Monitoring and assessment - 2023

Edenhope College (5432)

Submitted for review by Trevor Mcclure (School Principal) on 08 November, 2022 at 12:13 PM
Endorsed by Joanna Day (Senior Education Improvement Leader) on 21 March, 2023 at 12:02 PM
Endorsed by David Bourne (School Council President) on 11 May, 2023 at 02:24 PM
Term 2 Monitoring submitted by Trevor Mcclure (School Principal) on 18 June, 2023 at 03:24 PM

Term 4 Monitoring submitted by Chad Frost (School Principal) on 18 December, 2023 at 09:55 AM

Monitoring and assessment - 2023

Term 1 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Reading to increase from 70%(2022) to 85% (2023) The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Writing to increase from 78% (2022) to 85% (2023) The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Numeracy to increase from 94% (2022) to 95% (2023) By the end of 2023 increase mean VCE study score from 27.5 (2022), to 2024 target 30. By the end of 2023 increase the percentage of positive endorsement in the SSS: Academic Emphasis from 26% (2022) to 65% or above Collective Efficacy from 36% (2022) to 65% or above Teacher Collaboration from 44% (2022) to 65% or above. By the end of 2023 increase the percentage of positive endorsement in the student AToSS (benchmark based on the combined Years 4–12 average) Student voice and agency from 47% (2022) to 60% or above Self–regulation and goal setting from 54% (2022) to 65% or above Stimulated learning from 48% (2022) to 65% or above Motivation and interest from 55% (2022) to 65% or above By the end of 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) (benchmark set as a mean over three years prior to the start of the review period)

	Teacher communication from 89% (2022) to 95% or above Stimulating learning environment from 92% (2022) to 95% or above Student voice and learner agency from 74% (2022) to 90% or above High expectations for success from 89% (2022) to 95% or above By the end of 2023 decrease the percentage of students with 20 or more absence days Foundation–Year 6 from 49% (2023) to 30% (2024) Years 7–12 from 59% (2023) to 40% (2024)
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Developing staff understanding of the Edenhope College Instructional Model Build data literacy and collaboration amongst staff
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Teacher to Teacher professional development focusing on the Instructional Model Students understand the structure of a lesson Staff efficacy to improve PLC meetings based around student data Curriculum planning will be informed by improved data literacy amongst staff Staff actively involved in peer observations, based around the Instructional Model Centrally stored accessible student data
Success indicators	Early Indicators: Peer observations reflection Pivot survey data Instructional Model documentation Leadership/Leading Teacher staff observations PLC/faculty meeting minutes Curriculum Scope & Sequence, planning documents

	Late Indicators Student Attitudes to School Survey data Staff Attitudes to School Survey data Parents Attitudes to School Survey data Naplan data Accessible, guaranteed and viable curriculum Students able to articulate/understand/refer to Edenhope College's Instructional Model.
Enablers • What enablers are supporting the delivery of this KIS?	☑ Sufficient budget ☑ School review has refocussed directions for the school ☑ Positive staff culture and readiness for change
Barriers • What barriers are impeding the delivery of this KIS?	☑ Time constraints i.e., not enough time allocated ☑ Change in school context i.e., SFOE, enrolment ☑ Workforce capability i.e., in use of data and evidence ☑ Staff readiness for change / limited change management and support in place
Commentary on progress • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*	We are building whole staff data literacy capabilities through PLC meeting focusses. Edenhope is in the developing stages and staff are excited and contributing throughout these meetings. Two full PLC meeting cycles have been run by our team in 2023 and the focus has been interpreting student data and whole staff voice. Evidence PLC meeting minutes/outcomes. Pivot surveys have been completed for Term 2 and that data will be used in early Tear 3 PLC meetings to determine individual staff goals for classes and observation/learning walk focus.

• *What is the evidence?*	
Future planning • *What action will be taken next?* • *What support is required?* • *What adjustments or additions will you make to your AIP to document these next steps?*	All meetings will have a data agenda item to support current whole staff data literacy improvement and future gains in this area. Local support from our EIL/Data improvement team (PLC etc) will continue to be sought. Learning walks/peer observations to be embedded in teaching practice. Curriculum planning embedded further around our instructional model. Students understanding of our instructional model developed.
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Edenhope College Instructional Model visible in classrooms for teachers and students	☑ Leadership team	from: Term 1 to: Term 1	100%
Activity 2	Embed Peer observations and learning walks linked with PIVOT surveys and the Edenhope College Instructional Model	☑ All staff	from: Term 1 to: Term 4	25%

Activity 3	Creation and implementation of uniform components of lesson planning to support Edenhope College Instructional Model in staff meetings	☑ All staff ☑ Leading teacher(s)	from: Term 2 to: Term 4	25%
Activity 4	Nominate staff for Middle Leaders Program to develop middle leadership within Edenhope College	☑ Leading teacher(s) ☑ Teacher(s) ☑ PLC leaders	from: Term 1 to: Term 4	100%
Activity 5	Explain Edenhope College Instructional Model to students and ask them to name IM parts during observations.	☑ Homegroup teachers	from: Term 1 to: Term 4	25%
Activity 6	Review and update Edenhope College Assessment schedule	☑ School improvement team ☑ Teaching and learning coordinator	from: Term 1 to: Term 4	75%
Activity 7	Data used in all PLC meetings	☑ School improvement team ☑ All staff	from: Term 1 to: Term 4	100%
Activity 8	Staff to be given PD on how to film their own lesson as part of observation reflection process	☑ Teacher(s) ☑ Education support	from: Term 2 to: Term 4	100%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Continue to develop a SWPBS culture at Edenhope College Improve student engagement and attendance at Edenhope College
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Improved student engagement and SWPBS culture at Edenhope College Improved student engagement and attendance at Edenhope College
Success indicators	Early Indicators: Pivot survey data PLC/faculty meeting minutes Staff agreements developed and visual to staff Scripts developed Student SSGs SWPBS data Improved Student Agency opportunities Late Indicators Student Attitudes to School Survey data Staff Attitudes to School Survey data Parents Attitudes to School Survey data Improved student connectedness/engagement Student SSGs
Enablers • What enablers are supporting the delivery of this KIS?	☑ Sufficient budget ☑ School review has refocussed directions for the school ☑ Positive staff culture and readiness for change ☑ Workforce stability and effective change management practices
Barriers	☑ Time constraints i.e., not enough time allocated ☑ Workforce capability i.e., in use of data and evidence

• What barriers are impeding the delivery of this KIS?	

Commentary on progress
    • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*
    • *What is the evidence?*
	Lisa Douglas has worked with Edenhope College and helped us achieve completion of Tier 1 level.
	Staff are using newly created QR code reward cards when students are 'caught' displaying school values.
	More accountability is being asked of staff to embed SWPBS culture through reward data and daily/weekly SWPBS focusses
	Greater awareness/student engagement in student agency is visible at the college with greater student involvement in multiple areas.

Future planning
    • *What action will be taken next?*
    • *What support is required?*
    • *What adjustments or additions will you make to your AIP to document these next steps?*
	Tier 2 SWPBS will be rolled out over 2023/24
	Continued awareness/student engagement in student agency will continue to be a focus moving forward and appears well placed.
	A lot of energy has been focussed on the accountability of school attendance through communication home and administration. This will need to continue as attendance is still an issue at Edenhope College.

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Activities	Activity	Who	When	Percentage complete
Activity 1	All staff develop and document agreed staff behaviours and language for shared spaces	☑ All staff	from: Term 1 to: Term 1	25%
Activity 2	Provide quality leadership mentoring and training for student leaders	☑ Leading teacher(s)	from: Term 1 to: Term 4	75%
Activity 3	Joint cluster camps from F - 12	☑ All staff	from: Term 1 to: Term 3	100%
Activity 4	Joint cluster wellbeing activities	☑ Leading teacher(s)	from: Term 1 to: Term 4	25%
Activity 5	Engage with local wellbeing supports counselling to supplement Mental health Practitioner role	☑ Leadership team	from: Term 1 to: Term 4	100%
Activity 6	Transition BBQ to support students/family transition	☑ All staff	from: Term 1	100%

			to: Term 1	
Activity 7	All staff to partake in CUST Cultural Awareness Training	☑ All staff	from: Term 1 to: Term 2	100%
Activity 8	Collect positive data for SWPBS - exemplar West Horsham Primary	☑ SWPBS leader/team	from: Term 1 to: Term 4	75%
Activity 9	Referrals flow chart for wellbeing	☑ Wellbeing team ☑ Leading teacher(s)	from: Term 1 to: Term 1	100%
Activity 10	Review student leadership roles and structures	☑ Student wellbeing co-ordinator ☑ Student leadership coordinator	from: Term 1 to: Term 4	100%
Activity 11	Unpack ATOSS data with students	☑ Student wellbeing co-ordinator ☑ Leadership team	from: Term 1 to: Term 3	25%
Activity 12	Strengthen Koorie inclusiveness at Edenhope College	☑ Leadership team ☑ All staff ☑ Wellbeing team	from: Term 1 to: Term 4	50%

Activity 13	Roll Tier 2 SWPBS actions out in the learning environment	☑ SWPBS leader/team ☑ All staff	from: Term 1 to: Term 4	-1%
Activity 14	QR code Rooward tickets system to help promote student rewards and lessen staff workload	☑ SWPBS leader/team	from: Term 1 to: Term 4	100%
Activity 15	Targeted professional development to support collaboration and help develop staff shared expectation of work in 2023. Mallee Connect PD Term 1 and 3	☑ All staff	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2023

Mid-year monitoring

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Reading to increase from 70%(2022) to 85% (2023) The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Writing to increase from 78% (2022) to 85% (2023) The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Numeracy to increase from 94% (2022) to 95% (2023) By the end of 2023 increase mean VCE study score from 27.5 (2022), to 2024 target 30. By the end of 2023 increase the percentage of positive endorsement in the SSS: Academic Emphasis from 26% (2022) to 65% or above Collective Efficacy from 36% (2022) to 65% or above Teacher Collaboration from 44% (2022) to 65% or above. By the end of 2023 increase the percentage of positive endorsement in the student AToSS (benchmark based on the combined Years 4–12 average) Student voice and agency from 47% (2022) to 60% or above Self–regulation and goal setting from 54% (2022) to 65% or above Stimulated learning from 48% (2022) to 65% or above Motivation and interest from 55% (2022) to 65% or above By the end of 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) (benchmark set as a mean over three years prior to the start of the review period)

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KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Developing staff understanding of the Edenhope College Instructional Model Build data literacy and collaboration amongst staff
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Teacher to Teacher professional development focusing on the Instructional Model Students understand the structure of a lesson Staff efficacy to improve PLC meetings based around student data Curriculum planning will be informed by improved data literacy amongst staff Staff actively involved in peer observations, based around the Instructional Model Centrally stored accessible student data
Success indicators	Early Indicators: Peer observations reflection Pivot survey data Instructional Model documentation Leadership/Leading Teacher staff observations PLC/faculty meeting minutes Curriculum Scope & Sequence, planning documents

	Late Indicators Student Attitudes to School Survey data Staff Attitudes to School Survey data Parents Attitudes to School Survey data Naplan data Accessible, guaranteed and viable curriculum Students able to articulate/understand/refer to Edenhope College's Instructional Model.
Enablers What enablers are supporting the delivery of this KIS?	☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change
Barriers What barriers are impeding the delivery of this KIS?	☑ Time constraints i.e., not enough time allocated
Commentary on progress *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*	We are building whole staff data literacy capabilities through PLC meeting focusses. Edenhope is in the developing stages and staff are excited and contributing throughout these meetings. Two full PLC meeting cycles have been run by our team in 2023 and the focus has been interpreting student data and whole staff voice. Evidence PLC meeting minutes/outcomes. Pivot surveys have been completed for Term 2 and that data will be used in early Tear 3 PLC meetings to determine individual staff goals for classes and observation/learning walk focus.

• *What is the evidence?*	
Future planning • *What action will be taken next?* • *What support is required?* • *What adjustments or additions will you make to your AIP to document these next steps?*	All meetings will have a data agenda item to support current whole staff data literacy improvement and future gains in this area. Local support from our EIL/Data improvement team (PLC etc) will continue to be sought. Learning walks/peer observations to be embedded in teaching practice. Curriculum planning embedded further around our instructional model. Students understanding of our instructional model developed.
OPTIONAL: Upload evidence	1. 2023 Middle Leaders Nomination Form.docx (0.02 MB) 2. Extra Template 2023.docx (0.25 MB) 3. PLC Meeting Template 2023.docx (0.10 MB) 4. Year 5 and 6 Maths 2023.docx (0.08 MB)

Activities	Activity	Who	When	Percentage complete
Activity 1	Edenhope College Instructional Model visible in classrooms for teachers and students	☑ Leadership team	from: Term 1 to: Term 1	100%
Activity 2	Embed Peer observations and learning walks linked with PIVOT surveys and	☑ All staff	from: Term 1	25%

	the Edenhope College Instructional Model		to: Term 4	
Activity 3	Creation and implementation of uniform components of lesson planning to support Edenhope College Instructional Model in staff meetings	☑ All staff ☑ Leading teacher(s)	from: Term 2 to: Term 4	25%
Activity 4	Nominate staff for Middle Leaders Program to develop middle leadership within Edenhope College	☑ Leading teacher(s) ☑ Teacher(s) ☑ PLC leaders	from: Term 1 to: Term 4	100%
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KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2023 Dimension	
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Enablers • What enablers are supporting the delivery of this KIS?	☑ Sufficient budget ☑ School review has refocussed directions for the school ☑ Positive staff culture and readiness for change ☑ Workforce stability and effective change management practices

Barriers • What barriers are impeding the delivery of this KIS?	☑ Time constraints i.e., not enough time allocated ☑ Other Workforce Constraints - new meeting schedule, TIL, seems like we have less meetings to fit in many areas. That's why we are currently remodelling our meeting schedule
Commentary on progress • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	Lisa Douglas has worked with Edenhope College and helped us achieve completion of Tier 1 level. Staff are using newly created QR code reward cards when students are 'caught' displaying school values. More accountability is being asked of staff to embed SWPBS culture through reward data and daily/weekly SWPBS focusses Greater awareness/student engagement in student agency is visible at the college with greater student involvement in multiple areas.
Future planning • *What action will be taken next?* • *What support is required?* • *What adjustments or additions will you make to your AIP to document these next steps?*	Tier 2 SWPBS will be rolled out over 2023/24 Continued awareness/student engagement in student agency will continue to be a focus moving forward and appears well placed. A lot of energy has been focussed on the accountability of school attendance through communication home and administration. This will need to continue as attendance is still an issue at Edenhope College.

OPTIONAL: Upload evidence	1. [Absences.pdf](#) (2.20 MB) 2. [Rooward.docx](#) (0.32 MB) 3. [Student Voice.pdf](#) (1.19 MB) 4. [SWPBS Term 2 Areas for Growth Graphs.docx](#) (0.43 MB)

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Monitoring and assessment - 2023

Term 3 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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Enablers • What enablers are supporting the delivery of this KIS?	
Barriers • What barriers are impeding the delivery of this KIS?	
Commentary on progress • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*	

• *What is the evidence?*	
Future planning • *What action will be taken next?* • *What support is required?* • *What adjustments or additions will you make to your AIP to document these next steps?*	
OPTIONAL: Upload evidence	

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Barriers	

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Monitoring and assessment - 2023

End-of-year monitoring

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Reading to increase from 70%(2022) to 85% (2023) The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Writing to increase from 78% (2022) to 85% (2023) The percentage of students 'meeting' or 'above' benchmark growth for NAPLAN. Year 7–9 Numeracy to increase from 94% (2022) to 95% (2023) By the end of 2023 increase mean VCE study score from 27.5 (2022), to 2024 target 30. By the end of 2023 increase the percentage of positive endorsement in the SSS: Academic Emphasis from 26% (2022) to 65% or above Collective Efficacy from 36% (2022) to 65% or above Teacher Collaboration from 44% (2022) to 65% or above. By the end of 2023 increase the percentage of positive endorsement in the student AToSS (benchmark based on the combined Years 4–12 average) Student voice and agency from 47% (2022) to 60% or above Self–regulation and goal setting from 54% (2022) to 65% or above Stimulated learning from 48% (2022) to 65% or above Motivation and interest from 55% (2022) to 65% or above By the end of 2023 increase the percentage of positive endorsement in the Parent Opinion Survey (POS) (benchmark set as a mean over three years prior to the start of the review period)

	Teacher communication from 89% (2022) to 95% or above Stimulating learning environment from 92% (2022) to 95% or above Student voice and learner agency from 74% (2022) to 90% or above High expectations for success from 89% (2022) to 95% or above By the end of 2023 decrease the percentage of students with 20 or more absence days Foundation–Year 6 from 49% (2023) to 30% (2024) Years 7–12 from 59% (2023) to 40% (2024)
Has this 12-month target been met	Partially Met
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Developing staff understanding of the Edenhope College Instructional Model Build data literacy and collaboration amongst staff
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Teacher to Teacher professional development focusing on the Instructional Model Students understand the structure of a lesson Staff efficacy to improve PLC meetings based around student data Curriculum planning will be informed by improved data literacy amongst staff Staff actively involved in peer observations, based around the Instructional Model Centrally stored accessible student data
Success indicators	Early Indicators: Peer observations reflection Pivot survey data Instructional Model documentation

	Leadership/Leading Teacher staff observations PLC/faculty meeting minutes Curriculum Scope & Sequence, planning documents Late Indicators Student Attitudes to School Survey data Staff Attitudes to School Survey data Parents Attitudes to School Survey data Naplan data Accessible, guaranteed and viable curriculum Students able to articulate/understand/refer to Edenhope College's Instructional Model.
Reflection on progress	Staff understanding of the Edenhope College Instructional Model has been a focus area of our PLC. Lesson planning documentation embeds the instructional model to guide teachers to establish consistency with teaching and learning. Developing a collective understanding with staff will be an ongoing focus area. Through our invigorated PLC meeting structure there has been a real lift in staff collaboration reviewing student data. PLC meetings are led by teaching staff, nurturing a collaborative approach instead of a directive approach if it was led by school leadership. Peer observations have been a focus area. All staff are involved with peer observations, teachers and ES staff work together. Pivot survey data and our instructional model are being used by staff for focuses within the observations. We still have work to do around students understanding the structure of a lesson based around the instructional model. Student data is being stored in our new data storage software program called elastiks. Staff will be given further professional learning opportunities to support their use of elastiks to identify learning gaps and to inform and support planning. Academic Emphasis from 26% (2022) to 65% or above - 41% 2023 Collective Efficacy from 36% (2022) to 65% or above - 44% 2023 Teacher Collaboration from 44% (2022) to 65% or above - 61% 2023 Teacher data to drive focus for PL in 2024 Student voice and agency from 47% (2022) to 60% or above - 60% 2023 Self–regulation and goal setting from 54% (2022) to 65% or above - 64% 2023 Stimulated learning from 48% (2022) to 65% or above - 61% 2023 Motivation and interest from 55% (2022) to 65% or above - 62% 2023 Celebrate student data, hitting or nearly hitting benchmarks one year early.

Enablers • What enablers are supporting/supported the delivery of this KIS?	☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ☑ Key improvement strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ Workforce stability and effective change management practices
Barriers • What barriers are impeding/impeded the delivery of this KIS?	☑ Time constraints i.e., not enough time allocated ☑ Workforce capability i.e., in use of data and evidence ☑ Staff readiness for change / limited change management and support in place
OPTIONAL: Upload evidence	1. 2023 Term Planning - Term 3 2023.pdf (0.18 MB) 2. All Staff PLC Meeting.pdf (0.18 MB) 3. Edenhope-Learning-Wheel - 1.png (1.07 MB) 4. Maths - 9_10 - Semester 1 Sequence.docx.pdf (0.13 MB) 5. Year 5 and 6 Maths 2023 Scope-Seq.docx (0.08 MB)

Activities	Activity	Who	When	Percentage complete
Activity 1	Edenhope College Instructional Model visible in classrooms for teachers and students	☑ Leadership team	from: Term 1 to: Term 1	100%

Activity 2	Embed Peer observations and learning walks linked with PIVOT surveys and the Edenhope College Instructional Model	☑ All staff	from: Term 1 to: Term 4	50%
Activity 3	Creation and implementation of uniform components of lesson planning to support Edenhope College Instructional Model in staff meetings	☑ All staff ☑ Leading teacher(s)	from: Term 2 to: Term 4	75%
Activity 4	Nominate staff for Middle Leaders Program to develop middle leadership within Edenhope College	☑ Leading teacher(s) ☑ Teacher(s) ☑ PLC leaders	from: Term 1 to: Term 4	100%
Activity 5	Explain Edenhope College Instructional Model to students and ask them to name IM parts during observations.	☑ Homegroup teachers	from: Term 1 to: Term 4	25%
Activity 6	Review and update Edenhope College Assessment schedule	☑ School improvement team ☑ Teaching and learning coordinator	from: Term 1 to: Term 4	50%
Activity 7	Data used in all PLC meetings	☑ School improvement team ☑ All staff	from: Term 1 to: Term 4	100%
Activity 8	Staff to be given PD on how to film their own lesson as part of observation reflection process	☑ Teacher(s) ☑ Education support	from: Term 2 to: Term 4	100%

| KIS 1.b
Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Continue to develop a SWPBS culture at Edenhope College
Improve student engagement and attendance at Edenhope College
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Improved student engagement and SWPBS culture at Edenhope College
Improved student engagement and attendance at Edenhope College
Success indicators	Early Indicators:
Pivot survey data
PLC/faculty meeting minutes
Staff agreements developed and visual to staff
Scripts developed
Student SSGs
SWPBS data
Improved Student Agency opportunities

Late Indicators
Student Attitudes to School Survey data
Staff Attitudes to School Survey data
Parents Attitudes to School Survey data
Improved student connectedness/engagement
Student SSGs |
| Reflection on progress | Focused Student Leadership opportunities at Edenhope College in 2023:
- Role clarity, inclusive of role descriptions, for College captains in both senior and primary
- Year 9 students continue to be involved in School for Student Leadership camps in Term 2 and term 4 enhaving connection to community through their project work, building connections outside of the Edenhope Community
- Year 10 students have taken part in the Rural Youth Ambassadors program have had four student leadership camps in Melbourne over the year. Early in term 4 our 2024 student leaders and SRC Representatives will be elected. |

	Student expectations were set by staff and students to help support everyone within the learning environment. Staff have also set expectations of each other which we will also use to strengthen our approach within the learning environment.
	A focus on school attendance by using more accurate coding to generate more accurate data for the end of 2023 to inform in 2024.
	Tier one has been completed in SWPBS. We are beginning tier 2 roll out in term 4 and early 2024. Moving to a QR system for our Roowards, we can collect more SWPBS data in regards to engagement uptake, positive student data.
	The cluster has been a struggle in 2023 and many of the activities we have ran previously have not gone ahead.
	Wellbeing opportunities have been ran onsite with our mental health practitioner through choc chats based on student feedback.
	There is a greater awareness of Koorie inclusiveness at Edenhope College. A $20,000 grant was received and a yarning circle has been created as part of this awareness of 1st Nation Culture within Edenhope College. A work group with Ron Marks was assembled for direction with building and opening the yarning circle.
	Academic Emphasis from 26% (2022) to 65% or above - 41% 2023 Collective Efficacy from 36% (2022) to 65% or above - 44% 2023 Teacher Collaboration from 44% (2022) to 65% or above - 61% 2023
Enablers • What enablers are supporting/supported the delivery of this KIS?	☑ Sufficient budget ☑ Sufficient time allocated ☑ Staff capability and consistency of practice
Barriers • What barriers are impeding/impeded the delivery of this KIS?	☑ Time constraints i.e., not enough time allocated ☑ Workforce capability i.e., in use of data and evidence ☑ Staff readiness for change / limited change management and support in place

OPTIONAL: Upload evidence	1. [2023 SWPBS_11-07-2023.pdf](#) (0.09 MB) 2. [Attendance Graph Comparison 2023.docx](#) (0.57 MB) 3. [Be your Best Referral Form - schools.pdf](#) (0.17 MB) 4. [Shared Staff Agreement.pdf](#) (0.20 MB) 5. [SWPBS Start Term 3 Positive Graphs.docx](#) (0.09 MB)			
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	All staff develop and document agreed staff behaviours and language for shared spaces	☑ All staff	from: Term 1 to: Term 1	100%
Activity 2	Provide quality leadership mentoring and training for student leaders	☑ Leading teacher(s)	from: Term 1 to: Term 4	75%
Activity 3	Joint cluster camps from F - 12	☑ All staff	from: Term 1 to: Term 3	100%
Activity 4	Joint cluster wellbeing activities	☑ Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Engage with local wellbeing supports counselling to supplement Mental health Practitioner role	☑ Leadership team	from: Term 1 to: Term 4	100%

Activity 6	Transition BBQ to support students/family transition	☑ All staff	from: Term 1 to: Term 1	100%
Activity 7	All staff to partake in CUST Cultural Awareness Training	☑ All staff	from: Term 1 to: Term 2	100%
Activity 8	Collect positive data for SWPBS - exemplar West Horsham Primary	☑ SWPBS leader/team	from: Term 1 to: Term 4	100%
Activity 9	Referrals flow chart for wellbeing	☑ Wellbeing team ☑ Leading teacher(s)	from: Term 1 to: Term 1	100%
Activity 10	Review student leadership roles and structures	☑ Student wellbeing co-ordinator ☑ Student leadership coordinator	from: Term 1 to: Term 4	100%
Activity 11	Unpack ATOSS data with students	☑ Student wellbeing co-ordinator ☑ Leadership team	from: Term 1 to: Term 3	50%
Activity 12	Strengthen Koorie inclusiveness at Edenhope College	☑ Leadership team ☑ All staff ☑ Wellbeing team	from: Term 1 to: Term 4	50%

Activity 13	Roll Tier 2 SWPBS actions out in the learning environment	☑ SWPBS leader/team ☑ All staff	from: Term 1 to: Term 4	25%
Activity 14	QR code Rooward tickets system to help promote student rewards and lessen staff workload	☑ SWPBS leader/team	from: Term 1 to: Term 4	100%
Activity 15	Targeted professional development to support collaboration and help develop staff shared expectation of work in 2023. Mallee Connect PD Term 1 and 3	☑ All staff	from: Term 1 to: Term 4	100%

Future planning	Goal 1 Reflection We have continued our focus on staff collaboration in 2023 which is evident in from our staff opinion data. Teacher Collaboration from 39% (2019) to 65% or above - 61% in 2023. Unfortunately our work with our cluster partners has declined in this area limiting the abilities of some teachers to work in a collaborative space outside of the school, particularly specialist teachers. In saying this, some staff have created partnerships with teachers from within the cluster through the work we have previously done and they have individually continued in this space. Our faculty areas have helped to improve teacher collaboration as has the PLC enquiries we have led. We have made limited headway with our other teacher focused targets which will be a focus moving forward to unpack and where we are missing the mark around collective efficacy and how we can collectively improve academic emphasis. Collective Efficacy from 35% (2019) to 65% or above - 41% in 2023 Academic Emphasis from 33% (2019) to 65% or above - 41% in 2023 Interestingly Academic emphasis has never been higher than 36% in the past five year period, which makes questions whether we focus too strongly on student wellbeing and engagement and can't get the balance right or potentially has something to do with the changing cohort of students and declining student numbers. Whilst our an aspect of our goal was to focus on improving numeracy, our focus was on improving literacy, specifically reading. Our performance in this space has been positive, but also raises further questions. For the % of students with medium or high relative growth from years 3, 5, 7, & 9 we are an influence school, however % pf students in strong or exceeding in Year 9 is low (renew). It is great to celebrate the the improvement but it raises the question that these groups tested very poorly in year 7 and although they have had significant relative growth they are still performing at a low level. Goal 2 We have seen some positive trends towards achieving our SSP goals and targets,to improve whole school engagement in learning. We have hit one target and 3 others are very close to reaching. A challenge moving forward will not only be to reach the four target areas, but to maintain the levels of engagement. Our 4 year targets with 2023 results:

Student voice and agency from 38% (2019) to 60% or above - hit 60% in 2023 Self–regulation and goal setting from 55% (2019) to 70% or above - 64% in 2023 Stimulated learning from 47% (2019) to 65% or above - 61% in 2023 Motivation and interest from 50% (2019) to 70% or above - 62%   Whilst our Atoss data, in the focussed areas, has been positive, as a staff we have further work to embed practices, such as peer observations, using pivot data to inform and improve practice, clarifying unpacking the instructional model for consistent application and understanding to improve student outcomes and expanding our PLC approach across meetings, continuing to shift our focus from admin to enquiry.   Our Core Wellbeing team provides a lot of intensive support for staff and students with much of our focus being on student support, staff professional learning, restorative conversations, embedding the tap in/tap out process and unpacking the NCCD with staff. Into 2024 it is important that this work continues and we have a collective focus on attendance, an area we are continuing to have challenges with, particularly our top ten at risk students. . Focus Areas for 2024: To: - Build data literacy and collaboration amongst staff - using elastiks, embed PLC enquiries within the meeting schedule (e.g. Faculty based,   whole school and wellbeing and engagement). - Build the capacity of leaders to lead data informed differentiation - Continue our focus on reading, particular focus group will be the Year 10s due to the potential impact on VCE results   Actions - Unpacking of Staff Opinion Survey for collective understanding and to focus on building collective efficacy, building trust - Focus time for staff to embed explicit direct instruction into practice. Potential Professional Learning with Horsham West - Whole school/Wellbeing and Engagement focusing on attendance - working with whole school community to unpack - Peer observations need to continue to be pushed through PLC - Instructional model needs to be understood by staff - Member of Literacy COP   Moving into 2024 it will be important for us to embed our practices and not over complicate our strategic direction, potentially losing clarity and focus of our direction. We will have a strong focus on our whole school review in Term 3, 2024, which will assist us to reevaluate and set out our future direction.

Monitoring and Self-assessment - 2023

SEIL Feedback

Submitted Feedback
The self evaluation of the 2023 by the staff at Edenhope College is an accurate reflection of the schools performance.   The College has continued to focus on staff collaboration in 2023 which is evident in staff opinion data. A future focus is for the school to investigate the benefits of cluster arrangements with neighboring schools to increase opportunities for the students and teachers to work in a collaborative, innovative space. The school learning focus was on improving literacy, specifically reading and the performance in this space has been positive. For the percentage of students with medium or high relative growth from years 3, 5, 7, & 9 the school was an influence school,   Edenhope College's other major focus was on student wellbeing and there has been some positive trends towards achieving the SSP goals and targets to improve whole school engagement in learning. The school has achieved one target and is on track to achieving three others. A challenge moving forward will not only be to reach the four target areas, but to maintain the levels of engagement. The 4 year targets with 2023 results: Student voice and agency from 38% (2019) to 60% or above - hit 60% in 2023 Self–regulation and goal setting from 55% (2019) to 70% or above - 64% in 2023 Stimulated learning from 47% (2019) to 65% or above - 61% in 2023 Motivation and interest from 50% (2019) to 70% or above - 62% Moving into 2024 it will be important for the school to embed practices and not over complicate its strategic direction. The major focus for 2024 will be the school review in term 3. The school leadership has acknowledged the need to further embed teaching and learning practices in a collaborative manner with a focus on practices such as peer observations, using pivot data to inform and improve practice, clarifying unpacking the instructional model for consistent application and understanding to improve student outcomes and expanding our PLC approach across meetings, continuing to shift our focus from admin to enquiry. Into 2024 it is important that work also continues to target wellbeing and to have a collective focus on attendance, an area the school continues to have challenges with, particularly at risk students. **Submitted by Robert Pyers (SEIL) on 27 January, 2024 at 08:51 AM**
Edenhope College - collegiate meeting 7 June Learning Current focus is the Instructional Model and building data literacy across the school. A lot of sharing of student data has occurred in first semester. IM is visible(posters) but peer observations have not occurred. Teachers will nominate a focus part of the IM for their Pivot survey, that will then be a focus for peer observations in Term 3. Trevor can look at a lesson plan on Xuno for any staff member – some are more detailed than others. An example shown where the teacher has used the IM for the lesson plan. Not all staff are at that level. The intention is to use data in all meetings. Staff are feeling more comfortable in contributing to a data discussion. Three staff lead the PLC work. Focus is always on data. There is a centralised College data base, some of the data is colour coded. NAPLAN and PAT are listed. Suggestion is that all the data be colour coded for ease of use, and that Teacher Judgement be added as well. Assessment schedule is still being updated. SWIVL – RM has filmed a lesson and shared it with staff, the intention is for staff to be using the SWIVL regularly as well as starting peer observations. Wellbeing SWPBS is the focus. Lisa Douglas is providing support. Tier 1 is complete. QR codes for Roowards for each teacher are now being used, students go online to fill in the information re who gave them the Rooward and what value it was for. Tier 2 will start rolling out once survey is completed today. The language of SWPBS is building slowly. Building student agency is a focus – students are leading all assemblies and school tours, a teacher is designated as the student agency leader. A student leadership camp held, rural student ambassador 4 days in Melbourne in progress, 3 students on school council. A number of cluster camps have occurred with Goroke and/or Balmoral. Xuno now being used to collect both positive and negative data on student behaviour incidents.   A PL on agreed behaviours and shared language done and will be revisited in Term 3. There are staff who are not adhering to school norms e.g. wearing a hat outside in Term 1 and 4. Mallee Connect happening next term. Termly surveys have been introduced to review AtoSS data – this is new, previously students weren't aware of AtoSS results.

Just a few areas would be the focus each time. Student leaders will run the feedback sessions. The internal survey takes out the 'sitting on the fence option' but students don't like that. Jo A will work with the school to unpack what students are thinking e.g. what would 'I want to learn new things' look like? MHP working 4 days per week – doesn't fit within the funding guidelines, so Edenhope C are funding.   Transition BBQ held for all students and families new to the school, all Foundation and all year 7 students and families. CUST training completed, KESOs visit the one ATSI student fairly regularly. Attendance continues to be an issue. Trevor feels that progress is slow but steady.

Submitted by Joanna Day (SEIL) on 07 June, 2023 at 01:52 PM