

School Review Report

Prepared for
Hawkesdale P-12 College
Barwon South West Region
School Improvement Division
Department of Education & Early Childhood
Development

2009

- **School Number** **5434**
- **Principal** **Colan Distel**
- **School Council President** **Andrew North**
- **Type of Review** **Diagnostic**
- **School Reviewer** **Bob Neal**
- **Date of Review Meeting School** **1 - 2 September 2009**
- **Date of this Report** **17 September 2009**

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1.0 Executive Summary – Hawkesdale P - 12 College

Hawkesdale P – 12 College is very proud of the P – 12 structure of the school and of the strong sense of community and cohesion that characterises this small college. As a caring school with approximately 260 students, Hawkesdale P – 12 College has demonstrated a commitment to providing a comprehensive curriculum designed to cater for the needs of students from prep to year 12 – from the early years to the later years. Of particular claim to fame is the school’s success in providing a supportive environment for all students in which every effort is made to ensure that the individual needs of students are identified and addressed.

Considerable efforts have also been made to broaden the experiences of students through the provision of extensive opportunities via the curriculum and the extracurricular programs that are provided – including community activities, camps, excursions, sporting activities, arts and performance, work experience, ICT linkages and well developed pathways to post school options.

As part of the review process, the school’s self-evaluation report presented an overview of its performance over the past three years, outlining the achievements and strengths of the school and providing a critical assessment of the issues and concerns that have been identified. The school has worked to strengthen the curriculum and to expand the range of pathways for students in the later years. The expansion of options and programs at years 10 to 12 has been a real feature of recent years, and it represents a major achievement. The innovative use of ICT throughout the school has received widespread recognition throughout the education community.

After a period as acting principal since late 2007, Mr. Colan Distel was appointed as the principal of the school in Term 1, 2009. This appointment has resulted in a strong sense of direction and drive both within both the leadership team and the school community. There is a widely held belief that the time is right for change in a number of areas. These developments were obvious in the discussions that the reviewer held both with staff at the school before the review day and also with the leadership team during the review panel meeting.

In the review meeting, the student achievement data was examined in detail. The VELS English and mathematics results for prep to year 10 over the past three years showed that the school’s mean scores are generally close to state means and the percentile report would suggest that the results are generally within both the expected levels based on the

SFO percentile rankings. The mathematics results, however, have been relatively lower than the English results although there is evidence of an improving level of mathematics achievement.

The VCE student data presented results that showed continuing stronger performance on English data, but declining results in most other studies, including in the two mathematics studies. The school's VCAL program on site at Hawkesdale had satisfactory completion rates at above the state means and the participation rate were also above the state level. The VET data indicated that both participation and completion rates continued above state levels in most years 2005 – 2008. Overall, therefore, the data was characterised by some pleasing results, however, there are significant areas of concern about some aspects of the school's performance, particularly with the VCE program.

The overall finding in the student learning achievement area was that given that the school's aim had been to raise performance levels in literacy and numeracy, the results did not show the gains that the school had expected in the key areas of English and mathematics. On the basis of these results for student learning, the review panel acknowledged the need to continue to focus on improved levels of student achievement in all domains of the curriculum, but especially in English and mathematics. There will be a particular focus in the next strategic plan on raising expectations and achievement to higher levels. The reviewer has therefore recommended that the learning goal for the next strategic plan should aim to achieve high quality learning outcomes for students, with a particular focus on literacy and numeracy performance.

Transition and pathways issues have been a priority for the school, especially the provision of support for students in the later years participating in the increasing range of programs providing pathways to post-school options. To continue the priority on transition and pathway support at the school, the reviewer has recommended that the transition goal for the school should aim to strengthen the school transition processes for all students at key points in their schooling and develop appropriate pathways to post-school options.

In the areas of student wellbeing and engagement, the school has placed considerable priority on supporting students to develop positive relationships and on promoting a positive learning environment. The results of the students' attitude survey and the survey results from staff and parents indicate opportunities to strengthen the relationships that exist throughout the school community. This will include actions to strengthen student leadership throughout the school. The school has also demonstrated considerable effort over recent times to support improvement in the areas of behaviour and attendance. The increasing

need for effective behaviour management practices within a positive and supportive school environment has also been targeted for action. A commitment to further improvement in these areas will continue in the next strategic plan.

As the result of the very broad ranging and comprehensive discussion during the review meeting on the matters presented in the school's self-evaluation report, the reviewer recommends the goals and key improvement strategies for the next strategic plan, as indicated in the table below.

Student Learning	
Goal	Key Improvement Strategies
<p><i>To achieve high quality student learning outcomes for all students across all areas of the curriculum with a particular focus on literacy and numeracy.</i></p>	<p>Teaching & Learning</p> <ol style="list-style-type: none"> 1. Implement a whole school approach to teaching and learning through the implementation of VELs, and the e⁵ Instructional Model, designed to improve the teaching and learning practices and develop an agreed pedagogy P - 12 throughout the school. <p>Data & Accountability</p> <ol style="list-style-type: none"> 2. Establish a rigorous system of accountability and data analysis by which the school and student performance can be tracked and evaluated. <p>Performance & Development Culture</p> <ol style="list-style-type: none"> 3. Enhance the performance and development culture of the school and improve pedagogical practice by encouraging increased professional interaction, a team approach to planning and teaching, peer observations, coaching and a focus on teacher reflection.
Student Pathways & Transitions	
Goal	Key Improvement Strategies
<p><i>To provide effective school transition processes for all students at key points in their schooling and develop appropriate pathways to post-school options.</i></p>	<p>Primary Transition</p> <ol style="list-style-type: none"> 1. Promote positive links with the local preschools and primary schools to support the prep transition program and the transfer of students at years 6 to 7.

	<p>Pathways</p> <p>2. Continuing development of student pathways and the broadening of options, particularly in senior levels, by strengthening partnerships and links with other education providers, industry and community agencies.</p>
<p>Student Wellbeing & Engagement</p>	
<p>Goal</p>	<p>Key Improvement Strategies</p>
<p><i>To promote high levels of student engagement in learning and feelings of wellbeing as reflected in the students' positive behaviours, regular attendance and levels of motivation for classroom learning.</i></p>	<p>Leadership & Engagement</p> <p>1. Promote student leadership opportunities across the school with the view to improving engagement and an increase in the levels of motivation and connectedness.</p> <p>Behaviour & Attendance</p> <p>2. Promote improved levels of student engagement through the implementation of strategies and programs designed to promote positive behaviours and to reduce levels of absence and late coming.</p>

Conclusion

Both the positive features of the school's program and the school's success in providing for the wide range of students' needs deserve to be recognised and applauded. The staff and school community have worked well together to meet the needs of the students and to provide a supportive learning environment.

There is a strong commitment on the part of the principal and the staff to strengthen the school as a successful learning organisation, delivering high quality outcomes with strong and expanding links to a broader local community. The school will be aiming to support students to develop higher expectations and high levels of motivation and wellbeing.

As reviewer, I hope that the inclusion of these recommended goals and key improvement strategies into the next strategic plan will result in continuing improvements for Hawkesdale P - 12 College. I wish the school every success with its continuing efforts.

Bob Neal
Reviewer
September 2009

2.0 Methodology

The school's self-evaluation report provided an outline of the process used at the school to prepare the report and develop the recommendations. With the leadership team at the school coordinating the process, the staff analysed the data and prepared recommendations for consideration by the leadership team, all members of staff and school council. Considerable input was provided from focus group discussions that were organised by the school during the self-evaluation process and held with staff, parents, school council and students. The final report presented a review of the school's performance over the past four years and a set of recommended priorities for the future directions of the school.

In the opinion of the reviewer, the school's self-evaluation report provided a useful overview of the school's situation, with a summary of the current performance and achievement data and a set of recommended goals and strategies to support improvement at the school in the next strategic plan.

The reviewer undertook a preliminary visit to the school on the 15th June 2009. This provided the opportunity to meet the Principal, Colan Distel, and staff, to visit classrooms and to examine the grounds and facilities. The reviewer also met with Jane Maine (the RNL for the school) to discuss the terms of reference for the review. The following statement was prepared for the terms of reference and to identify the areas for special consideration:

- *Middle Years Literacy & Numeracy to review the effectiveness of current practices to promote improvement.*
- *Student Engagement with a focus on issues around Connectedness to Peers and Teachers.*
- *Provision arrangements – the extent to which we are meeting the needs of students Years 10 – 12.*

Arrangements for the review panel meeting were finalised during the visit and copies of the school level report, strategic plan, annual reports and surveys were collected. The self-evaluation report was forwarded in early August.

To enable the reviewer to gather information and feedback from the school community as part of the diagnostic review process, a series of discussions were planned for the 31st August. Confidential 20 minute interviews were held with all teachers to enable the reviewer to access the views of staff. These interviews identified the strengths of the school, discussed issues/concerns and considered strategies for improvement. Information from

these discussions was reported back to the review and the issues were subsequently addressed in the review meeting.

The review panel meeting was held on the 1st September 2009 with the following participants:

Principal	Colan Distel
School Council President	Andrew North
Leadership Team Members	Jeff Keith
	Frank Huglin
	Marg Murnane
	Max Wines
Regional Network Leader	Jane Maine
Reviewer	Bob Neal

The meeting provided the opportunity to consider a range of school performance data and to review the achievements of the last four years of the current strategic plan. The strengths of the school were highlighted, the opportunities for improvement were identified and recommendations for the school's next strategic plan were discussed.

Following the review, a presentation and discussion session was arranged with staff and a presentation was provided to school council

3.0 School Context

Hawkesdale is located in south-western Victoria in an area surrounded by Koroit, Port Fairy, Woolsthorpe, Macarthur and Penshurst. The town is about 42 kilometres north of Warrnambool in an area dominated by a mix of farming and related activities.

The P – 12 College was established in 1994 as the result of the merger of the local primary school and secondary college. The school underwent a steady increase in enrolments from 1998, when there were 235 students, to 319 students in 2006. Since that time there has been a relatively significant decrease in enrolments to 263 in 2008. The loss of the community VCAL program in Warrnambool at the end of this year will see an enrolment decline of about 30 students for 2010. This enrolment trend reflects both the changing demographics of the local area and the enrolment of students into other schools in the area. The current enrolment has an SFO index of 0.50 that places that the school at the 50th percentile. This suggests that the socioeconomic status of the school community is higher than 50% of all schools – an indication that the expected level of student performance should be close to the state average figures. 45% of families are in receipt of the Education Maintenance Allowance.

The staffing level consists of a principal, assistant principal, 23 EFT teachers and 11 education support staff.

The school offers a comprehensive curriculum program for 13 years of schooling that aims to address the learning needs of students in a stimulating and supportive environment. The curriculum is further enriched by the specialist program and a broad range of extracurricular activities. In the later years, the school offers a variety of vocational and academic pathways for students.

The ICT program at the school has been widely recognised for the innovative and comprehensive approach taken to the implementation of computers in the classroom and the support provided to promote student learning.

The school is located on a large site with considerable development of the buildings and grounds over many years. The grounds provide for a range of activities and programs, including an oval, playground, multi-purpose courts and a garden area. There is currently a major building project underway that will provide new P – 4 classrooms and improved facilities in the multipurpose hall.

4.0 Evaluation of Performance

4.1 Student Learning

What student outcomes was the school trying to achieve?

The student learning goal in the school's strategic plan aimed for improvement in literacy and numeracy outcomes for students with a particular focus on middle year's students and the years 1 and 7 cohorts in 2005.

To achieve this goal, targets were established that aimed for progress at a rate equivalent to one progression point or more in literacy and numeracy for particular cohort groups.

What student outcomes did the school achieve?

The school's self-evaluation report provided an analysis of the performance data in the student learning area that related to the specific targets in the strategic plan. The review meeting considered the student learning outcomes based upon the available data from the following data sets:

- Prep to year 2 reading results.
- VELS English and mathematics dimensions for prep to 10.
- AIM and NAPLAN data.
- VCE, VET and VCAL data.

This analysis was considered in detail during the review meeting. As the result of the discussion in the panel meeting and the reviewer's assessment of the data, the following observations were made. Additional data was also presented that had resulted from the discussions that the reviewer had conducted prior to the review meeting.

P - 2 Reading

- The years 1 and 2 reading assessment data has generally shown consistently high performance levels over the past three years (except for the year 1 2008 result).
- The prep results were significantly above the state means in 2005 and 2006, but the results in 2007 and 2008 were a little below the state means.

- The school's results (except year 1 2008) over the three years were generally positive relative to the SFO percentile range, with the school's performance generally at or above the expected SFO levels.

VELS English and Mathematics

The combined graphs for prep to year 6 results over the past three years showed the following trends:

- Increasing percentages at above expected levels (A and B) in most literacy and numeracy dimensions over the 2006 – 2008 period. There were generally very low percentages at the D and E levels (from 0 to 18%) in all dimensions.
- In the English results, reading had higher percentages at the A and B levels than writing and speaking and listening.
- Mathematics results had higher percentages at the A and B levels in number than in measurement.
- For all English and mathematics dimensions, the majority of students were assessed at the C level (between 55 and 90% of all students).
- Very few students were assessed at an A level in both of the mathematics dimensions from 2006 to 2008.

The combined graphs for the VELS data years 7 to 10 generally showed both increasing percentages at above the expected levels (A and B) and increasing percentages below the expected levels (D and E) – from 12 – 31%. The result was an increased spread of student results over the three year period.

The separate dimension data in English – reading, writing and speaking and listening for each year level – indicated that the P – 6 results generally indicated a higher relative performance than the years 7 – 10 data.

- Increased percentages at and above the expected levels over the three years in the P – 6 results.
- Much lower percentages at below the expected levels in P – 6 than in 7 – 10, and increasing percentages at below the expected levels over the period 2006 – 2008 in the years 7 – 10 data.
- Overall, the mean scores for the P – 6 English results were relatively higher than the years 7 – 10 results.

- A pleasing result for the English dimensions was that on the expected SFO percentile ranking many of the 2006 and 2007 school means were generally at or above the expected levels, except in year 6 2007. The anticipated percentile rankings for 2008 are expected to indicate significant gains, especially in years 2, 3, 6, 9 and 10. The percentile rankings for 2008 years 1, 4, 5 and 8 are expected to decline.

In the two VELS mathematics dimensions, the results show that the school's mean scores in the P – 10 levels in measurement and the 7 – 10 levels in structure were generally at or above the state means over the three year period, and the results for number P – 6 were not as strong.

- The school's SFO percentile rankings for 2006 – 2007 in the SLR indicated that the numeracy results were generally at or above expected levels. The impact of particular cohorts was however evident in producing lower results in some years. The trend from 2006 to 2007 was generally positive at most year levels and, with the expected improvement in the 2008 results, the overall outcome has been positive.

The table below shows the two year growth levels

VELS Growth over Two Years (or One Year) 2006 to 2008

		Reading	Writing	Number	Measurement
07 - 08	(P – Yr 1)	(0.67)	(0.64)	(0.54)	(0.50)
06 - 08	P – Yr 2	0.96	0.79	0.86	1.0
06 - 08	Yr 1 – Yr 3	0.98	0.93	1.01	0.94
06 - 08	Yr 2 – Yr 4	0.75	0.78	0.88	0.78
06 - 08	Yr 3 – Yr 5	0.92	0.82	0.90	1.01
06 - 08	Yr 4 – Yr 6	1.15	1.18	1.02	0.98
06 – 07	(Yr 5 – Yr 6)	(0.42)	(0.49)	(0.47)	(0.46)
				Structure	
07 – 08	(Yr 7 – Yr 8)	(0.14)	(0.20)	(0.5)	(0.4)
06 - 08	Yr 7 – 9	1.13	1.05	1.18	1.10
06 - 08	Yr 8 - 10	1.0	1.01	1.14	1.02
06 - 07	(Yr 9 – Yr 10)	(0.59)	(0.46)	(.76)	(.61)

These figures indicate the strength of some cohorts ahead of others. In the review meeting, the performance of the year 2 2006 to year 4 2008 cohort was discussed, with the school providing several factors to account for the relatively lower performance. The relative strength of the secondary cohorts in literacy and numeracy was noted.

AIM and NAPLAN Data

The AIM/NAPLAN results presented trends in the school's results over time.

- The self-evaluation report provided data on the cohort growth using AIM assessments over the period 2005 – 2007. In number, the growth target of 1.0 level was achieved, but not in reading.
- The AIM reading data suggested that both the years 3 and 5 results reflected the VELS performance trends over time. The school's performance was generally at or above the expected levels on the SFO percentile rankings. These outcomes continued in the 2008 NAPLAN results for years 3 and 5 reading.
- The 2008 NAPLAN writing results were stronger than the reading outcome for year 3, with the school's mean scores well above both the state mean and the SFO ranking in year 3, but well below the state mean and the expected SFO levels in year 5. This reflects the pattern in VELS results.
- The AIM number result showed similar trends for both years 3 and 5, with the school's means generally below the state means and the expected SFO ranking. The year 5 2007 ranking, however, was very close to expected levels. The 2008 NAPLAN numeracy results reflected the improving levels in the VELS results, with both levels above state means and the SFO rankings, with much stronger results for year 3 than for year 5.
- The NAPLAN results in years 3 and 5 generally reported greater percentages well above expected levels than reported on the VELS results.
- The years 7 and 9 NAPLAN results indicated that the year 7 results for reading, writing and numeracy were much lower than state means and expected SFO levels – especially in reading and number in year 7; whereas the year 9 results were much stronger, especially in reading and numeracy. This pattern reflected 2008 VELS assessments.

Summary – Prep to Year 10 Overview

In the school self-evaluation report, the school indicated that it had not achieved the very specific targets set in the strategic plan. In a more general sense, there have been signs of improving student learning outcomes.

The VELS English results for prep to year 10 indicated that while the school's means are generally close to state means, the percentile report would suggest that the results are generally within the expected levels – based on the SFO percentile rank. The mathematics

results, however, have been relatively lower although there is evidence of an improving level of mathematics achievement.

The 2008 VELs and NAPLAN results report signs of relative strength, e.g. the year 3 results in reading, writing and numeracy, the year 5 results in reading and numeracy and the year 9 reading and number results.

The low results for year 7 in 2008 on VELs and NAPLAN are cause for concern along with the writing results at a number of levels.

Overall, the school's student learning data therefore indicated positive results for several measures. The prep to 6 mean data for the school at most year levels for VELs indicated higher results than the state means and generally positive results relative to the SFO percentile rankings. The relative performance of most of the P – 2 results have continued to show growth, and the early years have maintained relatively high achievement levels over the 2006 – 2008 period. For the years 3 – 6 data, years 3 and 6 data has shown a greater relative improvement than the years 4 and 5 in most of the VELs performance measures. While the 2006 – 2007 AIM results have not been as positive as the VELs assessments, the NAPLAN results have presented results closer to the state means and expected SFO rankings in most areas (except year 7).

In conclusion, the achievement data suggests that there have been gains over the past three years, and the evidence suggests that the 2008 data confirms this trend in some key areas. Nevertheless, while there has been improvement in a number of the student learning results, the need for continuing improvement in all areas of literacy and numeracy has been recognised by the school.

VCE Results

While little VCE data was presented in the self-evaluation report, the review panel considered the key results.

- The school's allstudy mean scores have traditionally been at or above the state mean, but the result dropped to below the state means in 2008. Of the 15 studies undertaken at the school in 2008, 60% of the study scores for the individual studies were below the state mean for the study, with the exception of English and five other studies. When the school means were shown on the percentile chart against the SFO percentile range for each study, the average results over 2005 – 2008 show that about 68% of the school's results were at or above the expected level. This suggests that the VCE performance levels have declined significantly over the period of the current strategic plan.

- The school’s VCE 40+ results decreased from being well above the state mean in 2004 (10.8%) to being well below the state average in 2007 (1.8%) and in 2008 when no students achieved a study score of 40 or over in any of the studies undertaken.

VET/VCAL

- VET results indicated that the percentages from 2005 to 2008 for the satisfactory completion rates were above the state mean in all years except 2007. From 2006 to 2008, the VET participation rates increased and were higher than the state means. In 2008, the school had 31.1% of students undertaking at least one VET unit, when the state mean was 24.6%.
- The VCAL participation rates increased significantly from 41% (state 12%) in 2006 to 54% (state 12.7%) in 2008. The satisfactory completion rates however dropped from the relatively high levels in 2005 to well below the state average in 2006 – 2008. In 2008, 44% satisfactorily completed units at the school, when the state completion rate was 76%. These figures for 2006 – 2008, however, incorporate the results of approximately 30 students enrolled each year at an offsite campus in Warrnambool conducting a special Community VCAL program (and that is due to end the links with Hawkesdale P – 12 as the auspicing agency at the end of this year). For the smaller number of students on site at Hawkesdale undertaking a VCAL program, the figures are more positive, with completion rates close to 100% over the 2006 to 2008 period.

Student Achievement – VCE/VCAL/VET

The VCE student data presented results that showed continuing stronger performance on English data, but declining results in most other studies, including in the two mathematics studies. The school’s VCAL program on site had the results for satisfactory completion rates continue at above the state means and the participation rate continued at above the state level. The VET data indicated that both participation and completion rates continued at above state levels in most years 2005 – 2008. Overall, therefore, the data was characterised by some pleasing results, but there are significant areas of concern about some aspects of the school’s performance, particularly with the VCE program.

Why did the school achieve / not achieve improved student outcomes?

The self-evaluation report identified several factors that had contributed to positive teaching and learning outcomes over the past three years. These included:

- The implementation of professional learning teams increased *the commitment of staff to participate in professional conversations and learning related to numeracy and literacy* (SSE, page 10). These teams are highly regarded by staff as having a positive impact on planning and improving outcomes. The efforts of the principal and leadership team in establishing these teams were widely recognised by staff.
- The development of a data plan to collect other sources of data as an indication of student progress, including standardised tests, assessment tasks, annotated work samples and on demand testing.
- Introduction of the one hour numeracy block in the primary classes.
- Involvement with the regional PLAT initiative has impacted on the mathematics outcomes.
- The allocation of teachers to years 7 and 8 classes for more than one subject, e.g. for English and SOSE or for mathematics and science, has increased teachers' understanding of the needs of students at these levels.

While these factors had supported teachers, the self-evaluation report listed several factors that had reduced the effectiveness of classrooms. These included:

- The absence of appropriate assessment data in mathematics that has created difficulties with the moderation and judgement of VELS performance.
- The need for *an effective assessment tool that will track student literacy and numeracy progress*. The self-evaluation report (page 11) indicated the need for an electronic online tracking program that was updated regularly to enable teachers to make reliable and consistent judgements on student assessment.

During the review panel session, the various elements of the Effective Schools Framework were considered. In these discussions, the panel members identified the following areas as strengths at Hawkesdale P – 12 College:

- the development of the learning community through the promotion of a shared vision and goals;
- the strengthening of the professional leadership throughout the school;
- the continuing focus on teaching and learning;
- the provision of a stimulating and secure learning environment for students;
- an increasing level of accountability and data analysis.

As a guide to areas requiring greater development, the panel identified the following elements for continuing improvement:

- the provision of purposeful teaching, including increased attention to the matching of teaching strategies to learning styles;
- the promotion of high expectations of student learning at all levels throughout the school;
- further focus on teaching and learning, especially on the strengthening of the pedagogy and the continuity of the programs from prep to year 10;
- continuing use of data and the analysis of results to support the assessment of student performance.

In the review session, many other issues were discussed with the panel members regarding the influences on the level of student learning outcomes. These areas included:

- The school has identified the need for a strong commitment to improving the quality of instruction and continuing to build the capacity of classroom teachers to provide successful teaching and learning environments. The progress with implementation and documentation of VELs courses and PoLT practices was considered. To provide ongoing support for this strategy, the school will consider implementation of the e⁵ Instructional Model along with the other curriculum planning the school has undertaken. The plans in the next strategic plan to address the quality of the teaching and learning will reflect this commitment.
- The need to develop ‘higher expectations’ of students – reflecting the NAPLAN results for higher performing students. The school plans to review the extent to which programs and strategies that are specifically designed to extend and challenge the higher performing students are provided and implemented.
- The parent opinion survey results have generally reflected relatively low levels of support for the school on many of the variables. Of the 18 variables in the 2008 survey 12 of the results were below the state mean for P – 12 schools and well below the 60th percentile. The review meeting acknowledged the need to continue to monitor the survey results and to further develop the levels of parent participation with the school.
- The 2009 results of the students’ attitude to school surveys were available for the review meeting. The years 7 – 12 survey results for teaching and learning demonstrated a significant improvement on the 2008 figures. The 2009 results were

regarded by staff as providing a more accurate indication of the students' feelings about the school than the 2008 data. Most of the results on the 2009 survey were in the third quartile, which represented an improvement, especially for student motivation and learning confidence. In the 2009 year 7 – 12 survey, most of the measures of teaching and learning were generally rated well above the 75% percentile along with the items relating to both wellbeing and relationships. The implications of the different results for the year levels and for boys and girls, especially in years 8 and 9, were also discussed during the review.

- The results of the 2009 years 5 and 6 students' attitude to school survey demonstrated a downturn on most of the measures from the 2008 figures. The survey results have shown varying perceptions on many of the measures for boys and girls and for year 5 compared to year 6. Most of the combined results for all years 5 and 6 students are in the first quartile in 2009, suggesting the need for further investigation and a consideration of the impact of the results on learning outcomes. The overall results will be addressed in the next strategic plan.
- The staff survey reflects changes in the organisational climate and reflects the changing views of the staff over the last three years. While the 2006 and 2007 results indicated that in most areas the school's data has been below the mean for P – 12 schools, the 2008 and 2009 staff survey data presents a more positive staff view with the 2008 results above the 2009 levels on most of the scales. When rated with all schools, however, the Hawkesdale results are well below state wide school means on almost all variables. The improving trend reflected the comments from teachers during interviews with the reviewer in which the teachers indicated that following the appointment of the new principal, there has been a more positive staff climate and a greater level of willingness to contribute to improvements across the school. The results have been targeted for further improvement in the next strategic plan, with a strengthening of the performance and development culture of the school and the building of capacity and competencies of teachers to develop more powerful pedagogical strategies to improve student outcomes.

In conclusion, the school's self-evaluation process and the review discussion provided a valuable opportunity for staff to reflect on the achievements of the past three years. How to improve the quality of instruction and build the capacity of the classroom teachers to provide successful teaching and learning environments is the continuing challenge identified by the school. The plans in the next strategic plan will identify the school's responses to this challenge.

The interviews and discussions conducted by the reviewer during the review process identified many of the issues that were discussed in the review meeting. While many positive aspects of the school were highlighted, there were several significant improvement opportunities identified. These were discussed during the review and will be incorporated into the plans for the future.

How effectively did the school manage its resources to support improved student outcomes?

Over the life of the 2006 – 2009 strategic plan, substantial resources were allocated to promoting student learning and to supporting the school's priorities. These were outlined in the school's self-evaluation and included:

- The allocation of staff and resources to improve the outcomes in literacy and numeracy, including the two-hour literacy block and the one-hour numeracy block, and the provision of classroom resources.
- Funding for staff professional learning, including the involvement of staff in network initiatives, e.g. PLAT and other leadership and staff development activities.
- Expenditure on resources and training for eLearning and ICT has been a significant commitment by the school, including the introduction of *wikis and blogs*.

The effectiveness of some expenditure was discussed during the review and the school plans to improve the management of resources and the targeting of professional learning activities to maximise the impact upon the school's priorities in the next strategic plan.

What can the school do in the future to continue to improve?

The review panel acknowledged that the school had focused on improving the levels of student achievement in English and mathematics and that there had been a number of improvements in the levels of performance. Nevertheless, it was acknowledged that the opportunity exists for significant further improvement in the student learning outcomes in literacy and numeracy across the school and especially in the areas of writing and spelling. Therefore it is recommended that the goal for the next strategic plan should focus on improving the levels of student performance, with a particular focus on student achievement in English and mathematics. The school's self-evaluation identified a number of strategies for continuing to achieve improvement in student learning outcomes. These were considered during the review meeting and others were added after discussion. The reviewer

therefore recommends the following goal and key improvement strategies for the next strategic plan:

Goal	Targets	Key Improvement Strategies
<p>Student Learning</p> <p><i>To achieve high quality student learning outcomes for all students across all areas of the curriculum with a particular focus on literacy and numeracy.</i></p>	<ol style="list-style-type: none"> 1. Set aspirational targets to increase the school's VELs results in English and mathematics over the four-year period and to improve the school's performance relative to past performance. The school should also aim to increase the percentages assessed at above the expected standards of performance. 2. Establish targets for improved outcomes in VCE and VCAL. 3. Set targets to achieve improved results on those scales within the staff opinion survey, the parent opinion survey and the students' attitudes to school survey that reflect on the quality of teaching, the curriculum standards and curriculum delivery and views about the quality of the learning environment. 	<p>Teaching & Learning</p> <ol style="list-style-type: none"> 1. Implement a whole school approach to teaching and learning through the implementation of VELs, and the e⁵ Instructional Model, designed to improve the teaching and learning practices and develop an agreed pedagogy P – 12 throughout the school. <p>Data & Accountability</p> <ol style="list-style-type: none"> 2. Establish a rigorous system of accountability and data analysis by which the school and student performance can be tracked and evaluated. <p>Performance & Development Culture</p> <ol style="list-style-type: none"> 3. Enhance the performance and development culture of the school and improve pedagogical practice by encouraging increased professional interaction, a team approach to planning and teaching, peer observations, coaching and a focus on teacher reflection.

The school should also consider some of the following implementation activities for inclusion in the annual implementation plans over the next four years to assist with the achievement of goals and strategies.

Teaching & Learning:

- Involve the whole school community in redeveloping a vision and values statement for the future direction of learning within the school community.
- Enhance teacher practice by developing an agreed pedagogy from P - 12 with an emphasis on the e⁵ Instructional Model.
- Continue to review the VELs programs, especially the updating of the mathematics and English programs.
- Use the professional learning teams as a powerful means of improving the teaching and learning outcomes for both literacy and numeracy. The teams should take responsibility for improving the learning outcomes P – 12 through initiatives that include teaching and learning, e⁵, data analysis, leadership development, ILPs, curriculum planning and target setting.
- Promote the concept of high attainment, excellence and quality outcomes as a goal for the students (and the school) – including reference in the school's goals, values and vision statements to the valuing of high academic outcomes and a striving for excellence.
- Review the current provision of assistance strategies and programs for students at all levels of achievement and develop/extend programs to better meet the diverse needs of students, including enrichment, enhancement and intervention.
- Provide teaching and learning programs that address the specific needs of various cohort groups e.g. boys, girls and PSD.
- Extend the use of ILPs in literacy and numeracy to plan for the needs of all students and to monitor their performance.
- Celebrate academic excellence and value adding.
- Provide ongoing staff professional learning in both literacy and numeracy, involving the use of internal expertise to share effective practice and provide access to external consultants.
- Promote the sharing of professional learning as an integral component of team, leadership and staff meetings.
- Analyse the opinion survey results with the view to identifying issues at each VELs level relating to curriculum delivery and classroom practice. Develop an

implementation plan to address the issues across the school, involving staff, students, parents and school council.

- Develop the school's eLearning plan to maximise the use of ICT in the classrooms to increase student engagement and learning outcomes.
- Provide ongoing and regular staff learning in ICT.

Data & Accountability

- Identify the 2009 student learning benchmarks in English and mathematics to use as a reference point for improvement during the next strategic plan.
- Analyse the student achievement data - VELS, NAPLAN and other school-based testing results to evaluate student progress, to better understand the performance of particular groups and cohorts and to inform teaching practice.
- Moderation of teacher assessment to be enhanced across the school and across domains to establish common interpretations of VELS progression points and increased consistency of teacher assessments.
- Use of online assessment tools, on demand testing and group moderation to promote the accuracy and consistency of teacher assessments of student progress on the VELS progression points.
- Promote whole school discussion on appropriate assessment processes and testing instruments for use at each year level.
- Undertake increased levels of testing for diagnostic purposes, including the use of numeracy interviews, observation surveys, etc.
- Use the assessment of student learning to facilitate goal setting, student centred learning and explicit focused teaching to meet individual and cohort learning needs.
- Promote best practice in the use of ongoing assessment and monitoring to inform team planning and classroom teaching.

Performance & Development Culture

- Use the Performance and Development Culture Self Assessment Framework to re-evaluate the Performance and Development Culture of the school and implement improvements in the key areas of the framework.
- Analyse the staff opinion survey to identify improvement areas within the organisational climate that impact on student learning outcomes.

- Strengthen team leadership and team membership in order to promote quality professional practice and to build staff expertise and a shared capacity, whilst providing direction for agreed and consistent approaches in planning, resource management and effective teaching practice.
- Enhance teacher practice by strengthening the professional learning teams to focus on effective teaching practice and to drive the learning improvements.
- A focus on collegiate reflection and the coaching initiatives to help improve professional practice across the school.

4.2 Student Pathways and Transitions

What student outcomes was the school trying to achieve?

The self-evaluation report outlined the school's plans in support of student transition and pathways.

For the later years, the school planned to continue to build pathway options to strengthen the retention results. The target was to achieve a level of real retention at or above the 75th percentile.

For the early years, the school aimed to have continuous improvement in the reading results for students involved in the year 1 reading recovery program. For these students, the targeted improvement was for 90% of the students to gain at least one CSF level in reading in every two years, as evidence of the success of the pathways support.

What student outcomes did the school achieve?

The very strong commitment at the school to broaden the range of curriculum options in the senior years and to provide students with positive pathways to post-school destinations has been reflected in the developments over the past few years.

The growth in the provision of opportunities for pre-apprenticeships and traineeships has resulted in increasing numbers of students gaining apprenticeships.

The continuing development of the VCAL and VET studies has involved significant numbers of students – with 31 students in years 10 to 12 undertaking at least one VET unit in 2008 and eight students involved in a VCAL program at the Hawkesdale site. The Community VCAL program at Warrnambool became a responsibility of Hawkesdale P – 12 College in 2006. Approximately 25 – 30 students have been enrolled in the program each year and their performance has been reported in the school's results data. The program will cease to be auspiced by Hawkesdale at the end of 2009.

The destination data and the On Track data reports on the destination of the students. While overall numbers at the senior level have declined in the last three years, the destination patterns have shown a shift towards increased entry to TAFE and apprenticeship. Almost all students are in further education, apprenticeships or employment after leaving school... a very positive outcome!!!

The Community VCAL program has had a downwards impact on the years 10 – 11 and years 11 – 12 retention figures, with the enrolment of significant numbers of off-campus students into and out of year 11 over the period 2006 – 2009.

At the early and middle years, the transition processes have provided support for students as they transfer through the school. There is a structured prep transition program that provides opportunities for preschool children and parents to be involved in activities at the P – 12 College.

With the P – 12 structure of the school, the transition from year 6 to 7 does not require a relocation of schooling for most students. Of the 30 students expected next year for year 7, 18 are currently in year 6 at Hawkesdale and 12 will transfer from the local primary schools.

The parents' response to the transition issue in the parent opinion survey would suggest that there has been improvement, with the 2008 result well above the 2006 and 2007 responses.

Why did the school achieve / not achieve improved student outcomes?

Major improvements in the provision of positive transition experiences and pathway options were discussed in the review meeting. The school is rightly proud of the achievements in these areas.

The efforts to improve the outcomes at the senior level have clearly been successful. These have included:

- The school has a *shared vision that all students will have access to a suitable program and will experience success* (SSE, page 21). This commitment results in the diversity of programs and pathways that are offered to students.
- Improved counselling services and careers advice that have resulted in more appropriate course selection within the school and further consideration of post school alternatives.
- The VET and VCAL programs focus on applied learning – with off-site work and study elements of the programs.
- The expansion of VET options has resulted in the provision of a more comprehensive range of VET programs.
- Increased attention to the counselling of students and the targeting of students towards appropriate courses has resulted in improved course selections.
- The MIPs program has contributed to the strength of the school's program and the On Track data has also provided information about student pathways. The review panel considered that the use of these programs could be reviewed so as to maximise the support provided to students and to enhance the monitoring of

students' pathways. Consideration will be given to using the MIPs Rubric to evaluate current practices.

- The continuing links with the LLEN and a wide range of outside agencies and employers have been important to the success of the senior years programs.

While these factors had contributed to the development of the later years programs, there were a number of concerns discussed by the review panel.

- The self-evaluation report highlighted the dilemma of providing the range of options at the senior level. The school is concerned that the vocational pathway options are seen by students as more attractive or more appropriate – because of the students' low expectations of their own abilities, opportunities for employment, income etc. and access to one or two days away from school each week. The need to increase students' expectations and levels of motivation were seen as a priority.
- The school has identified the need to improve study habits and attitudes to learning, along with improved course counselling and subject selection advice, as major priorities in the next strategic plan. This involves the strengthening of course counselling and MIPs planning earlier in the students' schooling.
- While there was little reference to the year 6 to year 7 transition in the self-evaluation report, the review panel discussed the processes for supporting students during this critical transition in their schooling. Consideration was given to the future organisation and structure of the school. Given the P – 12 structure – and the potential to restructure into three levels – early, middle and later years – a grouping of years 5 – 9 into a middle years sub school would address some of the years 6 – 7 transition issues and provide a more appropriate structure to support the middle years program.
- The review meeting also discussed the need to strengthen the school's liaison with neighbouring primary schools and the promotion of the links with parents and teachers in the primary schools was identified for future action.

How effectively did the school manage its resources to support improved student outcomes?

Substantial resources are allocated to support the processes and programs that assist transition and pathway planning. The allocation of staff to these roles is seen as a priority and financial support is provided to the programs.

Liaison with the feeder primary schools is a continuing priority of the school and is designed to build relationships with the primary schools' staff, students and parents.

At the senior years, the resources provided to support pathway planning and career counselling for students were largely focused on meeting the needs of individual students. Support for visits to work experience locations and information sessions for tertiary institutions, e.g. in Ballarat, received the major funding support.

The MIPs resources were used for supporting a counsellor for students at risk. The services for counselling and pathways planning are provided by teachers and ESO staff for students at the later years levels. The school plans to review the MIPs expenditure to specifically target pathway planning and to explore the link with career and course counselling.

What can the school do in the future to continue to improve?

Given the school's continuing priority for the provision of a broad post-compulsory program that leads to positive and productive learning pathways, the College plans to continue to expand these programs in the next school strategic plan. A major resource to guide these initiatives should be the recently published "Effective Strategies to Increase School Completion Report" (DEECD).

A significant challenge for the school is to increase real retention rates in the senior years and to provide a sustainable range of educational pathways designed to support students' transition to positive post-school destinations.

In view of the school's commitments in these areas, the reviewer recommends the following goal for the next strategic plan:

Goal	Targets	Key Improvement Strategies
<p><i>To provide effective school transition processes for all students at key points in their schooling and develop appropriate pathways to post-school options.</i></p>	<ol style="list-style-type: none"> 1. Targets should aim to increase the effectiveness of the transition processes at the school in the opinion of students, parents and primary schools. 2. Set targets to achieve high levels of real retention and post-school destinations to education and training. 3. Increase in the percentages of students who undertake post-school education or training. 	<p>Primary Transition</p> <ol style="list-style-type: none"> 1. Promote positive links with the local preschools and primary schools to support the prep transition program and the transfer of students at years 6 to 7. <p>Pathways</p> <ol style="list-style-type: none"> 2. Continuing development of student pathways and the broadening of options, particularly in senior levels, by strengthening partnerships and links with other education providers, industry and community agencies.

The following activities are suggested for inclusion in the annual implementation plans as activities that could assist with the implementation of the key improvement strategies.

Primary Transition

- Use a transition report to provide more extensive information from feeder preschools and primary schools on student performance levels and special needs.
- Strengthen the links with Hawkesdale Kindergarten and the Hawkesdale Family Services Centre.
- Support the in-school transition processes between year levels with the transfer of information/portfolios/records for each student at the end of each year.
- Review the organisational structures of the school to consider the most appropriate groupings of year levels/sub schools for the school, e.g. P – 4, 5 – 9, and 10 – 12, to support transition and pathway planning.

Pathways

- Undertake the MIPs Self Assessment Rubric as a self-assessment of the MIPs practices at Hawkesdale P12 College and the implementation of an appropriate MIPs program.
- Utilise the Students Mapping Tool to identify the support needs for students and the levels of support provided by the school.
- Analyse the On Track data to investigate destinations of early leavers – reasons for leaving school, further destinations and support needs, and review the implications for course/career counselling strategies.
- Strengthen the links to the local LLEN to investigate the further opportunities for students with other providers and students from other schools, including eLearning opportunities.
- Restructure the career education program and related course counselling processes.
- Review the existing communication channels between the school and home/community with the aim of maximising the effectiveness of the contact and support of parents.

Appropriate references could include:

MIPs Self Assessment chart:

<http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/mipsrubric.doc>

Effective Strategies to Increase School Completion report:

<http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/effectivestrategiesreportprint.pdf>

A Guide to Help Schools Increase School Completion:

<http://www.eduweb.vic.gov.au/edulibrary/public/postcomp/effectivestrategiesguideprint.pdf>

4.3 Student Engagement and Wellbeing

What student outcomes was the school trying to achieve?

In order to improve the levels of student engagement and connectedness, the strategic plan had as a goal:

- *To develop curriculum options at middle years that provides greater engagement and academic rigor, with greater emphasis on real world contexts (SSE, page 1).*

Targets for this goal aimed to improve the responses on the students' attitudes survey with a 10% shift on the items for connectedness to school and motivation to learn.

What student outcomes did the school achieve?

The self-evaluation report indicated that the school had analysed the available data and identified a range of outcomes aimed at achieving the goal in the strategic plan related to improving student motivation and connectedness to school.

Results of the 2006 – 2008 surveys of parents, staff and students were presented as demonstrating the school's achievements and identifying the areas for improvement.

- The students' attitudes to school survey provided an important source of information on student feelings of wellbeing and student relationships. The results on the 2007 to 2009 surveys indicated significant differences between boys and girls, year levels and over time, providing interesting insights into the students' views. In the 2009 surveys, the responses between year levels were very different and there were some significant differences also between the boys and girls. With the school's target to increase motivation and connectedness to school, the results show fluctuating outcomes over the last three years in these areas. The 2009 years 5-6 survey results were significantly lower on most scales, with almost every scale below the 30% ranking – well down from the high levels of 2007 for most variables.

The overall results for years 7 – 12 were more positive in 2009, with significant improvement on most scales. The school's results for Teaching and Learning, especially for connectedness and motivation, were higher than in 2008 in some year levels, especially years 7 and 10. The years 9 and 10 results were high, but the year 12 results were very low on these two scales. There were significant differences between the girls' and boys' results at many levels.

- The 2008 parent opinion survey results indicated relatively low levels of support from parents, with most scores below the 40% ranking for all P – 12 schools and all

scores for the six variables on student behaviour and student engagement below the state medium level.

- The items on the staff survey that related to student outcomes were relatively high and generally above the state average for P - 12 schools. The areas in which the staff were least positive related to student motivation, student decision making and student misbehaviour. The 2009 responses on the staff survey presented a slight decline on most variables relative to the 2008 result.

The feedback to the reviewer during the 'You Talk, I Listen' sessions with staff indicated that while the levels of student behaviour were generally very positive and classroom behaviour and discipline of only minor concern for staff, the changing demographics – lower socio-economic levels and increased transience – had required increased attention on behaviour management and welfare support for students and families.

Student attendance levels continued as a concern for the school. There have been relatively high levels of student absence over the past two years, with the school's absence levels close to the state mean at each year level in 2007 and 2008. The overall school result of 14.9 days of absence per student in 2008 was just below both the 2006 and 2007 levels and just above the state mean of 14.6 days per student. The inclusion of the students in the Community VCAL program may have distorted the figures and producing a lower than expected level of absence for the P – 12 college overall.

Why did the school achieve / not achieve improved student outcomes?

The staff have placed great value in providing a positive and supportive learning environment for students. Most reports present a very positive picture of the strength of the relationships between students and between teachers and students.

In the school's self-evaluation, the school identified several factors to explain the achievements in the student wellbeing and engagement area. The improvements were attributed to the following factors:

- Teaching and learning initiatives designed to engage students and build the relationships between teachers and students, including the PoLT strategies and teachers at years 7 and 8 teaching the same group for mathematics/science or English/humanities.
- Improvements in the levels of student engagement have been attributed to the You Can Do It program and the Skills for Living program developed by the school. The aim of the program was described in the self-evaluation report as aiming *to improve*

student skills in dealing with organisational, personal and interpersonal issues that are important in maintaining and improvement in student engagement (SSE, page 17). The students maintain a reflective journal.

- The implementation of Restorative Practices as a key element in the school's student behaviour management policy has had a positive impact.
- The increase in the ICT provision and the classroom application has contributed to improved student engagement levels. Technology has also been used to cater better for the individual learning styles of students.
- Development of programs to meet the learning needs of students at risk has resulted in improvements in both social and academic areas. These programs included the Reach and the Real Game programs. Support for ILPs for students on the disabilities program has also resulted in increased engagement for these students.
- The Personalised Learning PLT has been effective in supporting the performance and self esteem of underachieving and exceptional students. This team supports the work of two staff – who are generally regarded by staff as having a very positive impact on the levels of wellbeing for many students, i.e. a school nurse (0.4 EFT) and a student counsellor (0.4 EFT).

In the review discussion, the implications of the survey results were considered in detail. Particular attention was given to cohorts with low survey responses, including the boys in some year levels and the years 8 and 12 results. The next strategic plan will include a number of strategies to address the situation. In discussion during the review, the need to review and recommit to programs and processes designed to strengthen student connectedness and engagement was discussed. Staff indicated that programs such as You Can Do It, Restorative Practices, It's not ok to be away, and opportunities for student leadership, mentoring and peer support etc. need to be reviewed and evaluated. If there is a commitment to support the programs in the next strategic plan, there needs to be a whole school commitment – all staff, students and parents – to appropriate training and effective implementation. Restorative Practices, in particular, needs a whole school commitment if it is to be effective.

The need to strengthen the links with the parent community was identified as an opportunity for improvement. The need to build the partnership with parents and families to support both wellbeing/engagement outcomes and improve levels of student learning was acknowledged during the review. This will be incorporated into the next strategic plan.

Student leadership opportunities are available through the SRC and the system of house captains that operates through the school. Additional opportunities will be explored in 2010 to promote the levels of student engagement and commitment.

As reviewer, I believe that the school needs to review the implementation of several practices and programs that relate to wellbeing and engagement of students. A culture of continuous improvement suggests that the challenges continue – especially with student engagement and attendance, and that these challenges will need to be addressed in the next strategic plan.

How effectively did the school manage its resources to support the achievement of improved student outcomes?

The commitment of significant resources to student wellbeing and engagement reflected the school's priority for these activities. Particular resourcing issues were identified in the self-evaluation report:

- A priority for low teacher: student ratios to allow for small classes in core areas.
- Provision of resources for professional learning programs, including You Can Do It and Restorative Practices.
- Provision of additional support by welfare staff through the allocation of extra hours in the salary budget.

Access to other services and agencies ensured additional staff support. This included the SSSO staff for the network, including guidance, social work and speech therapy staff working within the school.

The PSD program provided funding to support the programs for eligible students.

Over the last strategic plan, the staff have been involved in many professional learning programs to support wellbeing and engagement. This represented a significant commitment of resources for the improvement in student wellbeing and support.

What can the school do in the future to continue to improve?

The school has placed considerable priority on supporting students and building their connectedness to school. With the results of the students' attitude to school survey and the survey results from staff, the need for continuing attention to the issues of student wellbeing and engagement were identified in the review meeting. With the link between student

wellbeing and connectedness to an improvement in learning outcomes acknowledged by the school, the review meeting stressed the need to continue to develop strategies that improve student wellbeing and engagement and strengthen the partnerships between staff, parents and students.

It is recommended that the school adopt the following goal for the next strategic plan:

Goal	Targets	Key Improvement Strategies
<p><i>To promote high levels of student engagement in learning and feelings of wellbeing as reflected in the students' positive behaviours, regular attendance and levels of motivation for classroom learning.</i></p>	<ol style="list-style-type: none"> 1. Specific targets need to be developed that aim to improve the levels of student behaviour and discipline, attendance and participation in classroom activities. 2. Targets for improvements in the opinion survey responses that relate to wellbeing and engagement 	<p>Leadership & Engagement</p> <ol style="list-style-type: none"> 1. Promote student leadership opportunities across the school with the view to improving engagement and an increase in the levels of motivation and connectedness. <p>Behaviour & Attendance</p> <ol style="list-style-type: none"> 2. Promote improved levels of student engagement through the implementation of strategies and programs designed to promote positive behaviours and to reduce levels of absence and late coming.

Leadership & Engagement

- Review the school's cultural values and vision statement and develop a complementary discipline policy and set of behaviour management strategies.
- Review the operation of the PLT structure and leadership team support to maximise their contribution to student wellbeing.
- Interpretation and analysis of the responses to the staff, student and parent opinion surveys to identify issues that relate to the wellbeing and relationship areas.

- Promote opportunities to develop student leadership skills and encourage positive behaviours e.g. student council, peer support, SRC, Habits of the Mind and the Civics in VELs.

Behaviour & Attendance

- Review the implementation of Restorative Practices and related behaviour management strategies throughout the school.
- Strengthen the welfare support program to provide support to students as required.
- Organise programs, e.g. buddies, student mentors, cross age learning, to create effective and caring relationships.
- Support teachers to develop a greater range of strategies to use with challenging students.
- Analyse the data on attendance to identify particular groups/year levels/cohorts for targeted support and or intervention.
- Improve student attendance by addressing the issues of student absence and late coming e.g.
 - Target late-coming as an issue
 - It's Not Ok to be Away
- Communicate regularly to parents and students that 'It's Not Ok to Be Away' to maximize student learning time.