

Examples from 2009 School Self-Evaluations

Student Engagement and Wellbeing

A series of documents have been prepared which contain illustrative examples of completed sections of a school self-evaluation.

This document contains examples of completed sections relating to the Student Engagement and Wellbeing outcome area. These are drawn from school self-evaluations prepared by schools in 2009. In each case, the schools are referred to by a generic name, such as Victoria Primary School or Victoria Secondary College as appropriate.

These examples are aimed at assisting schools who may be about to undertake their self-evaluation by highlighting a range of very effective ways in which schools have tackled and presented information within their school self-evaluations.

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Q1: What Did We Aim To Do

Q1 Example 1 - a small primary school

Goal: To improve student connectedness with school, particularly for students in years 5 and 6.

Target:

School mean in all variables of 'Student Attitudes to School' survey to show a reduction in "disagree" ratings.

Q1 Example 2 - a primary school

At Victoria Primary School the previous Strategic Plan development reflected a need to introduce strategies to improve the environment of the school. The goal to provide a welcoming, safe environment with strong social skills was sought.

It was felt that the area of social competencies could be an area for improvement with an emphasis to develop the capacity to interact effectively with other people.

Our strategic goal for student engagement and well-being was to improve student engagement and self-esteem as evidenced by increased scores on surveys such as Attitudes to School and Parent Opinion and Staff Opinion surveys.

We also aimed to monitor student absences, establishing reasons for absences (such as family holidays) in an attempt to improve student attendance figures. Programs such as 'You Can Do It' provided a vehicle to deliver a social competencies program that promotes well-being.

Student voice is a significant component of this. A Kids Ministry Council, with student elected ministers and portfolios provide a forum for students to air grievances, resolve issues of concern and provide input into planning for the school. Through the above mentioned programs, students are encouraged to develop a language that enables them to express themselves appropriately and adequately, equipping them with the tools to prevent and solve problems.

Q1 Example 3 - a secondary college

	Student Engagement & Wellbeing
Goals	To improve student engagement and wellbeing through an emphasis on teacher-student relationships.
Targets	<ul style="list-style-type: none"> ▪ That the Year 8 - 10 Attitude to School Survey scores be tracked to show a reduction of at least 10% in net disagreement percentage in the area of "Teacher Energy/Enthusiasm", "Teacher Connectedness" and "School Connectedness" for both girls and boys between 2005 and 2008. ▪ That the 8-10 attitude to school survey scores be tracked to show a reduction of at least 10% in net disagreement in the area of "Student Safety" for both girls and boys between 2005 and 2008. ▪ That the Parent Opinion Survey score - "school/parent relations" improve by at least 0.3 by 2008. ▪ That the College absence data rates sit below state bench marks by 2008. ▪ That the parental attendances at least at one parent/teacher night

exceed 50% by 2008.

A number of Key Improvement Strategies were identified for each of the Outcome Areas. In Student Engagement and Wellbeing these strategies included the following:

- ❖ **Re-evaluate current approaches to student wellbeing management through:**
 - Enhancing the whole school behaviour management processes.
 - The development and implementation of “the learning environment is supportive and productive” principle of the Principles of Learning and Teaching.
 - Further develop a culture of student involvement and leadership within the college and wider community.
 - Further developing support for students at risk through targeted programs including the All Girls project.

Q1 Example 4 - a secondary college

Victoria College strives to improve student engagement and well-being throughout the school by targeting specific issues that have been highlighted through the analysis of data. In doing so the school has worked to reduce the gap between the Attitudes to School Survey data at Years 7 and 8, and to significantly improve the Attitudes to School data at Year 9.

Specifically the school sets out to improve the following in the MYRAD survey data:

- Connectedness to school
- Student Learning Culture
- Teacher interest
- Teacher care
- Improvement in enjoyment and engagement

From 2006 to 2009 actions have been established to specifically target all of these issues that were identified in the Attitudes to School and MYRAD surveys administered across the school each year.

Q2: What Did We Achieve?

Q2 Example 1 - a small primary school

The very small cohorts and the high mobility of students can lead to a high degree of statistical error. It is important to the school community that no individual student is identified in this report. For example the grade 5 results are based on the performance of one student only.

Connectedness to school appears to show considerable improvement over the period.

The data in the Attitudes to School Survey is extremely variable. In 2006, the results were very low and extremely variable. For example, the boys' assessment of their learning confidence put them in the 3rd percentile while the only girl rated herself in the 99th percentile on the same criterion.

In 2007, nearly half the results were in the lowest quartile. In 2008, most results were in the highest quartile. In 2009, the school declined to take part because, with a cohort of only 3 students, the survey could not produce any statistically reliable data.

In most areas, the results appear to show a sharp improvement but this may partly be a result of very small and changing cohorts.

Parent Opinion Survey over the self-evaluation period is mildly positive but below the mean in most areas. The 2008 results are the lowest but still mildly positive (above 4 on a scale from 1 – 7). The only area that is below the neutral value of 4 is behaviour management in 2008.

Staff Opinion Survey data over the self-evaluation period is significantly above average except in 2008. The 2009 results put the school above the 80th percentile in all areas. As with other results, these should be interpreted with caution because of very small cohorts involved, the high staff turnover and the low response rates.

Q2 Example 2 - a primary school

We have predominately used the Attitudes to School, the Staff Opinion and the Parent Opinion surveys to establish what we have achieved. In the 2006-8 period there has been a trend improvement in the Attitude to School survey in the majority of the eleven elements. There has been a significant improvement in the Teaching and Learning and Student Wellbeing area of the survey.

Similar results were experienced in the Parent Opinion survey, with most elements showing a vast improvement. There is a strong trend improvement in 15 of the 18 elements of the survey. The School Climate part of the report demonstrated a significant improvement. The specific elements were 'school improvement', 'learning focus', 'extra curricula', 'teacher approachability' and 'general satisfaction'. 'School connectedness' and 'student motivation' in student engagement also showed significant improvement. Parents have a very high opinion of the general environment of the school and see student behaviour as very high.

In the Staff Opinion survey Engagement and Outcomes showed significant improvement. Staff view the behaviour of the students as very high and misbehaviours in the classroom and general environment as very low. Staff at the school believe the school provides a strong curriculum, high standards of discipline and student motivation.

The continuation of the social skills program has had a positive effect on the "tone" of the school and the respect shown from and to the children. Teachers were prepared to adopt contemporary teaching practices using the Foundations and Habits of the Mind of Program-Achieve.

Absenteeism is well below the State mean over the assessment period and student absences are regularly explained by parents.

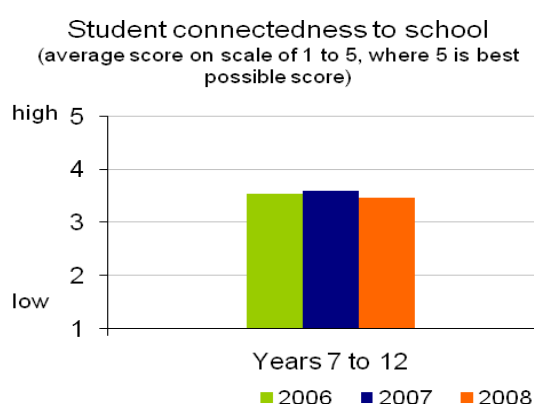
Students at the school rate their teachers highly, see them as organised and provide them with challenges. They believe the teachers have high expectations and provide them with a high level of feedback on their work.

Q2 Example 3 - a secondary college

Improved scores on the “Attitudes to School” survey:

1. Improved scores at all year levels for the “Connectedness to School” variable:

The 2008 whole school score for this variable was 3.47, compared with 3.59 in 2007. Scores for this variable decreased at all year levels except Year 10 where the score (3.36) was the same as in 2007. At Year 9, the variable score of 3.46 was slightly lower than in 2007 but well above the state mean, as it was at all year levels except Year 12. Compared with other secondary schools, scores for “School Connectedness” were high: between the 50th and the 75th percentile at all levels except Year 12, where the score was just over the 25th percentile.



The chart shows that student connectedness to school decreased slightly in 2008, compared with both 2006 and 2007. However, relative to other secondary schools, school connectedness was one of the highest scoring variables on the Attitudes to School Survey, behind Student Motivation, Learning Confidence, Connectedness to Peers and Student Safety.

In terms of the Student Engagement and Wellbeing goal, students’ connectedness to school and to their peers continues to remain strong, as is evidenced by the high scores on the “Attitudes to School” Survey reported above and by student attendance data showing a reduction in student absenteeism over the past two years. This reflects positively on the many co-curricular activities, opportunities for student leadership and student wellbeing programs available to students.

2. Improved scores for the “Student Orientation” variable on the Staff Opinion Survey:

2008 target: 75 or better for the statements in the “Student Orientation” variable

The score for this variable in the 2008 Staff Opinion Survey was 65.2 on a 100 point scale, compared with 57.6 in 2007. The score is derived from teachers’ responses to the following statements:

- Students are treated as responsible people in this school.
- This school promotes the concept of students being individuals.
- Students in this school are encouraged to experience success.

Although the score for this variable improved significantly, it is still low relative to other secondary schools and below the 2008 target.

3. Improved scores at all year levels for the “Stimulating Learning” variable:

The whole school score for this variable in 2008 was 2.76, lower than in 2007 when it was 2.89. Scores for this variable were lower at all year levels except Year 9 where the score rose

from 2.7 (just below the Year 9 mean for other secondary schools) to 2.79 (the Year 9 mean for secondary schools). At Year 11, the score for this variable was the same in 2008 as in 2007 (2.75), however, the Year 11 state mean score for this variable rose in 2008 so our ranking was lower. At all year levels except Year 9, our ranking was low relative to other secondary schools. It must be recognised, however, that a very small change in variable score can result in a significant change in ranking relative to other schools.

4. Improved scores at all year levels for the “Teacher Empathy” variable:

In 2008, the whole school score for this variable was 3.22, compared to 3.36 in 2007. Scores for this variable decreased at all year levels except Year 9, where the score was the same as the state mean (3.29) and at Year 11 where the variable score was the same in 2008 as in 2007 (3.17) but below the Year 11 state mean. Relative to other secondary schools, scores for this variable were low.

5. Improved scores at all year levels for the “Teacher Effectiveness” variable:

In 2008 the whole school score for this variable was 3.20, compared with 3.35 in 2007. Scores for this variable decreased at all year levels except Year 9 and Year 11. Even at these year levels the variable score was below the state mean. At Year 10, the variable score (3.07) decreased only slightly compared to 2007 but was below the state mean, as it was at Years 11 (3.17) and 12 (3.16). Scores for “Teacher Effectiveness” were lower than those for “Stimulating Learning” and “Teacher Empathy” at all year levels. Compared with other secondary schools, rankings for this variable were low.

Q2 Example 4 - a secondary college

During the period of the review the following data has justified the school’s programs:

Parent Opinion Survey

- The Parent Opinion Survey is situated above the state mean in each year
- In 18 of the elements that are covered by the review 10 are trending upwards or remaining static
- In 18 of the elements 8 are trending down with the most significant being related to student behaviour. However all areas remain above the state mean

Staff Opinion Survey

- The Staff Opinion Survey is at or above the state median in all but two of the 20 elements of the survey
- All elements except two are trending in a positive direction over the course of the Strategic Plan
- One element is remaining static (Classroom Misbehaviour) and one slightly declining (Professional Interaction)
- It is important to note that teachers at the College believe that there are excessive work demands, that there is more individual and school distress than the median score in state schools – while in all of these areas there is an improvement over the course of the period

Student Attitudes to School Survey

- Attitudes to School survey data shows significant and sustained improvement over the course of the Strategic Plan
- Student Distress has decreased markedly and is now in the fourth quartile (for low in the second quartile)
- Teacher Effectiveness and Teacher empathy has improved significantly also, from a very low base
- The most significant increase school wide has been in the area of connectedness to peers
- All areas of the survey across the whole school in 2008 are in the fourth quartile

While these results are a summary they do identify significant improvement in student engagement and wellbeing over the course of the review period.

Q3: Why Did We Achieve / Not Achieve Our Aims?

Q3 Example 1 - a small primary school

The extremely variable results in the Attitudes to School Survey are largely because of the small, changing cohort. They may also reflect a turbulent period at the school with a very high staff turnover.

Parent opinion of the school, although on the positive side of neutral, is below state means. A large proportion of families left the school during 2008. Some of this was because of the larger exit Grade 6 exit group but a significant proportion left because of dissatisfaction with the school.

Staff opinion remained high except during the most turbulent period in 2008. That year saw the resignation of teaching staff and the temporary appointment of several acting principals.

The period under evaluation is a painful one for the school. Relationships within our small community were put under significant strain. While it is important to learn from history, the focus of the whole school community is on looking ahead to the future rather than dwelling on the past. The difficulties of the past few years were largely the result of unusual, unavoidable and unfortunate circumstances, not poor decision making.

Towards the end of 2008, the school went through a visioning process to assess the reasons behind the school's difficulties and identify goals for the future. This process involved staff and parents.

The major avoidable problems identified were poor or inconsistent discipline, inappropriate parent involvement in school matters and a general lack of pride in the school.

At the beginning of 2009, a discipline policy was introduced with unanimous support from staff and parents. Inappropriate parent involvement in class was stopped by specifying times that parents could be in classrooms. The DEECD document delineating the roles of school councillors, parents, staff and the principal was distributed and discussed at the first school council meeting of 2009. Ongoing improvements to the facilities and the general tidiness of the school are serving to increase pride in the school. Informal feedback from parents and the wider community is overwhelmingly positive. Parents, children and staff are united in our effort to revitalise the school.

Q3 Example 2 - a primary school

Generally our good results across all areas are testament to the common purpose and commitment of staff, school council, students and parents in ensuring the safety and well-being of all students.

Through our teaching and learning programs we strive to engage students in a safe, secure and inclusive environment. Our active and supportive school council promotes transparency in all operations and is committed to providing the best possible teaching and learning environment.

Parents are encouraged not only to respond to Parent Opinion surveys but to bring to staff/Principal attention concerns or issues relating to their child or the school. An 'open door' policy is encouraged, with appropriate access to staff/Principal towards the building of positive staff/parent relationships based on the premise that we are a team supporting the learner. Staff commitment to our learning community of Victoria Primary School cannot be understated.

Placing the child at the centre of all that we do ensures steadfast commitment to providing the best possible opportunities for our students.

There is significant work to be done in the area of Student Relationships with low responses to student safety and connectedness to peers with students. Parent opinion of connectedness to peers is also an area of concern.

The school has a very good network of outside agencies to care for children with special needs. The school has been proactive in sourcing help for students with difficulties that need to be addressed through an outside agency.

Issues regarding well being for staff and students is addressed in a timely manner at the school. Weekly agenda driven staff meetings ensure that staff are in the communication loop.

Q3 Example 3 - a secondary college

The results reflected by the Attitudes to Schooling data over the strategic planning period are by and large disappointing. Considerable time, planning and energy was expended by the teaching staff in their efforts to engage and stimulate students with their studies. PoLT surveys conducted by numerous teachers as part of the performance and development process indicated far greater engagement and satisfaction by students with both their studies and their teacher than those indicated by the attitudes to school data.

The impact of the introduction of the new Home Group structures through Learning Teams in 2008 will take some time to work its way through the College. The timing of the student surveys (April) meant that the changes had only been in operation for one term so it is unrealistic to envisage any likely impact these changes may have in the area of School Connectedness and Student Safety at this time. Initial anecdotal evidence is however promising.

With the establishment of the Learning Teams, the College moved to redefine its student management processes to better reflect the relational learning focus of the program and to link directly to one of the College's 3 key values. All staff have been required to submit Relational Learning plans as part of the performance and development process linked to the program developed in 2007. This was a major shift for the thinking processes for many staff as Year level coordinators were abolished from 2008 and a greater emphasis placed on individual staff members to manage the lower level discipline issues that might have in the past been referred on to the year level coordinators. The take-up by the majority of staff has been positive although there still remains a number of staff who would prefer to see a more "hard line" approach to discipline carried out in the College.

There is little doubt that one of the most disappointing results obtained during the strategic planning period was the apparent increase in student absences. The reliability of the data must be questioned with problems experienced with the electronic roll marking system used. These problems included issues with the reliability of data entry as well as information being "over-ridden" by the program. It is also evident that the College did not do enough to highlight and address this problem during the planning period.

Although student absences are a concern, the provision of support for students deemed to be at risk has been far reaching. Student support meetings have been convened on a regular basis (mostly weekly) with a focus on developing Individual Education Plans (IEP"s) for each of the students identified as part of the program. Alternate pathways and support have been identified for each of the students considered in the program which has resulted in many not only staying at school but re-engaging in a meaningful way.

One of the most pleasing results in this area was the improvement in parental engagement and satisfaction. Reaching the targets set in the Strategic Plan for Parent teacher meetings was overshadowed by the introduction and phenomenal acceptance by parents for the "Meet the Home Group Teacher" day. There was a perception amongst staff that parents were 'not interested' in being actively involved in the education process. This belief was well and truly quashed by the attendance of parents at the initial day in 2008 with over 90% of Years 7 -11 parents attending the sessions. There is little doubt that much of the success can be attributed to the enthusiastic 'take up' by staff of the move to Learning Teams and the

introduction of the day. Designated Home group teachers and Learning Team leaders completed numerous phone calls and post cards to parents inviting them to the scheduled fifteen minute meetings.

In addition, the continuation of Parent Reference groups as well as opportunities for parents to provide input into the operations of the College both served to encourage greater parental participation. Parent Reference groups were held once per term with 3 groups established (ie: Parents of Year 7's, Parents of Years 8/9's and parents of Years 10-12). A significant number of parents were also actively involved in deliberations for the introduction of the Guiding Principles for the Educational Philosophy as well as the initial deliberations for the new Codes of Conduct. These opportunities may well have enhanced parent perceptions of the college but we are still disappointed by the low return rates of Parent Opinion surveys.

Q3 Example 4 - a secondary college

These results have been achieved through the establishment of various programs that have enhanced engagement, learning and wellbeing.

A Tutorial Program has been established to enable each class to have a teacher whose responsibility it is to have an overview of the progress of individual students. In addition the program has established protocols whereby the Tutorial Teacher is the first point of call for wellbeing issues. The Tutorial program focuses specifically on a range of activities to engender a sense of connectedness to school and to peers.

Professional Learning Teams (PLTs) have been established to facilitate the sharing of resources and strategies to support students at various year levels to be more engaged and to see the connections across the curriculum.

The Student Services Team has been enhanced to include a Director of Student Services, a Counsellor, two Chaplains and a Youth Worker, two Integration Aides and Pathways and Transition Team overseen by an Assistant Principal. This team has targeted support for students including intervention, counselling and targeted programs.

The Year 8 Curriculum Task Force has been convened to provide a vehicle for improved engagement at Year 8. This includes the introduction of the *Drug Education Victoria Pilot*, Integrated Units at Year 8 and the *High Resolves Initiative* to help to brand the Year 8 program and provide opportunities for students to be involved in a program that is specifically designed for them.

The X-plore Centre has been developed to provide an opportunity for personalised learning at Year 9 where the data showed lack of connectedness to school. The X-plore Centre and the Year 9 Precinct (including the Totems and Arboretum projects developed with the artist-in-residence program) provides a dedicated space for the cohort and a place of belonging. The program has developed four very specific thematic units (one per term), where students spend three weeks each in the centre each term.

In 2009 the Year Levels Offices were significantly altered by calling the Co-ordinators 'Learning and Wellbeing Managers' and they have been reduced to two per year level, except for Year 9 where there are still three in recognition of the specific learning and wellbeing needs of the year level.

Staff now undertake performance reviews that require teachers to examine their impact on the culture of the school and their direct input to the programs of the school both curricular and co-curricular. This includes collegiate observations and team teaching opportunities to improve the sharing of practice, pedagogy and planning.

The school has also developed Codes of Practice for Staff and Students that engender respect for self, others and property. The existence of these Codes of Conduct has enabled all members of the school to understand the context for behaviour and conduct and a reference point that engenders a sense of safety and support.

A program of mentors for Year 12 students has been established as well to provide a significant adult for each Year 12 students. This program provides an opportunity for students to de-brief with another member of staff (teaching and non-teaching).

Other features include:

- Health and Wellbeing of staff and students is firmly on the Professional Learning agenda, for example during the student free days at the beginning of the year
- An Associate Chaplain has been appointed specifically to cater of the large numbers of students from ethnic backgrounds
- Electives have been expanded to increase options for students

Q4: How Effectively Did We Manage Our Resources to Support the Achievement of Our Aims?

Q4 Example 1 - a small primary school

The principal and school council wisely left a modest budget surplus each year. This has allowed the school to weather the difficult period in 2009 when our SRP is based on an enrolment of only 13.

As the enrolments declined, the principal's teaching load increased and additional programs such as science, OSHC and individual instrumental music ceased. The school's teaching budget was allocated to most effectively support students' needs. A student welfare officer was appointed to address issues of student wellbeing.

A major project during the second half of 2008 was the building of the Theatre on school grounds just as our town hall was condemned. This project was funded through a grant and was instrumental in improving pride and hope in the community.

Q4 Example 2 - a primary school

The school committed to developing a culture of performance and development, allocating resources accordingly. Staff participated in the Learning Bridge Program, endorsed by the Region. This program provided a model of improvement that enabled our staff to plan for targeted professional learning. This in conjunction with the development of the Local Learning Community Cluster and combined staff interaction has improved curriculum delivery and hence improved student engagement.

The regional, cluster and school focus on improved ICT resources and competencies has been seen as instrumental in positively affecting student outcomes. This has been enhanced by participation in the e-Potential survey.

The work of our staff, in responding to the Effective Schools Model and embracing team-work with shared planning, assessment including moderation, has taken place at school, cluster and regional levels. Attendance at meetings, visiting other schools and professional reading are regarded as increasing expertise with resultant improved student outcomes.

Staff at Victoria PS regularly revisit school goals and targets. Small numbers on staff facilitate flexibility and immediacy in responding to changing student needs.

It was seen as a priority for the school to resource the Early Years of schooling with a specific focus on reading.

The appointment of a reading intervention teacher used a significant allocation of funding in the strategic plan period. The reading levels for the P-2 cohort during the period were increased significantly with this resource allocation.

The use of outside agencies such as the Community Health Service to deliver personal development sessions has been vital in the development of the students. Cluster Group Days have continued to ensure there is the social contact with other children in the district.

Q4 Example 3 - a secondary college

The College invested significant resources in its attempt to achieve improved student outcomes in this area. The move to Learning Teams represented a significant investment by the College to maximise its opportunities for success. Home group teachers were provided with additional time to build relationships with the students in their care. This additional time

was gained through the decision to move from four Assistant principals to three Assistant Principals.

Home Group teachers were also supported through the employment of George Otero, an internationally renowned expert in the field of Relational Learning. George spent a week with the College staff towards the end of 2007 and was used again in 2008 to support the continued development of their skills. All teachers were also “in serviced” on the use of Restorative Practices in relation to the new student management guidelines.

Learning Team leaders were appointed as Leading Teachers prior to the end of the existing Leading Teacher tenure period thereby increasing the number of Leading Teachers employed by the school in 2008. This move was seen as critical in highlighting the importance of these positions to the future directions of the College. The teachers appointed to these positions were assisted through the appointment of a Relational Learning Leading Teacher and a support program funded through the AGQTP program.

An Attendance Officer was appointed at the end of 2008 to work proactively with the Learning Team leaders in order to address the concerns in relation to student attendance. The College used its own resources to fund this position.

Q4 Example 4 - a secondary college

The school managed its resources strategically and responsibly to enable the programs over the period of the review. The most significant aspect of this can be seen in the building program that has been completed and occupied during the course of the review period. The X Wing with the year 9 Centre and additional Music spaces, the E-Wing where the school has invested in significant physical changes – classrooms with large expanses of glass, interconnecting rooms, state of the art resources (smart boards and computer pods) to support students in their learning and provide a precinct that is largely for Middle School students.

The deployment of staff has been very strategic including recognising that continuity of the level of support for the year 9 Centre was required even after the Leading Schools Fund had expired. Hence, for example, to support the Year 9 students and maximise their wellbeing, retaining three Student Learning and Wellbeing Managers and providing the Director of the year 9 centre and the equivalent of one extra staff member to facilitate the year 9 program.

With the introduction of the 4 period day the Tutorial program has been enhanced by attaching the role of tutor to a specific subject (for example English at Year 7). The result is that the teacher has one extra period of 75 minutes in length to spread over the week or concentrate as required and support the building of stronger sustainable relationships with students.

Q5: What Can We Do In The Future To Continue To Improve?

Q5 Example 1 - a small primary school

The Victoria Primary School of 2009 bears little resemblance to that of a year ago. Of the 23 students enrolled in February 2008, only 10 remain. There are six students who are new to the school this year. Both classroom teachers and integration aides have changed. The school's financial situation has changed dramatically with the advent of federal stimulus grants.

With this in mind, future planning is not a matter of making alterations to past practices but starting anew with fresh plans. The school is more similar to a new school than the school of the past.

Future plans are being developed at school council, among staff and in the wider community with little or no reference to the past.

Q5 Example 2 - a primary school

Victoria PS is anticipating that there is much more to be gained from our involvement with the Local Learning Community. Increased access to shared resources and expertise, planning, policy review, assessment/moderation/reporting of student achievement guided by VELs; coaching/mentoring opportunities for teachers, professional learning and team problem solving will all improve through enhanced interschool links.

A proactive monitoring of absences will continue to be done to ensure that parents as well as students are aware that the school will be doing its utmost to ensure students are in school.

Increased capacity in ICT and our cluster Literacy and Numeracy Plans mean that we will all be working collaboratively towards improving student outcomes across all our schools.

Annual Implementation Plans will all reflect specific focus on improved student achievement in Literacy and Numeracy, as well as student engagement and wellbeing, particularly in the early years.

The notion that we are responsible for students across the cluster will drive much of our work to adequately support teachers in the delivery of more precise teaching and learning programs. This increased access to professional interaction can include appraisal, recognition and growth as well as provide the opportunity to celebrate achievements.

Increased focus on student voice and active participation in developing Individual Learning Plans will see students setting personal learning goals and evaluating their progress and performance and engagement.

The roll out of the Ultranet will be welcomed and embraced as a further step towards sharing knowledge and resources beyond the classroom, providing for participation in diverse educational and social contexts. Students, teachers and parents can be connected to a wider learning community.

This review has been seen as an opportunity not only to evaluate our school programs, but to celebrate our successes, acknowledging the progress made in our pursuit of the 'right work': keeping the child at the centre of all we do. Our journey of improved performance and development continues.

Q5 Example 3 - a secondary college

Relational Learning Plans must continue to be refined and adopted by staff within the college. There are still too many students being unnecessarily referred to the Learning Team Leaders.

A greater professional development focus on leading and managing a relational classroom needs to be established in the next planning period and the links continued with the performance and development process.

The role of the Home Group teacher must be encouraged to grow to take on a learning mentor focus. This process will be greatly assisted through the establishment of Individual Education plans for all students as well as definitive learning team offices strategically placed in four locations around the College. These offices are seen as crucial in advancing the understanding of our students within the Learning Team itself and to provide the means to link the teams to curriculum programs in the future.

We must also continue to build stronger relationships based on trust with the parents of our students. The success of the Meet the Home Group Teacher Day must be built on by linking these days to the discussion and establishment of genuine goals for learning and to reflect on the progress of the student in the preceding semester. As such we must work towards the establishment of 2 of these days per year ie: the first day of the school year and the first day of the second semester.

The issue of higher than desirable student absence rates must be addressed. There is a strong belief amongst staff that the attendance requirements associated with the Later Years of Schooling should be applicable also at the Middle Years. An SMS messaging system notifying parents of student absence from school needs to be investigated and implemented during the next planning period. This will require greater promptness and certainty from all staff with respect to their recording of student absences. The recently installed position of attendance officer needs to be retained.

The student leadership program within the College needs to be enhanced and inextricably linked to the Learning Team structure and underlying service philosophy. This will evolve over time but it is important to ensure maximum opportunities are continually provided to all students during their time at the College. A vibrant, effective and respected student voice is seen as critical for the College as it moves into the future.

There is an urgent need to re-evaluate the 7 – 9 curriculum offerings of the College to reflect the changing nature of schooling and young people in the 21st century. Students must see greater relevance with their schooling and they must have a greater input into the nature, focus and assessment of their learning programs into the future. This will be a major change for some of our staff.

Greater emphasis will be placed on better preparing students for the Attitudes to School survey in coming years, thereby establishing greater confidence in the reliability of the data. It is envisaged that through the introduction of Learning Teams as well as enhancements to the middle year's curriculum, the feedback from students will be more positive.

Q5 Example 4 - a secondary college

In the future the school needs to focus on the following:

- Increasing the mentoring program that is currently responsible for Year 12 students to cover Year 11 students who are not serviced by a Tutorial program
- Enhance the year 9 program by facilitating teacher commitment and connectedness to the program and developing more responsibility to the classroom teachers for the specific focused programs
- Continue to develop teams of teachers who are dedicated at the year levels to providing tasks activities and programs specifically designed for the cohort and more importantly to facilitate the development of relationships to support students
- Enhance the individual learning plans (ILPs) developed by the school and encouraging more teachers to develop ILPs to provide further support for students needing specific intervention or targets

- Provide more enhanced gifted learning strategies at all levels and within all classrooms
- Continue Learning Walks to include student wellbeing and engagement specifically
- The school needs to look at introducing more rigour into Year 10 and reducing the difficulties of transition to VCE and other post-compulsory pathways

The school has achieved significant improvement in the ways in which students approach and appreciate school, engage in their learning and feel safe. We need to remain committed to adapting pedagogical approaches as appropriate given the rich data sets available to the school community.