support the use of strategies for developing high academic expectations through micro inquiry cycles Leaders will oversee the Term 2 Micro Inquiry Cycle and this will give them an opportunity to observe and coach other staff members and give them feedback that encourages professional growth.</p> <p>Teachers All teachers confident to implement the Instructional Model Will challenge and support each other to use learning data to collaboratively plan learning activities. Teachers see openness to learning conversations as opportunities for growth. Teachers will use the Micro Inquiry Cycle in Term 2 to focus on high expectations, student learning and growth.</p> <p>Students Students participating in learning walks with learning area leaders focused on high impact teaching strategies? Students will engage in the student feedback process.</p>
<p>Success Indicators</p>	<p>- A Theory of Action for Instructional Leadership is written and agreed upon by LALs and Exec Week 2 Term 1, shared understanding of definition of 'Instructional Leadership' with teachers</p>

	<ul style="list-style-type: none"> - Professional conversation for growth and openness to learning are offered at point of need with little to no delay. - Learning data is visibly displayed in all learning area offices. - All teaching staff will participate in the Term 2 Micro Inquiry Cycle <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets: Based on 2019 Staff Opinion Survey data, raise positive endorsement scores as below:</p> <ul style="list-style-type: none"> - Academic emphasis 41% (2019) to 42% (2020) - Instructional Leadership 73% (2019) to 75% (2020) <p>Based on 2018 VCE data:</p> <ul style="list-style-type: none"> - Increase VCE All Study score from 27.24 (2018) to 27.5 (2020) - Increase VCE mean English score from 26.96 (2018) to 27.0 (2020) 			
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Activity 6	Establish team time meeting structures with clear protocols.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
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	<p>approach to implementation. Use data and evidence to monitor progress and adjust strategies (learning insights, 6 week compass reporting cycle, learning walks, panorama data sets).</p>
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Activity 3	Identify areas of the instructional model to focus on for improvement in high expectations, making use of HITS goal setting, feedback and differentiation.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	0%
Activity 4	Explicit data literacy and formative assessment PD to enable staff to assist students to develop effective learning goals. Professional development for staff to build capacity on accurate assessment and feedback against student learning goals. Modelling explicit quality criteria of student work.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Goal 3	To improve student wellbeing			
12 Month Target 3.1	Increase Student Attitudes to School Survey positive endorsement scores as per below: - Effective classroom behaviour from 62% (2019) to 64% (2020)			
12 Month Target 3.2	Increase Parent Opinion Survey positive endorsement scores as per below: - School communication from 76% (2019) to 78% (2020)			
12 Month Target 3.3	Increase Staff Opinion Survey positive endorsement scores as per below: - Trust in students and parents 44% (2019) to 47% (2020)			
KIS 3.a Setting expectations and promoting inclusion	To implement the School Wide Positive Behaviour Support (SWPBS) framework			
Actions	Workforce Planning and Strategic Resource Management Continued allocation of SWPB team. Ensure a strong line of sight between the AIP, SSP, SWPB tier 1 and 2 strategies and Positive Psychology initiatives.			

	<p>Professional Learning Positive Psychology and Positive Education SWPB PD Identify and action the professional learning needs of the whole staff Ensure strong line of sight between the AIP and the whole school PD presentations and PD choice modules, and in KLA. Professional learning completed through staff meetings, PD choices and KLA meetings.</p> <p>Monitoring using the Improvement Cycle Utilise the improvement cycle to monitor progress and behaviour of students. Manage expectations of staff at the initial stage of implementation. Establish routine process and procedures to enable routine use of SWPB tier 1 and 2 strategies by all staff and a disciplined use of the Improvement Cycle. Ensure the appropriate amount of risk and uncertainty is accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning of staff is embedded in the approach to implementation. Use data and evidence to monitor progress and adjust strategies (learning insights, major and minor behaviours, 6 week compass reporting cycle, learning walks, panorama data sets).</p>
Outcomes	<p>Leaders Build on current teacher practice by drawing on current research, use of FISO, use of SWPB coach and SWPB team. Identify and target areas of professional development to build teacher capacity in the area of Tier 1 and 2 management and delivery. Maintain accountability, consistency and clarity of the process and procedures. Support the school to develop required policies..</p> <p>Teachers Challenge and support staff to improve their knowledge of Positive Education and SWPB. Challenge and support staff to improve their professional practice, use of Positive Education and SWPB. Align their practice to SWPB's</p> <p>Students Actively engaged in feedback process. Actively engaged in SWPB</p>
Success Indicators	<p>Whole school SWPB plan will engage and apply to all students. Evidence based strategies will drive practice improvement. All staff will have completed training and PD choices in the area of SWPB. A supportive and productive learning environment will apply to all classrooms. A marked increase in the use of Tier 1 and 2 SWPB strategies. Evidence of change in major and minor incidents recorded on Compass</p>

	<p>Major and minor behaviour reports distributed to staff and analysed once per term</p> <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets. Based on 2019 Student Attitude to School Survey data: Effective classroom behaviour from 62% (2019) to 64% (2020)</p> <p>Based on 2019 Parent Opinion Survey data: School communication from 76% (2019) to 78% (2020)</p> <p>Based on Staff Opinion Survey data: Trust in students and parents 44% (2019) to 47% (2020)</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	Develop a common language around SWPB: - Language of behaviour matrix revisited to ensure buy in of all stakeholders - Unpack specifics to be accessible to all students/parents - Rollout behaviour matrix to parent community via tute interviews, parent info session, Compass newsfeed, school newsletter, school website, teacher	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 3	0%

	<p>conversations, and College documents for Open Night & new students</p> <ul style="list-style-type: none"> - Collect parent feedback via online survey to judge understanding of language/ expectations/ processes to ensure a common language - Develop posters of common language around the school (in all classrooms and House Offices) - Make use of one Micro Inquiry Cycle for all staff to focus on high behavioural expectations in the classrooms 			
Activity 2	<p>Policy Development:</p> <ul style="list-style-type: none"> - Behaviour Expectation Matrix - rolled out in HeadStart and revisited in Term 1 - Development of final draft of behaviour expectation matrix - WC Student Engagement and Wellbeing Policy modified to include SWPB WC policy update; - Reporting Policy update - Pathway Policy update - Attitude and Effort Rubric update 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 2</p>	0%
Activity 3	<p>Development of PD for all staff:</p> <ul style="list-style-type: none"> - Whole staff PD during PD days in first two days of term 1 focusing on Tier 1 & 2 intervention strategies - PD Choices throughout 2020 facilitated by action learning team using early adaptors to demonstrate successes in the classroom - Team around the Learner processes outlined to staff during staff meetings throughout the year - Specific PD provided by WAVE staff around 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	0%

	Tier 2 interventions on the basis of their extensive experience in this space.			
Activity 4	<p>Parent Information & Communication (focusing on positive parent conversations):</p> <ul style="list-style-type: none"> - Streamlined information packages to parents to outline the SWPB Rational, evidence based background, behaviour expectations, flow of implementation, intended and actual outcomes - Rolling parent PD throughout the year as we roll out different stages - Ongoing parent updates from teachers regarding the student results and celebrating the successes of individual students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support 	<p>from: Term 1 to: Term 4</p>	0%
Activity 5	<p>Team Around the Learner (TAL) process development:</p> <ul style="list-style-type: none"> - Each house to identify their Tier 2 students who would benefit from a TAL arrangement through transition data and Disability Data Collection - Students in OoHC in other Year levels will also be identified - PD for tutors in the role and responsibility before during after the creation of the TAL document for a student in their tutorial, potentially in House Meetings - Tutors potentially develop SMART goal that highlights the development of formal and specific TAL process and documentation for two to three students in their tutorial - Tutors have at least two students on active TAL IEPs - TAL process used to support transfer of 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

	enrolment for relevant students to WAVE school			
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Monitoring and Assessment - 2020

Term 3 monitoring (optional)

Goal 1	To improve student achievement across all learning areas
12 Month Target 1.1	Increase the percentage of students achieving medium and high NAPLAN benchmark growth (year 7 to 9) as per below: Reading from 64.4% (2019) to 70% (2020) Spelling from 69.7% (2019) to 72% (2020)
12 Month Target 1.2	Increase the percentage of year 9 students in NAPLAN top two bands as per below: Reading from 14% (2019) to 17% (2020) Spelling from 10% (2019) to 13% (2020)
12 Month Target 1.3	Increase VCE All Study score from 27.24 (2018) to 27.5 (2020), VCE mean English score from 26.96 (2018) to 28.0 (2020)
12 Month Target 1.4	Increase Staff Opinion Survey positive endorsement scores as below: - Academic emphasis from 41% (2019) to 42% (2020) - Instructional Leadership from 73% (2019) to 75% (2020)
12 Month Target 1.5	NA for 2020
KIS 1.a Instructional and shared leadership	Strengthen structures and processes to support instructional leadership across the school
Actions	<p>Workforce Planning and Strategic Resource Management Funding for time release to support up to 32 staff to be involved in Quality Teaching Rounds process, lead by Building Capacity Learning Specialists Learning Area leaders to focus on strengthening instructional leadership within faculty</p> <p>Professional Learning Professional learning on completing difficult conversations/coaching conversations – leaders invited to complete Open to Learning course and attend Dispute Resolution training Internal professional learning for teaching staff on Quality Teaching Rounds, learning walks and peer observations / coaching</p>

	<p>conversations Dispute resolution training (possibility of running internally through Dispute Resolution Victoria) Targeted training on use of instructional model at Warrnambool College</p> <p>Monitoring using the Improvement Cycle Utilise SPOT and FISO to monitor progress. Utilise the Improvement Cycle to monitor progress of student learning growth within different time frames. Manage expectations and accountability of staff. Establish routine process and procedures for use of Quality Teaching Rounds and Instructional Leadership. Ensure that appropriate amount of risk and uncertainty are accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning for staff is embedded in the approach. Use data and evidence to monitor progress and adjust strategies (Panorama, peer observations, coaching conversations, data walls, learning walks, use of HITS).</p>
Outcomes	<p>Leaders Leaders will be confident to coach members of their team and are open to learning conversations if required. Leaders will establish agreed Team Time meeting protocols that provide focus and clarity for teaching staff.. Leaders will share the Theory of Instructional Leadership with their Learning Area so teaching staff have a shared understanding of what instructional leadership is and how it supports the actions of the LAL. Leader will identify a learning area focus and publicly display data to support their team to identify areas for growth and lift/develop academic emphasis. Leaders participate in learning walks leaders focused on collecting data on HITS, Instructional Mode, Differentiation and impact on student outcomes. Leaders will model and support the use of strategies for developing high academic expectations through micro inquiry cycles Leaders will oversee the Term 2 Micro Inquiry Cycle and this will give them an opportunity to observe and coach other staff members and give them feedback that encourages professional growth.</p> <p>Teachers All teachers confident to implement the Instructional Model Will challenge and support each other to use learning data to collaboratively plan learning activities. Teachers see openness to learning conversations as opportunities for growth. Teachers will use the Micro Inquiry Cycle in Term 2 to focus on high expectations, student learning and growth.</p> <p>Students Students participating in learning walks with learning area leaders focused on high impact teaching strategies? Students will engage in the student feedback process.</p>
Success Indicators	<p>- A Theory of Action for Instructional Leadership is written and agreed upon by LALs and Exec Week 2 Term 1, shared understanding of definition of 'Instructional Leadership' with teachers</p>

	<ul style="list-style-type: none"> - Professional conversation for growth and openness to learning are offered at point of need with little to no delay. - Learning data is visibly displayed in all learning area offices. - All teaching staff will participate in the Term 2 Micro Inquiry Cycle <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets: Based on 2019 Staff Opinion Survey data, raise positive endorsement scores as below:</p> <ul style="list-style-type: none"> - Academic emphasis 41% (2019) to 42% (2020) - Instructional Leadership 73% (2019) to 75% (2020) <p>Based on 2018 VCE data:</p> <ul style="list-style-type: none"> - Increase VCE All Study score from 27.24 (2018) to 27.5 (2020) - Increase VCE mean English score from 26.96 (2018) to 27.0 (2020) 			
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	Open to learning PD for learning area leaders, Assistant Principals and possibly others from the leadership team.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Establish data walls in staff offices measuring and analysing impact of teaching and learning	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2	0%

			to: Term 2	
Activity 3	Observing to learn strategies (with focus on peer observations) conducted with feedback that encourages professional growth (one facilitator observation per semester)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Micro Inquiry Cycle used in Term 2 to focus on high expectations, student learning and growth.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 5	Targeted and differentiated PD on Instructional Model for Staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 6	Establish team time meeting structures with clear protocols.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 7	Implementation and measurement of Quality Teaching Round (QTR) processes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Theory of action for instructional leadership collaboratively developed.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	To improve student engagement in their learning			

12 Month Target 2.1	Increase Student Attitudes to School Survey positive endorsement scores as per below: - High expectations for success from 74% (2019) to 76% (2020) - Self-regulation and goal setting from 65% (2019) to 67% (2020)
12 Month Target 2.2	Increase Staff Opinion Survey positive endorsement scores as per below: - Seek student feedback to improve practice from 73% (2019) to 75% (2020) - Plan differentiated learning activities from 54% (2019) to 56% (2020) - Promote student ownership of learning goals from 56% (2019) to 57% (2020)
12 Month Target 2.3	NA for 2020
12 Month Target 2.4	Increase student attendance as below: - Reduce average absence rate of 26.1 (2018) to 24 (2020) - Reduce 20 or more absent days from 39% (2018) to 35% (2020) - Increase WAVE student attendance from 40% (2018) to 45% (2020)
KIS 2.a Intellectual engagement and self-awareness	Build high expectations for student learning
Actions	<p>Workforce Planning and Strategic Resource Management Reflect on how language of high expectations could be further strengthened from a staff, student and parent lense. Ensure a strong line of sight between the AIP and staff PDP's. Evaluate and allocate the need and roles of Leading Teachers. All leaders to focus on incorporation of language and high expectations in the curriculum.</p> <p>Professional Learning Whole staff professional development Professional learning on goal setting and language of high expectations</p> <p>Monitoring using the Improvement Cycle Utilise the improvement cycle to monitor progress and use of goal setting within the classroom. Manage expectations and knowledge of staff at the initial stage of implementation. Establish routine process and procedures to enable routine use of high expectations and goal setting by all staff. Ensure the appropriate amount of risk and uncertainty is accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning of staff is embedded in the</p>

	<p>approach to implementation. Use data and evidence to monitor progress and adjust strategies (learning insights, 6 week compass reporting cycle, learning walks, panorama data sets).</p>
<p>Outcomes</p>	<p>Leaders Engage with staff on the problem of practice surrounding the language of high expectations to identify and target areas of professional development to build clarity and collective efficacy. Build on practice excellence by drawing on current research and best practice examples. Provide on-going feedback and coaching to staff. Identify and target areas of need for professional development.</p> <p>Teachers Challenge and support students to develop personal goals on learning and behavior. Engage in an inquiry process on developing high expectations to improve student outcomes based on evidence/data Model effective feedback for assessment tasks to students Explicitly use quality criteria to model high expectations Consistently use behavior intentions to complement learning intentions and success criteria. Engage in a Micro Inquiry cycle that will incorporate a high expectation strategy that will link directly to their individual PDP.</p> <p>Students Actively engage in metacognitive approaches to develop self expectations and goals Articulate their current level and what they want to achieve. Contribute to goal setting and identify with their own set of high expectations. Actively engage in a feedback process.</p>
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Evidence based strategies will drive professional practice improvement. - Marked increase of staff, in relation to the use of HITS differentiation, setting goals, structured lesson and feedback. - All staff will have completed a Micro Inquiry Cycle focused on improvement of high expectations. - All staff completed effective goal setting with at least one class by the end of Term 1. - Staff will provide rigorous assessment practices and feedback will inform teaching and learning. - Implementation of behaviour intention will engage and challenge all students. - Supportive and productive learning environment will promote inclusion and collaboration. - Evidence based strategies will drive student learning to self-reflect on individual outcomes. <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets: Based on 2019 Student Attitude to School Survey data, raise positive endorsement scores as below:</p> <ul style="list-style-type: none"> - High expectations for success 74% (2019) to 76% (2020) - Self-regulation and goal setting 65% (2019) to 67% (2020) <p>Based on 2019 Staff Opinion Survey data, raise positive endorsement scores as below:</p>

	<ul style="list-style-type: none"> - Seek student feedback to improve practice 73% (2019) to 75% (2020) - Plan differentiated learning activities 54% (2019) to 56% (2020) - Promote student ownership of learning goals 56% (2019) to 57% (2020) <p>Based on 2018 Attendance data:</p> <ul style="list-style-type: none"> - Reduce average absence rate of 26.1 (2018) to 24 (2020) - Reduce 20 or more absent days from 39% (2018) to 35% (2020) - Increase WAVE student attendance from 40% (2018) to 45% (2020) 			
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	Whole staff engagement on the problem of practice around high expectations during staff PD Day at start of term 1. Development of consistent narrative around high expectation and linking problem of practice with agreed actions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Staff link student high expectations to SMART goals and Performance and Development Plans. During term 2 and 3, staff use Micro Inquiry Cycles to support the development of high expectations of students, including learning walks and	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	0%

	observations. This will include whole staff PD during curriculum / student free days.			
Activity 3	Identify areas of the instructional model to focus on for improvement in high expectations, making use of HITS goal setting, feedback and differentiation.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	0%
Activity 4	Explicit data literacy and formative assessment PD to enable staff to assist students to develop effective learning goals. Professional development for staff to build capacity on accurate assessment and feedback against student learning goals. Modelling explicit quality criteria of student work.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Goal 3	To improve student wellbeing			
12 Month Target 3.1	Increase Student Attitudes to School Survey positive endorsement scores as per below: - Effective classroom behaviour from 62% (2019) to 64% (2020)			
12 Month Target 3.2	Increase Parent Opinion Survey positive endorsement scores as per below: - School communication from 76% (2019) to 78% (2020)			
12 Month Target 3.3	Increase Staff Opinion Survey positive endorsement scores as per below: - Trust in students and parents 44% (2019) to 47% (2020)			
KIS 3.a Setting expectations and promoting inclusion	To implement the School Wide Positive Behaviour Support (SWPBS) framework			
Actions	Workforce Planning and Strategic Resource Management Continued allocation of SWPB team. Ensure a strong line of sight between the AIP, SSP, SWPB tier 1 and 2 strategies and Positive Psychology initiatives.			

	<p>Professional Learning Positive Psychology and Positive Education SWPB PD Identify and action the professional learning needs of the whole staff Ensure strong line of sight between the AIP and the whole school PD presentations and PD choice modules, and in KLA. Professional learning completed through staff meetings, PD choices and KLA meetings.</p> <p>Monitoring using the Improvement Cycle Utilise the improvement cycle to monitor progress and behaviour of students. Manage expectations of staff at the initial stage of implementation. Establish routine process and procedures to enable routine use of SWPB tier 1 and 2 strategies by all staff and a disciplined use of the Improvement Cycle. Ensure the appropriate amount of risk and uncertainty is accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning of staff is embedded in the approach to implementation. Use data and evidence to monitor progress and adjust strategies (learning insights, major and minor behaviours, 6 week compass reporting cycle, learning walks, panorama data sets).</p>
Outcomes	<p>Leaders Build on current teacher practice by drawing on current research, use of FISO, use of SWPB coach and SWPB team. Identify and target areas of professional development to build teacher capacity in the area of Tier 1 and 2 management and delivery. Maintain accountability, consistency and clarity of the process and procedures. Support the school to develop required policies..</p> <p>Teachers Challenge and support staff to improve their knowledge of Positive Education and SWPB. Challenge and support staff to improve their professional practice, use of Positive Education and SWPB. Align their practice to SWPB's</p> <p>Students Actively engaged in feedback process. Actively engaged in SWPB</p>
Success Indicators	<p>Whole school SWPB plan will engage and apply to all students. Evidence based strategies will drive practice improvement. All staff will have completed training and PD choices in the area of SWPB. A supportive and productive learning environment will apply to all classrooms. A marked increase in the use of Tier 1 and 2 SWPB strategies. Evidence of change in major and minor incidents recorded on Compass</p>

	<p>Major and minor behaviour reports distributed to staff and analysed once per term</p> <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets. Based on 2019 Student Attitude to School Survey data: Effective classroom behaviour from 62% (2019) to 64% (2020)</p> <p>Based on 2019 Parent Opinion Survey data: School communication from 76% (2019) to 78% (2020)</p> <p>Based on Staff Opinion Survey data: Trust in students and parents 44% (2019) to 47% (2020)</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	Develop a common language around SWPB: - Language of behaviour matrix revisited to ensure buy in of all stakeholders - Unpack specifics to be accessible to all students/parents - Rollout behaviour matrix to parent community via tute interviews, parent info session, Compass newsfeed, school newsletter, school website, teacher	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s	from: Term 1 to: Term 3	0%

	<p>conversations, and College documents for Open Night & new students</p> <ul style="list-style-type: none"> - Collect parent feedback via online survey to judge understanding of language/ expectations/ processes to ensure a common language - Develop posters of common language around the school (in all classrooms and House Offices) - Make use of one Micro Inquiry Cycle for all staff to focus on high behavioural expectations in the classrooms 			
Activity 2	<p>Policy Development:</p> <ul style="list-style-type: none"> - Behaviour Expectation Matrix - rolled out in HeadStart and revisited in Term 1 - Development of final draft of behaviour expectation matrix - WC Student Engagement and Wellbeing Policy modified to include SWPB WC policy update; - Reporting Policy update - Pathway Policy update - Attitude and Effort Rubric update 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 2</p>	0%
Activity 3	<p>Development of PD for all staff:</p> <ul style="list-style-type: none"> - Whole staff PD during PD days in first two days of term 1 focusing on Tier 1 & 2 intervention strategies - PD Choices throughout 2020 facilitated by action learning team using early adaptors to demonstrate successes in the classroom - Team around the Learner processes outlined to staff during staff meetings throughout the year - Specific PD provided by WAVE staff around 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	0%

	Tier 2 interventions on the basis of their extensive experience in this space.			
Activity 4	<p>Parent Information & Communication (focusing on positive parent conversations):</p> <ul style="list-style-type: none"> - Streamlined information packages to parents to outline the SWPB Rational, evidence based background, behaviour expectations, flow of implementation, intended and actual outcomes - Rolling parent PD throughout the year as we roll out different stages - Ongoing parent updates from teachers regarding the student results and celebrating the successes of individual students 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support 	<p>from: Term 1 to: Term 4</p>	0%
Activity 5	<p>Team Around the Learner (TAL) process development:</p> <ul style="list-style-type: none"> - Each house to identify their Tier 2 students who would benefit from a TAL arrangement through transition data and Disability Data Collection - Students in OoHC in other Year levels will also be identified - PD for tutors in the role and responsibility before during after the creation of the TAL document for a student in their tutorial, potentially in House Meetings - Tutors potentially develop SMART goal that highlights the development of formal and specific TAL process and documentation for two to three students in their tutorial - Tutors have at least two students on active TAL IEPs - TAL process used to support transfer of 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

	enrolment for relevant students to WAVE school			
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Monitoring and Assessment - 2020

End-of-year monitoring

Goal 1	To improve student achievement across all learning areas
12 Month Target 1.1	Increase the percentage of students achieving medium and high NAPLAN benchmark growth (year 7 to 9) as per below: Reading from 64.4% (2019) to 70% (2020) Spelling from 69.7% (2019) to 72% (2020)
Has this 12 month target met	Not Met
12 Month Target 1.2	Increase the percentage of year 9 students in NAPLAN top two bands as per below: Reading from 14% (2019) to 17% (2020) Spelling from 10% (2019) to 13% (2020)
Has this 12 month target met	Not Met
12 Month Target 1.3	Increase VCE All Study score from 27.24 (2018) to 27.5 (2020), VCE mean English score from 26.96 (2018) to 28.0 (2020)
Has this 12 month target met	Not Met
12 Month Target 1.4	Increase Staff Opinion Survey positive endorsement scores as below: - Academic emphasis from 41% (2019) to 42% (2020) - Instructional Leadership from 73% (2019) to 75% (2020)
Has this 12 month target met	Not Met
12 Month Target 1.5	NA for 2020
Has this 12 month target met	Not Met
KIS 1.a Instructional and shared leadership	Strengthen structures and processes to support instructional leadership across the school

<p>Actions</p>	<p>Workforce Planning and Strategic Resource Management Funding for time release to support up to 32 staff to be involved in Quality Teaching Rounds process, lead by Building Capacity Learning Specialists Learning Area leaders to focus on strengthening instructional leadership within faculty</p> <p>Professional Learning Professional learning on completing difficult conversations/coaching conversations – leaders invited to complete Open to Learning course and attend Dispute Resolution training Internal professional learning for teaching staff on Quality Teaching Rounds, learning walks and peer observations / coaching conversations Dispute resolution training (possibility of running internally through Dispute Resolution Victoria) Targeted training on use of instructional model at Warrnambool College</p> <p>Monitoring using the Improvement Cycle Utilise SPOT and FISO to monitor progress. Utilise the Improvement Cycle to monitor progress of student learning growth within different time frames. Manage expectations and accountability of staff. Establish routine process and procedures for use of Quality Teaching Rounds and Instructional Leadership. Ensure that appropriate amount of risk and uncertainty are accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning for staff is embedded in the approach. Use data and evidence to monitor progress and adjust strategies (Panorama, peer observations, coaching conversations, data walls, learning walks, use of HITS).</p>
<p>Outcomes</p>	<p>Leaders Leaders will be confident to coach members of their team and are open to learning conversations if required. Leaders will establish agreed Team Time meeting protocols that provide focus and clarity for teaching staff.. Leaders will share the Theory of Instructional Leadership with their Learning Area so teaching staff have a shared understanding of what instructional leadership is and how it supports the actions of the LAL. Leader will identify a learning area focus and publicly display data to support their team to identify areas for growth and lift/develop academic emphasis. Leaders participate in learning walks leaders focused on collecting data on HITS, Instructional Mode, Differentiation and impact on student outcomes. Leaders will model and support the use of strategies for developing high academic expectations through micro inquiry cycles Leaders will oversee the Term 2 Micro Inquiry Cycle and this will give them an opportunity to observe and coach other staff members and give them feedback that encourages professional growth.</p> <p>Teachers All teachers confident to implement the Instructional Model Will challenge and support each other to use learning data to collaboratively plan learning activities.</p>

	<p>Teachers see openness to learning conversations as opportunities for growth. Teachers will use the Micro Inquiry Cycle in Term 2 to focus on high expectations, student learning and growth.</p> <p>Students Students participating in learning walks with learning area leaders focused on high impact teaching strategies? Students will engage in the student feedback process.</p>			
Success Indicators	<ul style="list-style-type: none"> - A Theory of Action for Instructional Leadership is written and agreed upon by LALs and Exec Week 2 Term 1, shared understanding of definition of 'Instructional Leadership' with teachers - Professional conversation for growth and openness to learning are offered at point of need with little to no delay. - Learning data is visibly displayed in all learning area offices. - All teaching staff will participate in the Term 2 Micro Inquiry Cycle <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets: Based on 2019 Staff Opinion Survey data, raise positive endorsement scores as below:</p> <ul style="list-style-type: none"> - Academic emphasis 41% (2019) to 42% (2020) - Instructional Leadership 73% (2019) to 75% (2020) <p>Based on 2018 VCE data:</p> <ul style="list-style-type: none"> - Increase VCE All Study score from 27.24 (2018) to 27.5 (2020) - Increase VCE mean English score from 26.96 (2018) to 27.0 (2020) 			
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	Open to learning PD for learning area leaders, Assistant Principals and possibly others from the leadership team.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Establish data walls in staff offices measuring and analysing impact of teaching and learning	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 2 to: Term 2	0%
Activity 3	Observing to learn strategies (with focus on peer observations) conducted with feedback that encourages professional growth (one facilitator observation per semester)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Micro Inquiry Cycle used in Term 2 to focus on high expectations, student learning and growth.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 5	Targeted and differentiated PD on Instructional Model for Staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 6	Establish team time meeting structures with clear protocols.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 7	Implementation and measurement of Quality Teaching Round (QTR) processes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%

Activity 8	Theory of action for instructional leadership collaboratively developed.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	To improve student engagement in their learning			
12 Month Target 2.1	Increase Student Attitudes to School Survey positive endorsement scores as per below: - High expectations for success from 74% (2019) to 76% (2020) - Self-regulation and goal setting from 65% (2019) to 67% (2020)			
Has this 12 month target met	Not Met			
12 Month Target 2.2	Increase Staff Opinion Survey positive endorsement scores as per below: - Seek student feedback to improve practice from 73% (2019) to 75% (2020) - Plan differentiated learning activities from 54% (2019) to 56% (2020) - Promote student ownership of learning goals from 56% (2019) to 57% (2020)			
Has this 12 month target met	Not Met			
12 Month Target 2.3	NA for 2020			
Has this 12 month target met	Not Met			
12 Month Target 2.4	Increase student attendance as below: - Reduce average absence rate of 26.1 (2018) to 24 (2020) - Reduce 20 or more absent days from 39% (2018) to 35% (2020) - Increase WAVE student attendance from 40% (2018) to 45% (2020)			
Has this 12 month target met	Not Met			
KIS 2.a	Build high expectations for student learning			

Intellectual engagement and self-awareness	
Actions	<p>Workforce Planning and Strategic Resource Management Reflect on how language of high expectations could be further strengthened from a staff, student and parent lense. Ensure a strong line of sight between the AIP and staff PDP's. Evaluate and allocate the need and roles of Leading Teachers. All leaders to focus on incorporation of language and high expectations in the curriculum.</p> <p>Professional Learning Whole staff professional development Professional learning on goal setting and language of high expectations</p> <p>Monitoring using the Improvement Cycle Utilise the improvement cycle to monitor progress and use of goal setting within the classroom. Manage expectations and knowledge of staff at the initial stage of implementation. Establish routine process and procedures to enable routine use of high expectations and goal setting by all staff. Ensure the appropriate amount of risk and uncertainty is accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning of staff is embedded in the approach to implementation. Use data and evidence to monitor progress and adjust strategies (learning insights, 6 week compass reporting cycle, learning walks, panorama data sets).</p>
Outcomes	<p>Leaders Engage with staff on the problem of practice surrounding the language of high expectations to identify and target areas of professional development to build clarity and collective efficacy. Build on practice excellence by drawing on current research and best practice examples. Provide on-going feedback and coaching to staff. Identify and target areas of need for professional development.</p> <p>Teachers Challenge and support students to develop personal goals on learning and behavior. Engage in an inquiry process on developing high expectations to improve student outcomes based on evidence/data Model effective feedback for assessment tasks to students Explicitly use quality criteria to model high expectations Consistently use behavior intentions to complement learning intentions and success criteria. Engage in a Micro Inquiry cycle that will incorporate a high expectation strategy that will link directly to their individual PDP.</p> <p>Students Actively engage in metacognitive approaches to develop self expectations and goals Articulate their current level and what they want to achieve.</p>

	<p>Contribute to goal setting and identify with their own set of high expectations. Actively engage in a feedback process.</p>
Success Indicators	<ul style="list-style-type: none"> - Evidence based strategies will drive professional practice improvement. - Marked increase of staff, in relation to the use of HITS differentiation, setting goals, structured lesson and feedback. - All staff will have completed a Micro Inquiry Cycle focused on improvement of high expectations. - All staff completed effective goal setting with at least one class by the end of Term 1. - Staff will provide rigorous assessment practices and feedback will inform teaching and learning. - Implementation of behaviour intention will engage and challenge all students. - Supportive and productive learning environment will promote inclusion and collaboration. - Evidence based strategies will drive student learning to self-reflect on individual outcomes. <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets: Based on 2019 Student Attitude to School Survey data, raise positive endorsement scores as below:</p> <ul style="list-style-type: none"> - High expectations for success 74% (2019) to 76% (2020) - Self-regulation and goal setting 65% (2019) to 67% (2020) <p>Based on 2019 Staff Opinion Survey data, raise positive endorsement scores as below:</p> <ul style="list-style-type: none"> - Seek student feedback to improve practice 73% (2019) to 75% (2020) - Plan differentiated learning activities 54% (2019) to 56% (2020) - Promote student ownership of learning goals 56% (2019) to 57% (2020) <p>Based on 2018 Attendance data:</p> <ul style="list-style-type: none"> - Reduce average absence rate of 26.1 (2018) to 24 (2020) - Reduce 20 or more absent days from 39% (2018) to 35% (2020) - Increase WAVE student attendance from 40% (2018) to 45% (2020)
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	Whole staff engagement on the problem of practice around high expectations during staff PD Day at start of term 1. Development of consistent narrative around high expectation and linking problem of practice with agreed actions.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Staff link student high expectations to SMART goals and Performance and Development Plans. During term 2 and 3, staff use Micro Inquiry Cycles to support the development of high expectations of students, including learning walks and observations. This will include whole staff PD during curriculum / student free days.	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 3	0%
Activity 3	Identify areas of the instructional model to focus on for improvement in high expectations, making use of HITS goal setting, feedback and differentiation.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	0%
Activity 4	Explicit data literacy and formative assessment PD to enable staff to assist students to develop effective learning goals. Professional development for staff to build capacity on accurate assessment and feedback against student learning goals. Modelling explicit quality criteria of student work.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Goal 3	To improve student wellbeing			

12 Month Target 3.1	Increase Student Attitudes to School Survey positive endorsement scores as per below: - Effective classroom behaviour from 62% (2019) to 64% (2020)
Has this 12 month target met	Not Met
12 Month Target 3.2	Increase Parent Opinion Survey positive endorsement scores as per below: - School communication from 76% (2019) to 78% (2020)
Has this 12 month target met	Not Met
12 Month Target 3.3	Increase Staff Opinion Survey positive endorsement scores as per below: - Trust in students and parents 44% (2019) to 47% (2020)
Has this 12 month target met	Not Met
KIS 3.a Setting expectations and promoting inclusion	To implement the School Wide Positive Behaviour Support (SWPBS) framework
Actions	<p>Workforce Planning and Strategic Resource Management Continued allocation of SWPB team. Ensure a strong line of sight between the AIP, SSP, SWPB tier 1 and 2 strategies and Positive Psychology initiatives.</p> <p>Professional Learning Positive Psychology and Positive Education SWPB PD Identify and action the professional learning needs of the whole staff Ensure strong line of sight between the AIP and the whole school PD presentations and PD choice modules, and in KLA. Professional learning completed through staff meetings, PD choices and KLA meetings.</p> <p>Monitoring using the Improvement Cycle Utilise the improvement cycle to monitor progress and behaviour of students. Manage expectations of staff at the initial stage of implementation. Establish routine process and procedures to enable routine use of SWPB tier 1 and 2 strategies by all staff and a disciplined use of the Improvement Cycle. Ensure the appropriate amount of risk and uncertainty is accepted. Ensure solutions to challenges and barriers are collaboratively negotiated and discussed with students and staff. Ensure professional learning of staff is</p>

	<p>embedded in the approach to implementation. Use data and evidence to monitor progress and adjust strategies (learning insights, major and minor behaviours, 6 week compass reporting cycle, learning walks, panorama data sets).</p>
<p>Outcomes</p>	<p>Leaders Build on current teacher practice by drawing on current research, use of FISO, use of SWPB coach and SWPB team. Identify and target areas of professional development to build teacher capacity in the area of Tier 1 and 2 management and delivery. Maintain accountability, consistency and clarity of the process and procedures. Support the school to develop required policies..</p> <p>Teachers Challenge and support staff to improve their knowledge of Positive Education and SWPB. Challenge and support staff to improve their professional practice, use of Positive Education and SWPB. Align their practice to SWPB's</p> <p>Students Actively engaged in feedback process. Actively engaged in SWPB</p>
<p>Success Indicators</p>	<p>Whole school SWPB plan will engage and apply to all students. Evidence based strategies will drive practice improvement. All staff will have completed training and PD choices in the area of SWPB. A supportive and productive learning environment will apply to all classrooms. A marked increase in the use of Tier 1 and 2 SWPB strategies. Evidence of change in major and minor incidents recorded on Compass Major and minor behaviour reports distributed to staff and analysed once per term</p> <p>As per targets set in the AIP for this goal, the school will review and measure success against the following DET data sets. Based on 2019 Student Attitude to School Survey data: Effective classroom behaviour from 62% (2019) to 64% (2020)</p> <p>Based on 2019 Parent Opinion Survey data: School communication from 76% (2019) to 78% (2020)</p> <p>Based on Staff Opinion Survey data: Trust in students and parents 44% (2019) to 47% (2020)</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	<p>Develop a common language around SWPB:</p> <ul style="list-style-type: none"> - Language of behaviour matrix revisited to ensure buy in of all stakeholders - Unpack specifics to be accessible to all students/parents - Rollout behaviour matrix to parent community via tute interviews, parent info session, Compass newsfeed, school newsletter, school website, teacher conversations, and College documents for Open Night & new students - Collect parent feedback via online survey to judge understanding of language/ expectations/ processes to ensure a common language - Develop posters of common language around the school (in all classrooms and House Offices) - Make use of one Micro Inquiry Cycle for all staff to focus on high behavioural expectations in the classrooms 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Sub School Leader/s 	<p>from: Term 1 to: Term 3</p>	0%

Activity 2	<p>Policy Development:</p> <ul style="list-style-type: none"> - Behaviour Expectation Matrix - rolled out in HeadStart and revisited in Term 1 - Development of final draft of behaviour expectation matrix - WC Student Engagement and Wellbeing Policy modified to include SWPB WC policy update; - Reporting Policy update - Pathway Policy update - Attitude and Effort Rubric update 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 2</p>	0%
Activity 3	<p>Development of PD for all staff:</p> <ul style="list-style-type: none"> - Whole staff PD during PD days in first two days of term 1 focusing on Tier 1 & 2 intervention strategies - PD Choices throughout 2020 facilitated by action learning team using early adaptors to demonstrate successes in the classroom - Team around the Learner processes outlined to staff during staff meetings throughout the year - Specific PD provided by WAVE staff around Tier 2 interventions on the basis of their extensive experience in this space. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	0%
Activity 4	<p>Parent Information & Communication (focusing on positive parent conversations):</p> <ul style="list-style-type: none"> - Streamlined information packages to parents to outline the SWPB Rational, evidence based background, behaviour expectations, flow of implementation, intended and actual outcomes - Rolling parent PD throughout the year as we roll out different stages - Ongoing parent updates from teachers 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Education Support 	<p>from: Term 1 to: Term 4</p>	0%

	regarding the student results and celebrating the successes of individual students			
Activity 5	<p>Team Around the Learner (TAL) process development:</p> <ul style="list-style-type: none"> - Each house to identify their Tier 2 students who would benefit from a TAL arrangement through transition data and Disability Data Collection - Students in OoHC in other Year levels will also be identified - PD for tutors in the role and responsibility before during after the creation of the TAL document for a student in their tutorial, potentially in House Meetings - Tutors potentially develop SMART goal that highlights the development of formal and specific TAL process and documentation for two to three students in their tutorial - Tutors have at least two students on active TAL IEPs - TAL process used to support transfer of enrolment for relevant students to WAVE school 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

Monitoring and Self-assessment - 2020

SEIL Feedback