Monitoring and Assessment - 2022

Yarra Hills Secondary College (8815)

Submitted for review by Rachel Lynch (School Principal) on 25 February, 2022 at 02:35 PM
Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 09 March, 2022 at 01:42 PM
Endorsed by Sonja Pawsey (School Council President) on 19 April, 2022 at 10:00 PM
Term 2 Monitoring submitted by Darren Trippett (School Principal) on 12 July, 2022 at 12:44 PM

Monitoring and Assessment - 2022

Mid-year monitoring

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Learning Growth: Teacher Judgement 50% of students to make expected learning growth (one VC level over one year) in English & Maths At least 20% of students to make high learning growth (more than one VC level over one year) in English & Maths Less than 30% of students to make low learning growth (less than one VC level over one year) in English & Maths NAPLAN 50% of students will make medium relative growth (Year 7-9) which is equal to, or greater than the state average in Literacy & Numeracy 20% of students will make high relative growth (Year 7-9) which is higher than the state average in Literacy & Numeracy 30% of students or less will make low relative growth (Year 7-9) which is equal to, or lesser than, the state average in Literacy & Numeracy PAT 50% of students will demonstrate medium learning growth from the end of 2021 - end of 2022 in PAT R and PAT N 20% of students will demonstrate high learning growth from the end of 2021 - end of 2022 in PAT R and PAT N

	Less than 30% of students will demonstrate low learning growth from the end of 2021 - end of 2022 in PAT R and PAT N

Attitudes to School Survey

Effective Teaching Practice for Cognitive Engagement: Differentiated Learning Challenge > 60% positive

Effective Teaching Practice for Cognitive Engagement: Effective Teaching Time >60%

Attendance/Absence:
7-12 FTE <20 days absence
11/12 FTE <10 days absence
9/10 FTE <25 days absence
7/8 FTE <20 days absence
Wellbeing:
Managing Bullying - Negative <20%. Positive >55%
Sense of Connectedness - Negative <20%, Positive >45%
Sense of Confidence - Negative <20%, Positive >50%
Student Voice and Agency - Negative <25%, Positive >40% |
| **KIS 1.a**
Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Whole School Level

•   Continue to develop data literacy of teachers to be able to interpret a range of student data and use that information to plan teaching and learning programs (that includes differentiating) for all students
•   Consolidate our Professional Learning Community structure to support and encourage teacher collaboration, aligning teacher
        practice to AIP goals and actions
•   Renew focus on the capacity of teachers and students to use 'Why', 'Investigate' and 'Feedback' domains of the WHATIF Instructional Model when planning curriculum and assessment, ensuring it is differentiated. This will include planning and delivering whole school Professional Learning in areas including differentiation, moderation and student voice and agency
•   The MYLNS & TLI Programs will continue to be well-supported, funded and staffed appropriately
•   Support the extension of learning through our participation in the High-Abilities Program/development of school-led initiatives to identify and develop programs for these students |

- Develop a collaborative program with staff at Birmingham Primary school which will support transitional work in the area of Numeracy outcomes at Grade 6/Year 7 level

Team Level

- Teams (eg. KLAs, PLCs and Student Management) will use data and evidence to evaluate curriculum and extra-curricular programs, analysing how they do/do not meet diverse learning and wellbeing goals and needs
- Teams (eg. KLAs, PLCs and Student Management) will use data and evidence to review and respond to student progress throughout the year
- Professional Learning Communities (PLCs) will collaborate and work towards meeting AIP targets and goals (in particular focusing on Moderation, Differentiation and Student Agency as part of that process)
- Teaching and Learning design (eg. Curriculum Maps) will demonstrate documentation and implementation of improvement strategies – including Differentiation, Formative assessment and Literacy/Numeracy strategies
- MYLNS & TLI Teams will work collaboratively with other staff, DET and each other to build their capacity to provide extra support for those students who need it in Literacy and Numeracy, particularly for Year 9 students
- Literacy and Numeracy teachers will work collaboratively to develop engaging programs in Semester 1 to extend and challenge identified high abilities students

Classroom/Individual Level

- Staff will draw on their analysis of student data to design teaching and learning programs that include extension and enrichment as well as targeted interventions as required
- Teaching staff will actively contribute and participate in a Professional Learning Community, ensuring their learning is transferred back into the classroom to improve student outcomes
- Staff in PLCs will participate in structured Peer Observations and provide feedback
- All staff will actively contribute and participate in the Professional Learning sessions provided by the College
- Teaching staff will embed and document formative assessment and differentiation strategies used in their own classrooms
- Staff and tutors will work collaboratively, as part of the Tutor Learning Program to improve literacy and numeracy outcomes for
  students adversely affected by remote learning
- Staff and MYLNS teachers will work collaboratively, as part of the MYLNS Program, to improve literacy and numeracy outcomes for students identified as part of the program (especially Year 9 students)
- Selected English teacher/s will engage a published author to visit the school and develop an enrichment program in the areas
  of reading and writing as part of our work to provide each student at their point of need
- Selected Maths teacher/s will engage in a guest speaker to visit the school and develop a collaborative enrichment program

	in an identified area of Numeracy as part of our work to improve Numeracy outcomes of high-abilities students • Selected Year 7 Maths teachers will foster relationships with Grade 6 teachers from Birmingham Primary school to create dialogue and potential cross-school programs which address the divide between Numeracy outcomes in Grade 6-Year 7
Outcomes	**Whole-School Level** • Yarra Hills will have a culture of data-informed practice • The Professional Learning Community structure will become an integral aspect to the ways in which staff support each other • Our Common Model of Instruction will be not just understood, but easily visible in action in every classroom • Our school will differentiate in planning and assessment based on the needs of every students • Our Professional Learning will align with the key actions of our AIP and be designed to improve student outcomes in line with Goal 1 • Our school will demonstrate improved outcomes in the areas of Literacy & Numeracy – for both students who require support and those who need extension **Team Level** • Professional Learning Communities will meet regularly with a key focus to improve student outcomes, aligning their work to the AIP • Directors of Teaching and Learning and KLA Leaders will ensure curriculum documentation provides evidence of planning and assessment designed to meet a range of learning needs **Classroom/Individual Level** • Teachers will access a wide-range of student data to inform their planning and assessments • Teachers will design Teaching & Learning Programs that are based on the specific needs of their students (differentiating for those who need support or those who need enrichment) and document this in their planning • Teachers will actively participate in a Professional Learning Community, setting goals and developing work that aligns to the AIP • Teachers will attend Professional Development and use knowledge gained to improve their practice • Students who are part of the TLI program, who were adversely affected by Remote Learning in 2021, will improve their outcomes and demonstrate twelve months growth (from Semester 2 2021 - Semester 2 2022)

	• Students who are part of the MYLNS program, as identified by NAPLAN testing, will improve their outcomes and demonstrate
	    growth over twelve months/students who are part of our school-based enrichment programs will attain their level of
	    performance (or exceed this) from one year to the next

Success Indicators	Data: (demonstrating staff are accessing and using this to improve outcomes of all students) - PAT Testing Data - Attitudes to School Survey Data - Completed on both campuses - high completion rates - Teacher Judgement Data - Other data as collected by TLI/MYLNS teachers to demonstrate growth **Data can also be used to track progress towards 12 month targets** Evidence/Artefacts: - Professional Learning Community Structures - Professional Learning Community documentation (notes, focus points, alignment to AIP) - Use and documentation of Learning Intentions in all classes - Use and documentation of a range of formative assessment strategies (can also be seen in PLC planning/discussion) - Moderation of student work in all subjects (one piece of evidence per semester) - Professional Learning presentations/artefacts - Revised and updated Curriculum Planning documents to reflect Differentiated Learning and Teaching - MYLNS/TLI - evidence of growth in Literacy/Numeracy - Presentations from High-Abilities programs
Delivery of the annual actions for this KIS	Partially Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ Sufficient time allocated

Barriers	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence
• *What barriers are impeding the delivery of this KIS?*	
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	**Yet to receive all relevant data to assess outcomes regarding targets at this point in the semester. Anecdotally, Activity 1: Data literacy continues to be a key focus of the College, staff are regularly accessing the data wall and the new inclusion of student access to set goals has seen more engagement of students with their own data. Professional Learning continues to be regularly provided by learning specialist Activity 2: PLCs have been running successfully all semester and staff are regularly reporting how useful they are in regards to providing opportunities to collaborate and plan curriculum, assessment and teaching strategies Activity 3: Differentiation continues to be a focus, in conjunction with the capacity of staff to better understand the data of students and build teaching and learning programs around this. Professional Learning has been provided in both Term 1 and Term 2. Activity 4: Moderation has not been as successfully implemented as we would have liked yet. KLA Leaders have had Professional Learning and discussed with their staff, however due to time constraints, illness and other hurdles most KLAs have not engaged in full. Activity 5: Student Voice & Agency in regards to teaching and learning has not been successfully designed or implemented at this stage. There has been Professional Learning however provided to staff Activity 6: MYLNS program for 2022 has so far been successful - particularly in building levels of confidence and engagement. At this stage we are waiting for data from PAT and S1 Teacher Judgment to determine levels of academic progress Activity 7: TLI has been severely disrupted all semester due to staffing shortages and the requirement to redirect TLI staff to cover this. However where engagement has occurred, our new TLI staff as well as existing have made some excellent progress -again in terms of engagement and learning confidence. Academic progress to be updated once available. Activity 8: High Abilities program (DET funded) has not occurred this semester as none of our students were selected. However we continue to provide rigorous programs for these students through differentiation in the classroom

	Activity 9: Primary School Collaborative Projects - Writing & Numeracy - we are in two Communities of Practice with Birmingham PS/Birmingham & Mt Evelyn PS which are building relationships with our school communities
Future planning • *What action will be taken next?* • *What support is required?*	Activity 1: Data literacy - staff will be provided with Professional Learning to refresh their knowledge of PAT testing - purpose and strategies on how to use the data to inform teaching Activity 2: PLCs - Peer Observations will be build into the PLC process for Semester 2, we will examine best practice in regards to Peer Observation Models and how to have staff engage with this process Activity 3: Differentiation needs to be documented - to do this we need to develop/design the best model to do so. This is still in investigative stage. We also need to provide further support for staff to adjust curriculum for Tier 1 students. Activity 4: Moderation needs to be a key focus for KLAs in Semester 2. Some PLCs have had good success with moderating work and this could be leveraged and shared with other PLCs or KLAs. Activity 5: Student Voice & Agency will have a new Learning Specialist in Semester 2 who will need to work on building staff capacity to include student voice and agency as part of the the teaching learning program in line with our common model of instructions Activity 6: MYLNS program will continue to be delivered throughout semester 2 and we are hoping with a decrease in student absences due to Covid/Flu that we are able to see academic growth as well as continued successes with engagement and confidence in learning Activity 7: TLI in semester 2 will need to be a key focus of the college, and we are hopeful that staff shortages will abate and the program is able to be implemented in full Activity 8: High Abilities - we are hopeful to have students selected for participation in the DET funded program in semester 2 Activity 9: Primary School Collaborative Projects - Writing & Numeracy - in semester 2 we will be collaborating and implementing the Numeracy Program in full with Birmingham Primary School
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continued development and improvements to our Digital Data Wall, delivery of	☑ All Staff	from: Term 1	50%

	Professional Development to build staff capacity to use data to inform teaching and learning programs	☑ Assessment & Reporting Coordinator ☑ Learning Specialist(s) ☑ Data Leader	to: Term 4	
Activity 2	Consolidating Professional Learning Communities structures, planning and monitoring to support collaborative teaching and learning programs, planning and assessment to drive improved student outcomes	☑ Teacher(s) ☑ Leading Teacher(s) ☑ Leadership Team	from: Term 1 to: Term 4	25%
Activity 3	Building staff capacity to differentiate their teaching and learning programs to meet the needs of a diverse range of learners	☑ Teacher(s) ☑ Leadership Team ☑ Learning Specialist(s) ☑ Teaching and Learning Coordinator	from: Term 1 to: Term 4	50%
Activity 4	Provision of Professional Learning, planning and capacity building of staff to be able to better moderate work. This will work towards better aligning Teacher Judgements from one year to the next	☑ Leading Teacher(s) ☑ Teacher(s) ☑ KLA Leader ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	25%
Activity 5	Provision of Professional Learning planning and capacity building of staff to build Student Voice and Student Agency into our school culture, providing opportunities for all students to contribute to school life	☑ Learning Specialist(s) ☑ All Staff	from: Term 1 to: Term 4	25%
Activity 6	MYLNS - provision for additional extension to MYLNS above funding allowance	☑ Learning Specialist(s) ☑ Numeracy Improvement Teacher	from: Term 1	100%

		☑ Principal	to: Term 4	
Activity 7	TLI - Expansion of Tutor Learning Initiative over 12 months to provide support for students who were disadvantaged due to remote and flexible learning in 2021	☑ Teacher(s) ☑ Principal	from: Term 1 to: Term 4	100%
Activity 8	Extension - school-led high abilities programs in Literacy & Numeracy	☑ KLA Leader ☑ Numeracy Leader ☑ Leading Teacher(s)	from: Term 1 to: Term 2	25%
Activity 9	Primary School Collaborative Projects - Writing & Numeracy	☑ Teacher(s) ☑ Assistant Principal ☑ KLA Leader ☑ Literacy Leader	from: Term 1 to: Term 4	50%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Whole School Level • SWPBS framework will continue to be implemented in collaboration with staff, students and parents. • Student Voice and Agency will be strengthened through engagement, activities, and teaching practices. • Reengage with restorative practices • Improved cultural awareness across the college • Inclusion of (male/chaplaincy) mentoring for students • There will be a clear focus on providing mental health supports for staff and students • Monitoring and tracking student attendance will be a core priority to ensure the mobilisation of resources to support the wellbeing, encouraging all students to attend school every day Team Level			

	• Student Management Teams will implement and share targeted interventions with students and families that are linked to student engagement and attendance
	• Student Management Teams will Improve student attendance with ongoing student/parent updates in line with data received from our Attendance Officer
	• Engagement and Well-being School Strategic Team will provide whole school professional learning on Student Voice/Agency,
	      SWPBS, Disability Inclusion, Self-harm/Mental health and Trauma Informed Practices.
	• Year Level Co-ordinators, Heads of School, Campus Leader and Assistant Principals will work with Attendance Officers at both
	      campuses to monitor and track attendance, working with families, external agencies and DET to encourage improved attendance of all students
	
	Classroom/Individual Level
	
	• Review and reframe college-wide approaches to our behaviour management and student management within the SWPBS framework.
	• Teachers will consistently implement agreed SWPBS practices.
	• Teachers will be encouraged to trial incorporating student voice and agency in teaching and learning practices.
	• Students will have the opportunity to become agents of their own learning
	• Development of holistic programs, potentially though Life skills and ASPIRE classes, incorporating mental health and well-Being
	• Attendance Officers at both campuses will monitor and track attendance, regularly informing key leaders in the school of potential concerns and work with families to develop re-engagement strategies

Outcomes	Whole School Level • All staff consistently model the shared values and expectations for establishing positive, respectful and productive relationships among and between teachers, students, families/carers and communities. • All staff will provide opportunities for students to gain voice and agency in their day-to-day teachings • The Restorative Practices framework will be understood and used by all staff and relationships between staff/students and students/students will be strengthened • Our school will celebrate cultural diversity and support students of all backgrounds • The culture around school attendance will improve and our data will show significant improvement Team Level

	• Students will be included in interpreting, and subsequent discussions, about their own data
	• Strategic Planning Teams will understand their role in the AIP and use common language when discussing the strategic intent
	     behind the goals established
	• Students and families will have a good understanding of the importance of regular attendance at school and the negative
	     impacts poor attendance can have
	• The capacity of various leaders in the college will be developed when providing Professional Learning in a wide range of areas
	     across the school
	• Year Level Co-ordinators, Heads of School, Campus Leader and Assistant Principals will work with Attendance Officers at both
	     campuses to monitor and track attendance, working with families, external agencies and DET to encourage improved
	     attendance of all students
	
	Classroom/Individual Level
	• Students attendance in classes will improve
	• Teachers will access a wide-range of student data
	• Teachers will attend Professional Development and lead well-being/engagement change
	• Teachers will create working parties and identify student improvements through year level workshops

Success Indicators	• Attitudes to School Survey Data • Well-being student visits data • IRIS alerts data • Staff feedback • ILP's completed • SSG's completed • Cultural School Supports Survey • SWPBS Matrix implemented • SWPBS teacher lessons (created and embedded) • Evidence/examples of Student Agency in Common Assessment Tasks

Delivery of the annual actions for this KIS	Partially Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ Sufficient time allocated
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	- Activity 1: SWPBS continues to be a key focus of the College. SWPBS lesson plans have been developing in Lifeskills/ASPIRE and common language PL's have been developing in staff meetings. Staff are regularly referring to the SWPBS Matrix in each classroom. - Activity 2: To develop strategies and supports regarding mental health, External agencies have been used. Staff have received PL from Foundation House and Minus 18 targeting student supports inside and outside the classroom. - Activity 3: Restorative Practices continues to be a common procedure/focus of the College. Restorative Practices have been occurring with students and leading staff members to repair relationships in a safe environment. Staff refreshers/PL will be delivered in Semester 2. - Activity 4: Cultural Liaison Officer has been operating at Yarra Hills SC from the start of the year working two days a week. This role continues to promote diversity and work towards eliminating discrimination and racism. The implementation of a college-wise Multi-cultural Day brought forward cultural awareness and pride within staff and students. - Activity 5: A male mentor in the form of a Chaplain was introduced one day a week at the start of 2022. They continue to work one on one with students in a supportive role in our Well-being team. - Activity 6: Expansion of mental health supports has continued to be a key focus at Yarra Hills SC with an increased time allowance

	for our Well-being Leader.
	- Activity 7: Multiple Staff PL's and training has been given by our Disability & Inclusion Leader who oversee the Disability & Inclusion program. This leader has created a community of practice with a neighbouring school and created a simple document for staff to include evidence and supports given to students with PSD funding and students who fit the Tier 2/3 model. Teachers are continuing to document student strategies using the Disability Inclusion PL as a guide.
	- Activity 8&9: Two administration support staff have been appointed the role to assist the work of the Disability & Inclusion Leader from Term 2. They will continue to support the Leader for the remainder of the year.
	- Activity 10&11: A Pathways support Leader and 2 x Attendance officers have been allocated for 2022 across both campuses to support students throughout the college. These leaders provide guidance on Career counselling, student subject allocations, career action plans and attendance.
	- Activity 12: The Disability and inclusion leader is establishing a list of students who would qualify for supports in Tier 2 Funding. This
	Current wellbeing student focuses established in Semester 2 include: Year 8 Mancave days, Canine Therapy, Thinkuknow Cyber safety, Human Development Project (Girls Group), Pat Cronin Foundation, Respectful Relationships / Martial Arts student group and Chin Student Voice Group.
Future planning • *What action will be taken next?* • *What support is required?*	Activity 1: SWPBS lesson /course outline development will be created with staff in semester 2. These will include targeted behavioural development also. Activity 2: Professional Learning has been allocated for our Well-being Team leader in Term 3. The PL is Group Facilitation Training, developing skills to run group programs for our students. Activity 3: Whole-school Restorative Practices PL to be run in Semester 2 as part of our SWPBS model. Activity 4: The Cultural Liaison officer will continue to run student focus group meetings on a weekly basis to give support to our students. Activity 10: Whole-school PL will be delivered by our Career and Pathways Leader to inform staff/students on the new VCE VM model (2023). Student/parent information nights will provide guidance to all stakeholders. Activity 12: Continued provision of environment and resource adjustments for eligible students under Tier 2 Funding (Semester 2)

	The following supports will take place in Semester 2: - Whole School PD - trauma informed practices - Whole school Wellbeing Week - RUOK? Day Term 3 Week 4
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continue implementation of our School-Wide Positive Behaviour Support Framework to ensure all students are learning, growing and being enriched in an environment that is safe and orderly	☑ All Staff ☑ Leadership Team ☑ Leading Teacher(s) ☑ SWPBS Leader/Team	from: Term 1 to: Term 4	50%
Activity 2	Provision of Professional Learning and external agency support to improve mental health and wellbeing of students	☑ Wellbeing Team ☑ Allied Health ☑ Staff Development Coordinator	from: Term 1 to: Term 4	50%
Activity 3	Provision of Professional Learning to support re-introduction and renewed approach to Restorative Practices to ensure all students are supported in a safe and orderly learning environment	☑ SWPBS Leader/Team ☑ Year Level Co-ordinator(s) ☑ Senior Secondary Leader ☑ Leading Teacher(s) ☑ All Staff	from: Term 1 to: Term 4	0%
Activity 4	Provision of Cultural Liaison Officer to promote diversity and work towards eliminating discrimination and racism, as well	☑ All Staff ☑ Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	100%

	as support staff to positively engage with students from all backgrounds			
Activity 5	Provision of male mentor as part of our school-based Chaplaincy program to provide wellbeing support to our male cohort of students	☑ Wellbeing Team ☑ Principal	from: Term 1 to: Term 4	100%
Activity 6	Expansion of Mental Health Supports to increase wellbeing outcomes for disadvantaged students. This includes provision of a Wellbeing Team Leader (1.0 FTE ES)	☑ Wellbeing Team ☑ Principal	from: Term 1 to: Term 4	100%
Activity 7	Provision of Disability & Inclusion Leader to oversee the Disability & Inclusion program, support staff and students who are eligible to receive Tier 2 Funding	☑ Administration Team ☑ Principal	from: Term 1 to: Term 4	100%
Activity 8	Provision of Disability & Inclusion-Administration Support to assist the work of the Disability & Inclusion Leader	☑ Disability Inclusion Coordinator ☑ Principal	from: Term 1 to: Term 4	100%
Activity 9	Provision of Education Support staff member (1.0 FTE) to provide in-class support to students eligible under the Disability & Inclusion (Tier 2) Funding	☑ Disability Inclusion Coordinator ☑ PLT Leaders	from: Term 1 to: Term 4	100%
Activity 10	Provision of pathways support (Pathways Leader, Careers Educator, Administrative Support) to ensure all students have access to successful post-school pathways, including those who are disadvantaged	☑ Principal ☑ VCAL Leader/Team ☑ Careers Leader/Team	from: Term 1 to: Term 4	100%

Activity 11	Provision of Attendance Officers (1.0 FTE at Mooroolbark and 0.5 FTE at Mount Evelyn) to assist with meeting attendance targets set this year	☑ Administration Team ☑ Principal ☑ Wellbeing Team	from: Term 1 to: Term 4	100%
Activity 12	Provision of environment and resource adjustments needed for eligible students under Tier 2 Funding	☑ Disability Inclusion Coordinator ☑ Administration Team ☑ Education Support	from: Term 1 to: Term 4	50%

Monitoring and Self-assessment - 2022

SEIL Feedback