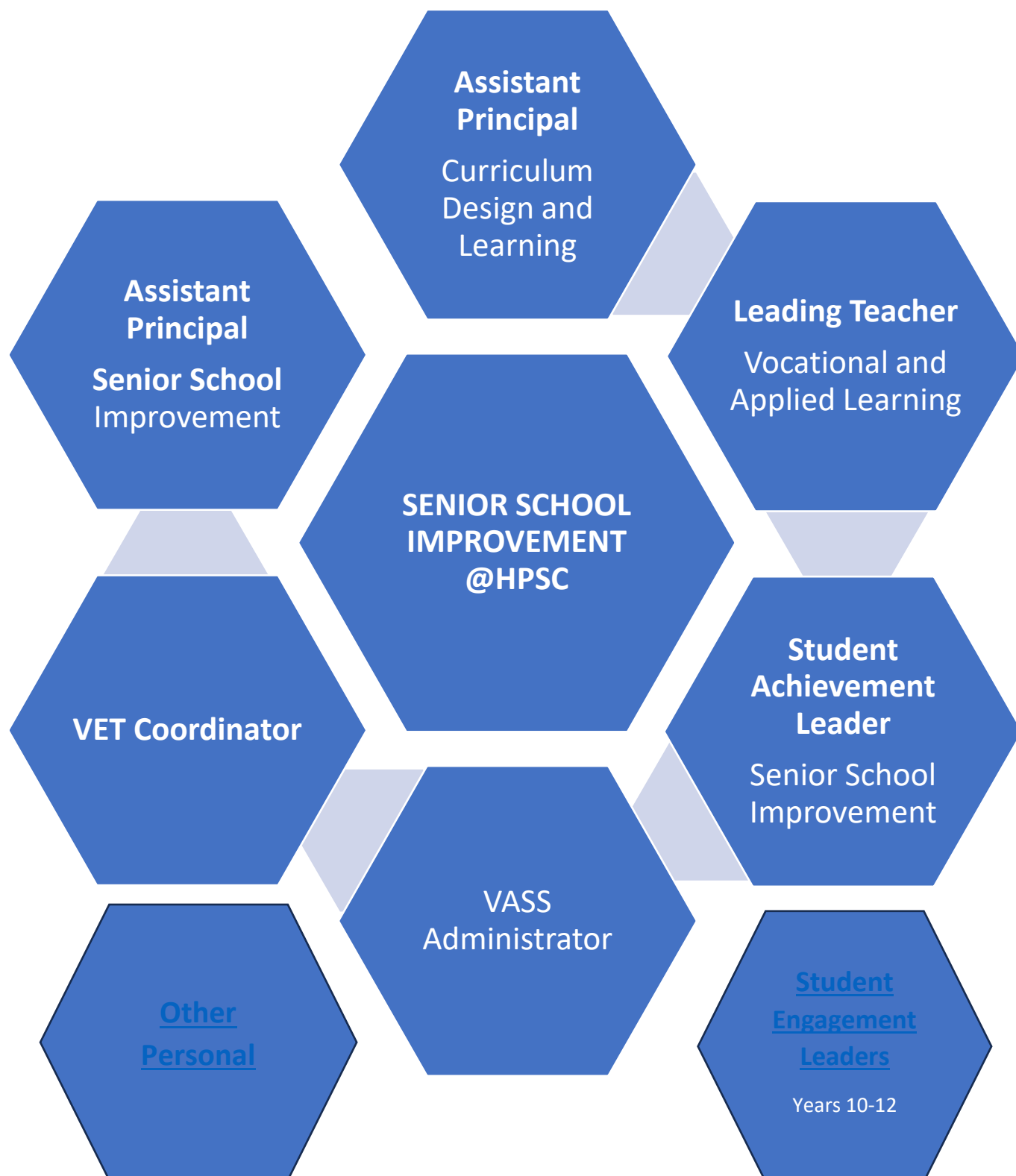


This document is designed to unpack the specific roles of all members who lead and contribute to the success of our Senior Students at Hampton Park Secondary College (Year 10-12 - Excel).

This document will continually develop as our work emerges and we review impact data. It should be reviewed in conjunction with the Leadership Structure document, outlining all roles at HPSC.

The below is a visual of the personal. When you Ctrl click on the role title, you will be taken to a more detailed description of what this person is responsible for, in terms of tasks, areas for improvement and the team they lead/work with.



[Assistant Principal Curriculum Documentation and Learning \(Kelly Krieg\)](#)

For our current Senior School Improvement Recommendations – [Click here](#)

Overarching roles specific to Senior Improvement

- Oversee Teaching and Learning improvement, including the embedding of the HPSC Teaching and Learning Framework including the Pedagogical Model, PLCs
- Co-chair the leadership of the College Teaching and Learning Team, with the AP- Pedagogy and Teacher Practice
- Oversee and support Senior School reform implementation, improvement and programming.
- Oversee curriculum documentation in Year 10VL, VPC, VM and VCE and cross-curriculum priorities.
- Oversee the embedding of PLCs to drive improvement in Teaching and Learning across the College
- Lead the Course Counselling process across the College, along with the Assistant Principal - Senior School Improvement and Domain Leaders
- Oversee College-wide assessment practices, including developmental rubrics, use of CAT's, SAT's, SAC's and exams.
- Oversee the creation and further development of Subject Booklists
- Lead the development of Data literacy via engagement with Jesus Camacho-Morales (Analytics for Schools)

Specific duties connected to Senior Improvement include

- Lead the visioning of whole school improvement initiatives, informed by data and reflection, to improve student outcomes in Years 10-12
- Oversee the Senior School Improvement Team to ensure reflective conversations about achievement data, student progress and shared consistent practices that lead to improved student outcomes
- Lead the documentation of all policies, processes and practices in the Senior School (10-12), to ensure consistency and clarity across the College
- Lead the review and refinement of all documentation in line with VCAA requirements and Senior operations
- Lead Assessment of Years 10-12 in line with VASS and VCAA deadlines and requirements – communicating this to all staff
- Lead the coordination of all Senior Studies Improvement initiatives as outlined in our recommendations – working with the team to implement strategies across the College
- Regularly investigate and inquire into our senior learning data, which includes VASS, Maestro, Compass, and develop initiatives in response, co-led by members of the Team
- Build strategic partnerships with the community and high performing schools, to support improvement in our practice
- Meet regularly with the VET Coordinator and VASS Administrator to understand where we are at and what is happening in these spaces
- Meet regularly with the VET Coordinator together with the LT for Vocational and Applied Learning to determine how we are progressing and gaps to be addressed
- Develop and lead a whole school approach to teacher reflection in Years 10-12, informed by data, to improve teacher practice
- Lead Domain Leaders in an inquiry about teacher practice and student outcomes in Years 10-12 – to identify Domain goals and strengthen their knowledge, whilst ensuring improvement in teacher practice
- Lead the whole school Moderation Process and develop an understanding of ranking and statistical moderation across the College
- Lead the Course Counselling process across the school 7-12, which includes the process for subject changes and liaise with the Teams of staff responsible. This also includes cross referencing data to ensure student choice maximises outcomes
- Support the Work Experience program which includes SWL and SWLR, in consultation with the Careers Team
- Support the implementation of the VCAA Exams, including the GAT
- Work with data to predict our Median, completion rates and review S and Ns regularly – to inform the Senior SLL for Senior School Improvement
- Upskill the Senior SELs to read and access VASS reports, use Maestro (Data Analytics) to monitor student achievement, growth, and attendance, including Compass

Note, this role also has responsibilities which are connected to whole school Teaching and Learning. These responsibilities are not included in this document.

Assistant Principal for Senior Studies Improvement (Georgianne Kios)

Overarching responsibility - To ensure the improved achievement of all students in the senior learning years through consistent processes and practices to achieve our SSP and AIP Targets

Reports to - AP for Curriculum Documentation and Learning

Regularly meets and liaises with:

- The AP for Curriculum Documentation and Learning
- The AP for Pedagogy and Teacher Practice

- The AP for Senior School Improvement
- The Senior School Achievement Leader
- Senior Engagement Leaders Year 10-12
- VCE VM/VPC and Pre VPC Teachers
- Domain Leaders
- VET Coordinator and VASS Administrator as required

Representative of the Senior Studies Improvement Team

Overarching roles specific to Senior Improvement

- Oversee the Senior Studies Improvement Team
- Lead the implementation of the internal exam program in Years 10-12
- Support the Course Counselling process across the College
- Lead the implementation of study programs across the College; including Elevate Education
- Lead the implementation of practice assessments, such as the GAT, Practice VCAA exams etc
- Lead the implementation 'Redemption of Time' processes across the College
- Oversee the implementation of Headstart at the College, including attending Headstart Governance Meetings
- Oversee the Student Achievement Leader- Senior School
- Regularly meet with and lead the Senior School Improvement Team

Other duties connected to Senior Improvement

- Support the visioning of senior initiatives to support student success in senior years
- Support the development and implementation of senior policies and processes in line with VCAA
- Support the implementation of consistent policy and process implementation in the senior years
- Lead the coordination of the Examiners for VCAA Exams
- Lead the Examination Centre requirements, outlined by VCAA – identification of the rooms, communication
- Lead the dissemination of the VCAA bulletin information to all relevant staff
- Lead the audits of subjects and communication about, as directed by VCAA
- Lead the Virtual Schools Students – communication, coordination of SACs and Exams, enrolment etc.
- Lead the implementation of the Senior Study Centre – resourcing, furniture, visuals etc
- Co lead the implementation of the after-school SAC calendar– to ensure consistency of practice and success
- Review all VASS communication from VASS (which comes via email), and disseminate as required
- Co lead the implementation of the VCAA Exams, including the GAT
- Co lead the implementation of Year 12 celebratory events – such as the Valedictory, the Mystery Excursion, the Year 12 Final Assembly (maybe this moves to someone else – but we need to have this discussion)

Note, this role also has responsibilities connected to the Leadership of a House. These responsibilities are not included in this document and above.

Leading Teacher – Vocational Education and Applied Learning (Lizl Tredidga)

Overall responsibility – To ensure the implementation of a rich and rigorous VET curriculum that reflect our Pedagogical Model whilst ensuring the Applied Learning Pillars are implemented across the College

Reports to - The AP for Pedagogy and Teacher Practice

Regularly meets and liaises with:

- The AP for Curriculum Documentation and Learning
- The AP for Pedagogy and Teacher Practice
- The AP for Senior School Improvement
- The Senior School Achievement Leader
- Senior Engagement Leaders Year 10-12
- Domain Leaders

Representative of the Senior Studies Improvement Team

The specific responsibilities of this role are (related to Senior Studies improvement):

- Build practice excellence in T & L within VET at the College.
- Model high-quality, innovative curriculum design and pedagogical practices in VET, supporting and mentoring VET trainers
- Contribute to Pathways curriculum development and documentation, including the development of future delivery models
- Model the embedding of the HPSC Instructional Model (IM) in the T & L of VET and supporting staff to embed the model in their classrooms. This includes facilitating school-based professional learning, especially in Scored VET programs, to reflect VCAA requirements and be audit ready
- Support staff to understand the curriculum adjustments that can be made in VET and ensuring internal VET curriculum is delivered to each student at their point of need i.e. working with the Leading Teacher of Learning Adjustments to support VET Teachers/Trainers understanding
- Support VET trainers to target literacy and numeracy teaching within internal VETs (Vocational Educational Training), specific to that VET, to ensure the success of all students, i.e. using LLN data/Maestro data/GAT data to build VET Teacher/Trainer capacity
- Lead the uploading of curriculum documentation as required in the VET space, including assessment tasks, to ensure a guaranteed and viable curriculum, to various VET portals/online support systems
- Conduct Learning Walks within the VET space, both internal and external to the school, for and with the VET Teachers/Trainers and Learning Specialists to observe and provide feedback to build teacher/trainer practice and expertise
- Oversee VET exams in Units 1-4 of VCE VETs i.e. exams are submitted for review and final approval prior to an exam printing request being made
- Implement and facilitate an external VET reporting process to inform students/families/Houses of student progress
- Guide VET Teachers/Trainers to identify learning outcomes and assessment methods in line with Applied Learning practices, VCAA and VRQA/ASQA i.e. mapping and packaging qualifications to ensure maximum student engagement and pathway opportunities.
- Provide expert advice and input to other Leaders/ELT, based on VET knowledge and experience, to ensure that policies and programs are effective and meet the needs of students and staff.
- Ensuring that VET reporting templates on Compass are accurate/updated annually and reflect what is being delivered, prior to mid-year and end-of-year reports.
- Be a strategic driver of innovation within and across Internal VET Programs
- Support the embedding of Assessment and Reporting practices in VET. This includes:
 - Development and continuous improvement of assessment strategies
 - Assisting VET Teachers/Trainers to create Compass Learning Tasks for reporting purposes, in line with what the RTO requires
 - Implementing and leading VCE VET Scored Assessment Task (SAT) Learning Tasks being available on Compass
 - Creation of VCAA SAT rubrics on Compass School Resources (i.e. the SACs of the VET world)
- Monitor 'live reporting' of Compass Learning Tasks in line with UoCs on external RTO portals to inform students/families/Houses of student progress
- Ensure that VET Teachers/Trainers have an annual timeline for course delivery and that their Compass Learning Tasks reflect that timeline i.e. adhering to due dates

Student Achievement Leader, Senior School Improvement (Cat Glenn)

Overarching responsibility – To track and monitor the learning outcomes of all students in the Senior Years to ensure greater consistency with the implementation of our approaches to achieve success

Reports to: The AP for Senior Improvement

Regularly meets and liaises with:

- The AP for Senior School Improvement
- The AP for Curriculum Documentation and Learning
- Senior Engagement Leaders Years 10-12
- VET Coordinator and VASS Administrator as required
- Careers Team as required
- Heads of House as required

Representative of the Senior Studies Improvement Team

The specific responsibilities of this role are (related to Senior Studies improvement):

- Liaising closely with the relevant Assistant Principals who work in the Senior Studies space
- Liaising closely with the VET Coordinator and the VASS Administrator as required to support learning outcomes
- Liaising closely with the Careers Team to support Pathways and the transition of students, as required
- Tracking the academic progress of all Senior Students (Years 10-12, across the Houses), to gain an understanding of progress and to support meetings with students and families, as required. This work includes, but is not limited to:
 - Regularly accessing eligibility reports on VASS
 - Reviewing Commencement Readiness Task data, together with the Senior Team, to support conversations and action student agreements/success plans, as well as subject changes as required
 - Reviewing students at risk, as flagged in Compass, to support conversations and action student agreements/success plans, as well as subject changes as required
 - Reviewing VASS reports regularly, in consultation with the Senior Studies AP, Senior Studies HoH, VCE VM Leader and VASS Administrator, to determine student progress and areas of concern/need
 - Leading the unscored process across the College:
 - Guiding Houses with unscored conversations, after reviewing student achievement and growth
 - Ensuring all paperwork and processes are adhered to within the required deadlines
 - Liaising with the VASS Administrator to ensure all information is recorded in VASS and amendments made as required, by required deadlines
 - Provide regular updates to Houses about those who should be considered for unscored, based on achievement and data tracking and monitoring
 - Meeting fortnightly with all Senior School SLLs to provide updates and lend assistance when support is required – related to the above
- Meeting fortnightly with the Senior Team to identify areas for improvement and to ensure clarity and consistency
- Playing a key role in Course Counselling of Senior Students, providing recommendations as required (Year 10 into 11 and 11 into 12).
- Co-lead the subject change process at Years 10-12 in liaison with the Senior School HoH and AP
- Developing proficiency in the use of Maestro (Data Analytics) to inform student progress, growth, and attendance.
- Support the Senior SELs with student management and behavioural follow up, including the facilitation of parent meetings where appropriate
- Support House Teams with daily operations as required (including filling leave positions as needed)

Other Responsibilities:

- Co-lead and implement the VCAA Exams, including the GAT, together with the Senior HoH
- Co-lead and implement the Year 10-11 Exams
- Co-lead and implement the Practice GAT across the School for Year 10 – 12 Students
- Co-lead and implement Year 12 celebratory events – such as the Valedictory, the Mystery Excursion, the Year 12 Final Assembly (maybe this moves to someone else – but we need to have this discussion)
- Lead the implementation of the after-school SAC calendar– to ensure consistency of practice and success

Senior School Engagement Leaders (Years 10-12)

Naomi Dawson (W), Chris Marriott (F), Lisa Ho (H), Leesha Naidoo (M)

Overall responsibility – To ensure the success of all students in the Senior Years in their House, through the close tracking and monitoring of progress, together with the Senior Team

Report to: The AP for Senior School Improvement

Regularly meets and liaises with:

- **The Senior School Achievement Leader**
- **The AP for Senior School Improvement**
- **All other Senior SLLs Year 10-12**
- **Students and Parents as required**
- **Head of House as required**
- **Careers Team as required**
- **The AP for Curriculum Documentation and Learning as required**

Representative of the Senior Studies Improvement Team

The specific responsibilities of this role are as follows:

- Meet fortnightly with the Senior AP, Senior Achievement Leader and AP for Curriculum Documentation to support consistency of implementation of practice and policy across Years 10-12 and to review student progress/data driven

- Learn how to read eligibility reports for all students in the House and how to access this information on VASS – with support of the Senior Team
- Track student achievement through Compass and Maestro, to identify all students at risk in learning and attendance in the senior years (in their House), and those highflyers
- Ensure our attendance process is being upheld for all students in Years 10-12, actioning each step as required
- Ensure all students in Years 10-12 are redeeming the hours they owe, if they are below 95% attendance
- Ensure the implementation of ‘success plans’/‘learning agreements’ for those students identified as at risk in learning or needing support
- Respond to teacher posts on compass about student progress – ensuring updates are made regularly and students are being supported to achieve success
- Hold parent meetings, together with the Senior Achievement Leader and AP for Senior School Improvement, to support student success in Years 10-12
- Engage in Destination Conversations with all students in Years 10 to support the identification of goals and to ensure students know where they are at and where they are heading, keeping notes of the conversations on compass to support pathways and outcomes
- Support the implementation of course counselling in Years 10-12
- Understand and be on top of any student who is at risk of not progressing into the next year of learning – referring to our school progression document
- Implement our agreed ‘unscored process’, after identification of students who are struggling/need support
- Support the implementation of Senior School celebratory events, playing a role in the organisation, attending when and if required
- Tracking student achievement in the Readiness Tasks and Holiday Homework through commencement, meeting with the Senior SLL and Senior AP/HoH to talk about students we are concerned about, to support success
- Support ‘VCE VM success interviews’ as required

Note, this role has broader responsibilities connected to working in a House Team. These responsibilities are not included in this document and above.

VASS Administrator (Doris McDonald)

Overall responsibility – To support the success of all students in the senior years at HPSC, through accurate enrolment, data entry and data tracking of all student learning results.

Regularly meets and liaises with:

- **The AP for Senior School Improvement**
- **The Senior School Achievement Leader**
- **The AP for Curriculum Documentation and Learning as required**
- **The Senior Studies Improvement Team**
- **Senior Engagement Leaders and HoH as required**
- **The VET Coordinator as required**
- **The Student Services Leader (with a focus on Careers Education)**

The specific responsibilities of this role, linked and related to Senior Learning/success:

- VASS Administration which includes entering student data/results, meeting deadlines, liaising with students and teachers, printing eligibility reports and all work connected to VASS Administration as required by the Assistant Principal of Curriculum Documentation and Learning and the Assistant Principal for Senior School Improvement
- Enrolment of all students into subjects, VET and SBATs on VASS, including UOCs and training plans
- Printing timetables for VCAA exams and SEAs slips, GAT, Performance Exams, Language slips from VASS
- In consultation with the senior school team, distribute dates and VCAA notices to teachers for the reporting of student progress, information, and any changes and/or modifications
- Communicate important timelines to senior teaching staff

- In consultation with the leadership team support the subject selection process and enter any subsequent change of subjects into VASS.
- Record results within the timeframes set by the VCAA
- Liaise with external providers so that VASS results are provided for students undertaking subjects or training externally
- Monitor the accuracy of student details entered into VASS
- Extract data as required and produce data entry sheets which include, rolls for VCAA Exams, Student Personal Details information, Result sheets for staff entry and checking, Exam Advice Slips, Special Exam Arrangements Slips, EAL eligibility forms, eligibility reports and forms exclusively accessible on VASS.
- In consultation with the Senior School improvement Assistant Principal and the Senior School Leadership Team, support the implementation of the internal and external Examination program. This includes any duties required by the Team, i.e. producing the seating arrangements for the exams and the GAT, ordering material and equipment, liaising with examination supervisors, and print all Internal Exams (mid and end-of-year), working with staff and Domain Leaders to ensure accuracy and deadlines being met
- Liaise with the College's Enrolment & Exits Officer and Student Learning Leaders to keep up to date with student exits and enrolments
- Meet regularly with the Assistant Principal for Senior School improvement and the Senior Studies Team, to review, track and monitor our progress
- Printing data meeting and results booklet from VASS, to support PLC
- General Administration to support the operations of the College

VET Coordinator (Caz Jenkins)

Overall responsibility – To ensure the successful outcomes of all students at HPSC who are enrolled in and completing an Internal and/or External VET Program.

Regularly meets and liaises with:

- The AP for Senior School Improvement
- The AP for Curriculum Documentation and Learning as required
- The internal VET Trainers at HPSC (leading this team)
- The VET Administrator
- The AP for Curriculum Documentation and Learning as required

Representative of the Senior Studies Improvement Team

The specific responsibilities of this role, linked and related to Senior Learning/success:

- Meet regularly with our Internal VET Trainers to ensure the rigor of curriculum implementation, ongoing assessment, PL is tracked, student hours being met, portals upheld, identification of students at risk and communication
- Ensure the enrolment of all internal VET students onto relevant portals
- Ensure the enrolment of all internal VET students into VASS, with the correct UOCs
- Develop the VET policy for the school, reviewing it as required
- Reviewing and supporting the development of local policies and processes with regards to Senior School improvement
- Source internal VET opportunities for our students as required
- Ensure compliance with the implementation of VET
- Ensure Assessment Plans are developed and uploaded as a requirement of VET
- Work to increase the number of VET trainers at the College – to improve scope and opportunity
- Improve the visibility of our internal VET program, which includes at expos and experiences
- Support the course counselling process Years 10-12

- Promote internal VETs at HPSC through social media and online platforms, as well as the newshamper and screens
- Ensure MOUs are created for all VET RTOs at HPSC
- Explore the best RTOs for us to be using – gaining regular feedback from VET Trainers
- Promote the benefit of being a VET Trainer – making it attractive to staff – building profile
- Leading discussions around the placement of VET in our timetable to ensure maximum student success
- Meet with the AP for Senior School regularly, and the VET/VASS Administrator
- Meet with the Senior School Improvement Team regularly, to ensure we know what is happening in the internal VET space and students at risk

Co-opted Members of the Senior School Improvement Team

Overall responsibility – To support the success of all students in the senior years at HPSC, through the tracking and monitoring of our progress and visioning recommendations for the future

Regularly meets and liaises with:

- **The AP for Senior School Improvement and Senior Improvement Achievement Leader**
- **The AP for Curriculum Documentation and Learning**
- **The AP for Pedagogy and Practice Improvement** as required

The specific responsibilities of this role, linked and related to Senior Learning/success:

- Meet with the Senior School AP, Curriculum Documentation and Learning AP, Senior Achievement Leader and Senior SELs to review student learning data and reflect on our suggested improvement priorities
- Engage in collaboration sessions as required/provide feedback as required
- Develop/vision with the team, based on data, new recommendations for senior learning to support student outcomes
- Develop/vision an Action Plan for senior learning and senior improvement based on recommendations
- Review positives, challenges, and areas for growth, based on staff feedback, about senior learning and improvement
- Engage in learning walks at other schools, to see high performing schools in action – to improve our practices
- Read information provided to support our model at HPSC/engage in PL as requested
- Be an advocate for improved Senior Students outcomes at HPSC

Head of House – ALL Houses

Overall responsibility – To support the work of the Senior Studies Improvement Team, by working closely with each House Senior SEL, to track and monitor the success of our senior learners

Regularly meets and liaises with:

- The AP for Senior School Improvement
- The Student Engagement Leaders 10-12
- The Senior Achievement Leader
- Students and Parents as required
- The Careers Team as required

The specific responsibilities of this role, linked and related to Senior Learning/success:

- Raise concerns/questions at the HoH meeting related to the operations of Senior School/to close any identified gaps
- Have a broad understanding of Senior Pathways at HPSC to support the Senior Student Learning Leaders, Students, and Staff across the school
- Broadly track and monitor the engagement, attendance, behaviour, and performance of students in Years 10-12 in the relevant House, raising concerns/questions as identified with the Senior SLL in the relevant House – this includes through commencement, tracking and monitoring readiness tasks, holiday homework etc.
- Support enrolment interviews of students in the relevant House in the Senior years
- Support parent meetings as required, together with the Senior SEL or the Senior Achievement Leader
- Support the course counselling process
- Support the Senior SEL with ensuring high expectations of all learners in the senior school – this includes with uniform. Behaviour and preparedness for learning
- Support the implementation of Destination Conversations in Years 10, as required

Student Support Services Leader

Overall responsibility – To ensure the successful transition of all senior learners into viable and realistic pathways

Regularly meets and liaises with:

- The AP for Senior School Improvement
- The AP for Curriculum Documentation and Learning
- Students and Parents as required
- The Careers Team

Representative of the Senior Studies Improvement Team as required

The specific responsibilities of this role, linked and related to Senior Learning/success:

- Support in-house VETs/SBATs, as required and called upon by the Senior School AP and Team
- Support the implementation of the Head Start Program, together with the Careers Team and Senior School AP
- Develop sustainable industry partnerships
- Oversee compliance of the SWL, SWLR and work experience placements/programs
- Oversee the Work Experience program together with Careers
- Support Assistant Principal with course counselling program
- Provide a report at the end of the year, regarding the transition and pathways of our senior learners, beyond school
- Support the Careers Team to hold VTAC interviews which are consistent and connect with all Senior Destination Conversations
- Advocate for the programs we implement at HPSC in the Senior years
- Be a resource for the Senior School AP and AP for Curriculum Design and Learning to ensure all things Senior School are implemented with integrity and meet quality assurance guidelines
- Support the writing of MOUs as required for all VET programs and SBATs

Careers Team – Student Support Services

Overall responsibility – To ensure the successful transition of all senior learners into viable and realistic pathways

Regularly meets and liaises with:

- **The AP for Senior School Improvement**
- **The AP for Curriculum Design and Learning**
- **Students and Parents as required**
- **The Careers Team**

Representative of the Senior Studies Improvement Team as required

The specific responsibilities of this role, linked and related to Senior Learning/success:

- Support the implementation of the Head Start Program, together with the Senior Team
- Oversee the implementation of Work Experience, SWL, SWLR and ensure all paperwork and processes completed
- Support Assistant Principals with course counselling program, and the testing of all students in the LLN
- Hold VTAC interviews for all Year 12 Students at the College
- Attend the Destination Conversations for all Year 10 students, together with the relevant SEL and student/s
- Attend Parent meetings as required, to explore pathways and opportunities
- Advocate for the programs being implemented at HPSC in the Senior years
- Be a resource for the Senior Team to ensure all things Senior School are implemented with integrity and meet quality assurance guidelines
- Support all students to explore their Career and Pathway interests – by seeing students on a regular basis
- Provide curriculum material and experiences for all students at HPSC as required – with a careers lens
- Source industry and tertiary experiences for students to broaden their understanding
- Run seminars for students at the college as required, connected to Senior learning and pathways
- Run/coordinate and implement the Industry showcase for all students in Years 10-12
- Ensure all students at HPSC have Career Action Plans as required
- Support the completion of paperwork when students exit/transition beyond HPSC



Senior Studies Improvement Team Recommendations for 2022 and beyond

Rationale and preamble

The senior studies achievement data at Hampton Park Secondary College requires considerable improvement. Whilst we are working hard to improve teacher practice through our meeting schedule, our PLC and PLT approach and the implementation of a guaranteed and viable curriculum, our senior school data has neither markedly improved nor declined over the past 3 years and our completion rate is below desirable.

When compared to like schools and schools within our network, it is increasingly evident we have considerable work to do. Narre Warren P-12 College has a very similar demographic but achieves much higher results than our school and Cranbourne East SC (CESC) – although further away - now has the highest senior school results based on Median VCE study score and the percentage of students scoring 40 or more. Both Schools have successful VCE and VCAL completion rates above 90%.

It is also important to note:

- Our VCAL completion rate in 2021 was 60%
- Our VCE median study score has remained stagnant for 3 years, at 27 – below that of like schools
- Our GAT results indicate our students are achieving in the 41st- 50th percentile, which is of concern as we move to a literacy and numeracy competency requirement from 2022
- Our % of students achieving a study score of 40 or above in 2021 was 2.8, compared with 6.1 at NWP-12
- Our attendance data across the school is below the state and schools within our network
- Our late to school and late to class data is of concern
- Students have been engaged in remote learning for extended periods in 2020 and 2021, without face-to-face support and deep learning opportunities (for most)

From the Attitudes to School data in 2022, when referring to senior learning and our senior students, again, we have work to do as highlighted below.

Framework factor	Overall 2022	Hampton Park Secondary College Results																			
	% Positive (n=878)	Year 7 - % Positive			Year 8 - % Positive			Year 9 - % Positive			Year 10 - % Positive			Year 11 - % Positive			Year 12 - % Positive			Female	Male
	Total (n=174)	Female (n=74)	Male (n=100)	Total (n=161)	Female (n=85)	Male (n=76)	Total (n=160)	Female (n=77)	Male (n=83)	Total (n=164)	Female (n=70)	Male (n=94)	Total (n=112)	Female (n=63)	Male (n=49)	Total (n=107)	Female (n=56)	Male (n=51)	% Positive (n=425)	% Positive (n=453)	
School connectedness (Sense of connectedness)	58%	72%	70%	74%	63%	57%	70%	58%	57%	59%	50%	45%	53%	55%	51%	60%	44%	36%	52%	54%	62%
I feel proud about being a student at this school	53%	70%	76%	66%	60%	54%	67%	53%	48%	57%	44%	43%	45%	46%	44%	49%	37%	29%	47%	50%	56%
I like this school*	62%	85%	84%	86%	65%	59%	72%	60%	61%	59%	52%	43%	59%	61%	57%	65%	43%	34%	53%	57%	67%
I am happy to be at this school*	64%	81%	78%	83%	67%	61%	74%	63%	65%	61%	55%	50%	60%	65%	62%	69%	46%	38%	55%	60%	68%
I feel like I belong at this school*	57%	61%	50%	69%	63%	56%	71%	61%	61%	61%	48%	40%	54%	58%	54%	63%	50%	45%	55%	52%	63%
I look forward to going to school	53%	65%	62%	67%	60%	56%	64%	53%	48%	57%	48%	47%	49%	46%	38%	55%	42%	36%	49%	49%	58%
Student voice and agency	56%	60%	61%	59%	61%	58%	65%	56%	56%	56%	60%	62%	59%	55%	53%	57%	42%	40%	44%	55%	57%
At this school, I help decide things like class activities or rules	46%	44%	47%	42%	50%	44%	57%	44%	39%	48%	-	-	-	-	-	-	-	-	-	43%	48%
I have the opportunity to participate in decision-making at this school	57%	63%	66%	61%	65%	62%	67%	57%	56%	58%	63%	64%	62%	46%	44%	47%	39%	39%	39%	56%	58%
I have a say in the things I learn	59%	60%	58%	61%	66%	61%	72%	58%	60%	57%	63%	66%	61%	60%	59%	61%	40%	39%	41%	58%	60%
I have the opportunity to influence class discussions by presenting my ideas or opinions	62%	-	-	-	-	-	-	-	-	-	63%	69%	59%	67%	68%	65%	54%	59%	49%	66%	58%
I feel that I have a voice at this school	41%	-	-	-	-	-	-	-	-	-	46%	44%	48%	46%	41%	51%	29%	16%	43%	35%	47%
My teachers incorporate student ideas in class activities	63%	72%	72%	72%	65%	64%	66%	66%	71%	61%	66%	66%	66%	55%	52%	59%	47%	48%	45%	63%	63%
School stage transitions (Year 10 to 12 only)	63%	-	-	-	-	-	-	-	-	-	65%	70%	62%	65%	66%	62%	56%	60%	52%	66%	59%
The work I do is preparing me for the future	64%	-	-	-	-	-	-	-	-	-	66%	73%	61%	66%	68%	63%	61%	66%	55%	69%	60%
The things I am learning will help me in my adult life	56%	-	-	-	-	-	-	-	-	-	59%	63%	56%	63%	65%	59%	45%	48%	41%	59%	53%
I feel confident that I will be able to achieve my goals after finishing school	67%	-	-	-	-	-	-	-	-	-	65%	64%	65%	65%	65%	65%	71%	71%	71%	67%	66%
This school is preparing me to make decisions about my future	63%	-	-	-	-	-	-	-	-	-	71%	80%	65%	64%	67%	61%	49%	54%	43%	68%	58%
School stage transitions (Year 7 and new students only)	75%	76%	75%	77%	73%	63%	82%	67%	*	*	83%	*	*	*	*	*	*	*	*	74%	77%
The orientation program helped me settle in at this school	72%	75%	77%	73%	62%	50%	71%	46%	*	*	67%	*	*	*	*	*	*	*	*	72%	71%
I have found it easy to make friends at this school*	74%	74%	68%	78%	77%	67%	86%	62%	*	*	83%	*	*	*	*	*	*	*	*	66%	80%
My teachers gave me enough help to settle in at this school	78%	79%	82%	77%	69%	50%	86%	77%	*	*	83%	*	*	*	*	*	*	*	*	81%	76%
I know who to ask for help at this school	79%	78%	74%	80%	85%	83%	86%	85%	*	*	100%	*	*	*	*	*	*	*	*	76%	81%

Our AIP targets in the senior school in 2022 are:

- To increase the Median VCE study score from 27 to 28
- To increase the VCAL and VET Completion rate from 65% to 80%
- For all VCE subjects to increase 0.5 (from 2021 results) in their Adjusted Median Study Score predicted in Report 10
- To reduce the average absence for each year level by at least two days
- To raise High expectations for success by 5%

Our SSP Targets linked to senior school improvement are:

1.1 VCE:

Increase the VCE All Study Median score from 27.46 in 2021 to 29 by 2025.

1.2 Senior School Certificate:

The Senior Certificate completion rate to be greater than 95 percent completion by 2025. NB: this target is not benchmarked, as the implementation of the Senior Certificate is scheduled for 2023.

2.1 Exit Destination:

Improve the percentage of students with an exit destination to continuing education:

2.1.1 In Year 10 from 49.9 percent of students in 2021 to 85 percent by 2025.

2.1.2 In Year 11 from 49.8 percent of students in 2021 to 85 percent by 2025.

2.1.3 In Year 12 increase exit destination of students in VCE and VCAL to 95 percent by 2025.

2.2 Attendance:

2.2.1 Improve the proportion of students with less than 20 days absence from to 59 percent in 2021 to 80 by 2025.

In response to our goals, our data trends, and our attitudes to school survey we have established a **Senior Studies Improvement Team in 2022**.

This Team meet regularly and has, to date:

- Reviewed and compared our data – looking at Panorama and our VASS data across subjects, classes, and cohorts, to identify trends, areas of strength and areas for future work

- Visited surrounding schools to understand best practice, including in the VCAL space – beginning with CWSC (to talk about the improvement at NWSC). Other schools will be visited late 2022 and into 2023
- Developed a set of recommendations for improved senior learning at HPSC – outlined below
- Informed our SSP and AIPs over the next 4 years, based on our areas of strength and focus, as identified in our data
- Developed preliminary initiatives in line with our recommendations, for whole school implementation. This includes:
 - o The development and early implementation of a whole school moderation process – to be trialled at Year 11 and 12 across 3 areas of study in 2022 – opt in for the other studies
 - o Begun to liaise with schools in the area to share quality assessment pieces that will support teacher judgement
 - o Sharing PL with staff about our VASS data, including having all senior staff develop goals for senior learning within their PDP in line with our AIP and SSP. PL also has focussed on ranking and moderation and other areas of senior teacher practice
 - o Developed and implemented a Year 10-12 redemption of time process to increase the expectations of our students and families around attendance – and to build rigor around our processes
 - o Reviewed and adapted our senior school policy to ensure it is in line with VCAA and our school vision
 - o Implemented the beginning of supervised study periods – with further recommendations below
 - o Made amendments to the reporting model for senior learners in 2022
 - o Established an after-school SAC schedule, for all SACs of multiple classes – to ensure consistent practices and reduced chances for plagiarism
 - o Established and implemented a Mid-Year and End of Year Exam program for all students in Years 10-12
 - o Provided PL to all staff, parents, and students about the new certificate, adjusting our course counselling process to meet our needs and the new certificate
 - o Implemented the beginning of destination conversations, to ensure all Year 11 and 12 students are closely monitored and their progress is being tracked by SLLs and Houses
 - o Engaged staff, students and parents in PL about the new certificate and have refined the CC process to cater for the new certificate

The team includes:

- Kelly Krieg – Senior School Improvement, Assistant Principal
- Georgie Kios – Senior School Improvement, Head of Freeman House
- Paul Broecker – Assistant Principal – timetabling, teaching and learning
- Mel Larcombe – Leading Teacher – Teaching and Learning
- Lizl Tregidga – Leading Teacher – Senior School Reform
- Cat Glenn – Senior Learning Leader Freeman House
- Wayne Haworth – Principal
- Coopted Members (Teaching class) – Jenna Wood, Kerry Lee Jenkins, Tayla Marshall, Cath Murdoch

Recommendations

After reviewing, consulting, and discussing our data, engaging in learning walks and looking at our goals, the Senior Studies improvement team recommends the following, in support of student success and successful transitions beyond Year 12.

It is important to note what is established in Years 10- 12, needs to be reflected in the Junior Years – as improvement is incremental and a product of the years prior. Therefore, our recommendations are broken into immediate actions and long-term actions that consider our whole school improvement.

Our next steps are to develop an action plan and working parties with more information to come.

Areas in yellow are yet to be actioned

Recommendation #1 - Establish a school wide approach to Moderation and Ranking (Years 7-12)

Area of FISO 2.0 - Teaching and Learning/Assessment/Leadership

According to the DET, moderation is an effective way for teachers to build their own **formative** assessment skills.

- Teachers can use moderation to invite collaborative discussion on design of a learning program based on criteria identified in a set of Assessment Standards.
- Moderation allows teachers to collectively discuss results and come to shared understandings of student achievement and determine learning growth.
- Teachers may find it useful to consider what data they use to analyse and evaluate student understanding.
- As moderation often involves teachers from different year levels, it can be a particularly rich way for teachers to discuss and apply high-impact teaching strategies based on evidence.
- Teachers within cultures that encourage challenging conversations can use moderation to give each other feedback: where to focus, where to adjust their practice, and what is working well.

- Teachers can engage students directly in their own moderation and develop their self-regulation ability by explicitly teaching the criteria they are looking for and introducing tools such as rubrics, or checklists.

School findings and context:

- It has been identified and discovered by the SSIT that moderation practices vary across the school in Years 7-12 – with models happening in some subjects in the senior years, but not all
- English has a moderation process implemented in the senior years, proven to positively impact learning success – as median scores have improved - but this is not happening in all classes at Years 11 and 12
- Prior to 2022 a whole school moderation model had not been developed nor implemented, to benefit teacher practice and support student success, whilst encouraging collaboration and meaningful teacher judgements
- VASS data indicates there is a difference between the capacity of our students as shown in the GAT and external assessments, compared to their performance internally
- VASS data indicates we are not catering for all learners through our school assessments, impacting student achievement– not extending the top end, not supporting the bottom end
- Assessment internally is based only on the performance of HPSC students (in most cases). Samples from other schools have not regularly been sourced to ensure we are accurately assessing our students – ensuring they are positioned fairly to reflect state results
- Resources and assessment judgements are found to not be shared across teachers, nor discussed, to support judgements – in some cases
- Ranking practices are varied across the college. Whole cohort ranking is not happening across all subjects. There is a feeling we need to move away from ‘my class’ to ‘our students and our cohort’, as students compete against all who study the subject in the state, not just those in one class
- Bias is potentially creeping into the marking/judgement of our students – the bar is lowered for some which is impacting performance and results. Our top end students are not being challenged enough nor exposed to challenging assessment not giving them the practice required for external assessments

Immediate actions:

- A DRAFT whole school moderation model is developed and rolled out to all Senior teachers (Year 11 and 12)
- The DRAFT model is trialled 2022 and 2023
- Processes and protocols are developed to support moderation, with flow charts – including what to do if someone is not participating
- Moderation time is built into our meeting schedule in 2022, including in PLC for our 3 foci subjects to allow time
- Curriculum Day moderation time is built Term 3 and 4 for staff, as well as PPD, to further support time
- Samples of H, M and L work is sourced from other colleges, to support our assessment and ranking – Term 1 -4 2022
- **Marking guides are created by all Domain areas, to support moderation practices**
- PL is provided to all senior staff on statistical moderation and ranking, so staff understand the why, to inform the process – resources are shared with all staff in a continuing fashion Term 3 and 4 2022
- Communication of the importance of externally provided SACS and assessments/as well as marking scales is regular to support consistent judgement and better differentiation for all – materials sent to all senior teachers
- DRAFT model is reviewed and evaluated by the 3 subject areas and those opting in. Adjust the model after receiving feedback
- PL sessions for graduate teachers and new teachers to senior studies on moderation – opt in sessions
- HPSC Ranking process is developed to support teams to rank effectively, with supportive resources

Long term actions:

- Roll out a whole school moderation process in 2023, including whole school ranking process
- Professional Learning for all staff on moderation, statistical moderation, and ranking – to bring consistent understanding across the College and support process
- Collaborative development of common assessment tasks in Year 7-12, with common marking scales, to support ranking and moderation
- Bank of H, M and L resources 7-12 to support moderation and moderation practices
- Time built into the meeting schedule for moderation, including moderation days built into our PL calendar for whole subject ranking and moderation – 7-12
- Create developmental rubrics for VCE SACs and outcomes, developed in domain groups. Rubrics are shared with all teaching staff – so all know where we are heading VCE – what are the skills required

Recommendation # 2- Establish a school wide approach to Study Skills Year 7-12

Area of FISO 2.0 - Teaching and Learning/Support and Resources/Leadership

There are limited spaces across the school for students in Years 11 and 12 to undertake focused independent study, as the CRC is more of a social hub than a quiet learning space. Furthermore, many of our students require scaffolded support in becoming independent learners and have identified the need for teacher expertise to assist them in study, revision and assessment

preparation. Finally, many of our senior students have indicated that they are unable to attend Homework Club as they have part-time jobs after school, live a great distance from the school or have younger siblings they are required to care for after school.

School findings and context:

- Study skills are not consistently taught across the school, with no consistent approach in Years 7-12 or across Domains
- Students are expected in the senior years, to know how to study, yet are unsure of the best ways, with many practicing ineffective skills
- The culture around study periods is varied – staff and students. It has been observed students are not using their time effectively. Some students do want to use their time, yet are disrupted by those not studying and not valuing the time
- Students arrive late and leave early during study periods often– not making the most of their study time
- Students have had two years learning lost - gaps in learning and skills – we need to support them and help build and develop their skills of independence and good study habits
- Habits have crept in during covid that are not supportive of learning
- The CRC is the space for study currently, yet, the setup is not always conducive
- The climate is impacting the ability of some students to study – when classes are placed in the CRC noise is a challenge
- Evidence suggests time needs to be taken to effectively teach students independence and how to study effectively – does have a positive outcome on performance

According to Elevate Education it isn't enough that students simply understand what they need to do in their study. The challenge is getting students to use and apply the skills they learn. Yet, we are not providing our students with the skills, the explicit teaching nor the environment to best practice their study skills.

Immediate actions:

- Study Periods in 2022 move to on site, rather than off site
- Study Periods in 2022, where possible, are supervised in the CRC by a team of staff – who monitor the students, ensure they are on task, move students on as required to more suitable areas and track data to be shared with their classroom teachers and the senior team, to determine future focus
- To support the shift to onsite study periods – Stage 1 2022:
 - o In Term 1 we will communicate the why to the students and families, using learning data and our student leaders to develop understanding and provide feedback on our proposed model
 - o In Term 2 – 4 we will implement our model for year 11 and 12 students and collect data
 - o In Term 1 – 4 we will build a study skills website for students to self-navigate and be referred to when they say they have nothing to do or study – current and latest research and activities that can support good study. Website also includes exam information and upcoming lectures and seminars on study and exams (needs regular updating). Promote in Mentor session with students and begin to engage some explicit teaching of study skills in mentor as pilot
 - o In Term 2-4 we will ask staff to build into their lesson plans, for Year 11 and 12 classes, study tasks which students are directed to, to be completed in study periods – including revision tasks and practice exam questions
- In 2022 liaise with Elevate Education to see what is on offer for HPSC, including their new program Connect
- In Term 4 2022 investigate the study skills we want our students to explicitly learn, based on evidence – asking for student and staff input. We will then work with Elevate to build a trial model in 2023. Investigate student mentors/tutors through our Alumni and the positioning of TLI tutors to support student learning
- Term 3 and 4 2022 develop a new model for Year 10, 11 and 12 study skills 2023 and study hall – as part of our timetable in mentor or other
- In Term 4 2022 review the CRC space and furniture/layout to support private and quiet study. Investigate an additional space for study hall or other supervision
- Holiday revision sessions for Unit 3 and subjects
- Create a study timetable for students/with students in mentor for Year 11 and 12
- Communicate general study skills to Year 11 and 12 students in 2022 in mentor – using Elevate?
- PL for staff on the new model and the why behind study skills – staff session run by Elevate Education

Long Term actions:

- Parent session run by Elevate Education on the importance of study skills and how parents can support their children – with supportive resources and communication via Compass
- In 2023 launch our new model for Study Skills for implementation, evaluation, and review in 2023 (focus 10-12)
- Teachers from across the senior years will be timetabled, as part of their allotment, to offer support from across the learning areas in supervised study periods – 1:17 as part of the mentor program. Rotation of staff to be explored – students book in to see staff as part of their timetable and allotment to run workshops, tutorials and other

- In 2023 develop a whole school approach 7- 12 around study skills to embed into mentor or the curriculum – spotlight practices identified and practiced across the college – e.g., consistent approach to note taking
- Study Skills seminars opt for students prior to exams – on site, in preparation for exams
- Study revision sessions in the RPAC across Year 10-12 subject areas – to support exams and ability to study

Recommendation #3 - Establish a School Wide Approach to Exams

Area of the FISO – Assessment/Leadership/Teaching and Learning

To strengthen our culture of high expectations, commitment, and perseverance amongst our students, the exam programs at Hampton Park Secondary College need greater strengthening and an emphasis placed on why for teacher, student, parent, and learner. Evidence suggests practice exams are the best way to prepare students for real exams because they allow students to implement spaced retrieval practice, with the learner pulling the information out of their memory when applying it to the question, which hardens that information in memory (Oakley & Sejnowski, 2018). They alert the student to topics that they do not fully understand and need to study before the real exam, and they advance educational equity by reducing differences in student performance due to different backgrounds. Students who come from large public schools, including those without any plans to go to college and may have special needs, often do not get the same experiences as those who attend private schools, and so they arrive in tertiary or further learning settings already behind their peers despite being no different in innate academic ability.

School context and findings:

- All students in Year 12 in 2022 and those studying a unit 3 and 4 subject must undertake the GAT – yet they have not had the practice which includes interpretation of the questions, sustained writing, sustained concentration, and time management, as well as the application of skills and knowledge
- Mid-Year Exams and End of Year Exams have not been part of the HPSC culture since covid therefore students are out of practice and habit. Those in Year 12 have not undertaken any exams other than NAPLAN prior to their end of year exams in 2022
- Year 7-12 Exams are not currently implemented at HPSC, yet all students in Year 12 at least do the GAT – as above
- Student and teacher understandings about the importance of and the reason for exams is varied – value is not always placed on the exam, the skills that exams build (which are lifelong) and the feedback exams provide to teachers so we can teach to the point of need
- Not all subjects have students engage in an exam across Years 10-12 – varied exposure dependant on the subjects' students' study
- Feedback given to students about the performance on their exams is varied and many students do not value the feedback nor understand what to do with it
- Regular engagement in practice exams is varied across students – yet we know, the more practice exams a student engages in, the more positively it correlates to their results
- Reporting on the performance in exams has not been part of the culture at HPSC and hence, parents are not always aware of how their child has performed in an exam

Immediate actions:

- Implementation and review of a Mid-Year and End of Year Exam program for students in Years 10-12 – including those accelerating in Year 9
- Implementation and review of a Practice GAT program in 2022 for all Year 12 students and those studying Unit 3 and 4
- Implementation and review of a shared SAC schedule for all subjects with multiple classes, after school each Wednesday, to allow students to practice assessment in an examination style and practice the requirements of the end of year exams in Year 12, including the GAT
- Implementation and review of a Feedback week in 2022 (before commencement), to ensure all students are exposed to and understand their exam feedback
- Introduction of practice exam questions into classroom teaching and learning – Year 11 and 12 2022
- Study Skills website connecting students to practice exams and practice style GAT questions, to support their application and understanding for those independent learners
- Reporting of the performance of the exams for Years 10-12 in 2022 – end of year reports
- Use of practice and midyear exams to determine indicative grades and ranking of students – to further support judgements
- End of year exams mirroring the Year 12 exams in Years 11 and 12 – same time length and assessing the whole years learning in one exam
- Greater exposure of our students to practice exams online and exam revision sessions, to further support their understanding
- Practice exam program built into supervised study periods, including practice GATS, to support those who wish to further their learning and practice
- Communication of all revision lectures and opportunities for all senior students provided by external sources
- Communication of Elevate Educations Exam revision seminars and tool kits to all students via compass, teams and our study skills website

- Establish an interim Senior Study Hall, that runs at key times throughout each week, including before school, during supervised study periods, during lunchtime and in the school holidays to further support students to study and make up time, to support exam preparation

Long Term Actions:

- Run small group Tutorials on a rotational basis for the more commonly studied subjects
- Offer lectures, within the RPAC, focusing on identified areas of need or whole-cohort assessment tasks such as Text Response essays or Language Analysis for English or assessment preparation for Math and Science subjects
- Provide catch-up, additional support or redemption preparation sessions for identified students
- A practice exam schedule for implementation during supervised study periods – ensuring all students are exposed to at least 8 practice exams across subjects – Years 11 and 12
- Development of a whole school examination schedule for Years 7-12 in 2023
- Professional learning for staff on the development of meaningful exams which assess the students' skills required across the standards
- Professional learning for staff on how to give effective and meaningful feedback
- Professional support/experts working with staff to unpack exams - VCAA specialists etc. recommended to support staff and student understanding – which includes inviting teachers from other schools and students to engage in workshops
- Worked examples provided to all staff and students that show exemplary answers across papers
- Moderation of exams built into the moderation schedule

Recommendation #4– Whole school process to improved attendance

Area of the FISO – Leadership

School context and findings:

A significant number of students in Years 10-12 are below the required 90% attendance stated in our senior school policy. We have many students who have had over 30 days unexplained absence and when compared to schools within our local area, we are well below the state and like schools at 39%. With the past two years of covid and remote learning, we need to raise the expectations of our students and support them to come to school every day, positively impacting their learning outcomes and success. If our students are coming less, they have less opportunity to strengthen their skills, despite the work of our teachers, and hence, when compared across the state, less opportunity for success.

Immediate actions:

- Communication across the school of the importance of attendance, on time every time – campaigns, marketing, communication via compass, fact sheets and information sent home to families for those below the desired 90%
- Redemption of time for all Year 10-12 students below 90% attendance – before and after school, school holidays, curriculum days, PPD and other pupil free days
- Below 90% conversations with all students by SLLs and parent meetings as required to raise expectations
- Challenging families in conversations about holidays in the senior years and impact on attendance/learning
- Unapproved absence communication home to all students via calls and mail outs, as well as in mentor
- Ns given to students in Year 11 and 12 who are below 90% attendance – raising the bar and expectations – adjusted when student meets requirements and for those in special circumstances
- Rewards for those over 90% across the years and for those maintaining 100% attendance
- Late to school and late to class processes established, awarding those on time every time – marketing campaign with student leaders, house points being awarded and communication home for all who have increased lates to class and school – added to redemption time
- Close tracking and monitoring of students below 90% and those late to class and school by SLLs – beginning of destination conversation model as below
- Communication on our website about the importance of attendance and arriving on time every time

Long term actions:

- Whole school redemption of time model 7-12 for all below 90%
- Study Hall to support redemption of time 7-12
- Role of mentor redefined to support attendance and coming on time every time
- Continue with the above processes to reduce absences

Recommendation #5 – Build a culture of data literacy at HPSC to support the learning growth of every student

Area of the FISO – Teaching and Learning/Assessment

School context and findings:

A focus on building a strong data culture amongst teachers in the Senior Studies program and developing the data literacy of individual teachers has emerged as a significant area for improvement. Furthermore, analysis of student performance and

achievement data identified a significant concern in the understanding of the purpose and how to effectively design school-based assessments compared to external assessments, including the GAT and VCAA exams. A necessity to build teacher capacity in designing assessments that stretch our high-performing students and do not disadvantage our other students has been identified as a matter of priority.

Immediate actions:

- Introduce senior teachers to a variety of VASS data reports through Domains and Senior School PL to build understanding and inform practice
- Introduce senior staff to goal setting in their PDPs connected to their VASS data and senior school improvement
- Introduce Senior staff to the data dashboard to tell a story about their senior learners – having them use this data to inform teaching and learning, assessment development and teaching to point of need
- Introduce staff to the attitudes to school survey data relevant for senior students, having them reflect on their practice and identify what they can do to meet the needs of all students
- Engage staff in PL about ranking and statistical moderation, so all are aware of the importance of understanding the data and its implications on student performance
- Introduce the beginning of Year 11 and 12 destination conversations run by our SLLs, whereby House Leadership Teams closely monitor the progress and tracking of all senior students regularly throughout the year, together with careers and families – supports pathways conversations and VTAC in Year 12. Documentation is kept on all students and shared with relevant parties
- Regular running of eligibility reports for all Senior Students to inform conversations and build practice of SLLs and HLTs
- Data literacy PL for the AP involved and LT – to together develop a plan for the college, beginning with senior staff

Long term actions:

- Engage all staff in a PL about the importance of data literacy and what it means – working the data LT and experts in their field
- Building of data walls in each House to support staff to see who the students are in their classes and how to best support them
- Development of a LS in adjusted learning, to further support staff to support students and build their practice – feed into our data wall and PL on data for all staff
- The provision of whole school Professional Learning focused on VASS Data, the purpose of Predicted Scores and Indicative Grades – not only focused on senior teachers
- Building staff understanding of the purpose of internal assessments, such as SATs and SACs, as opposed to exams
- Consistent SAC/SAT Protocols that are available on the website and in the Senior Studies booklet
- Consistent use of practice SATs/SACs in the senior years
- Clear understanding of the purpose of the subject Study Design being a conceptual framework and not a prescriptive content-based syllabus
- Whole school use of VASS Data, including the statistical moderation data set to analyse assessment design
- Placement of a desktop computer in every House staff room dedicated to the VASS Data Service, providing all teachers with ease of access
- The development of a step-by-step process for accurately calculating Indicative Grades
- Development of a clear process to inform House Leadership Teams, students and their parents if a teacher believes the student will receive a UG as their Indicative Grade. Relevant support put in place to assist the student in achieving a satisfactory result for the subject – link to destination conversations
- Development of a process for teachers to ensure appropriate support is given following a student receiving an N or NA for a unit
- Implementation at Year 10-12 of Destination Conversations (the full model), to ensure all students are on track and are progressing as anticipated – supports adjustment of pathways. Conversations include the careers team and link to the VTAC conversations – supports the PL of our SLLs and HLTs

Recommendation #6 – Build stronger senior school processes to support consistency and equity, whilst supporting student growth and outcomes

Area of the FISO – Leadership/Teaching and Learning

Whilst we have redeveloped our senior studies policy and our processes, the implementation across staff appears to be inconsistent. An induction program with differentiated PL is required for those teaching in the senior years to ensure consistent understanding of all senior teachers. We also need to bridge the gap between junior and senior teachers – where the understanding and processes are not only implemented at senior school, but across the entire college. Integrity of implementation needs to be determined and learning walks across the school with further help us understand where good practice is occurring and where further PL is required.

Short term actions:

- Review and adjust our senior studies policy and process documentation to reflect current practice and the changes to the senior school certificate
- Focus on strengthening our moderation practices, at risk identification, S an N communication, breach of rules and plagiarism to support consistent implementation – through PL across the college
- Develop a whole school SAC schedule and after school SAC schedule to ensure consistency of implementation
- Strengthen the exam program to bring greater rigor and consistency
- PL all staff and unpack each process as introduced to ensure understanding

Long term actions:

- Further review and refine our Senior Studies Policy and process document, to reflect the new certificate and our new learnings
- Greater PL and differentiated PL for staff on Senior processes, including outcome vs SAC, redemption of SACs – how, when, ways – school expectations. S vs N and what constitutes, grading and challenging below 50%
- Re-develop the Redemption process to ensure greater consistency within and across all VCE subjects, that allows time for teachers to support students and increase the likelihood of success in the assessment task. The re-developed process would include:
 - Not use class time, which is crucial to further and deepening of learning, for redemptions
 - Creation of a streamlined and efficient Extension/Redemption process through Compass
 - Whole-school redemption sessions once per week after school for the more populous subjects
 - Individual VCE subjects offering after school redemption sessions, facilitated by VCE teachers on a rotational basis
 - Targeted tutorials and intervention sessions provided to students in the lead-up to a redemption, as part of the Senior Study Hall program, which focus on identified skill or knowledge deficiency
 - Redemption tasks need not only be written tasks – shift the understanding of this
 - Create a whole-school SAT and SAC Assessment Calendar through Compass
 - An expansion of the 'At Risk' process that moves beyond a communication method. The 'At Risk' process needs to involve:
 - An understanding of and effective capacity to differentiate the teaching and learning in all VCE subjects to support individual students
 - Use of formative assessment tasks to monitor learning progression and identify possible concerns throughout the teaching and learning cycle
 - Personalised and targeted feedback provided to relevant students before an 'At Risk' determination is made
 - Clear expectations of the individual responsibilities for the student, teacher, parent and House Leadership Team when a student has been identified as 'At Risk'
 - Use of Compass to identify, communicate and monitor students identified as 'At Risk'
 - Development of a clearly articulated process for the identification of students who are at risk in their learning - not only as an indicative grade - but based on assessment and progress. The process needs to be consistent and the notion of what it means to be at risk in learning outlined

Recommendation #7 – Whole school commencement prior to the end of the year Years 7-12

Area of the FISO – Teaching and Learning/Assessment

School context and findings:

Many students change subjects after they begin. Whilst we have strengthened and will continue to strengthen our course counselling approach, we need to ensure we are setting students up for success prior to the beginning of their new school year. We also need to ensure students are in the most suitable pathway, based on who they are as learner and person. During course counselling, we support students to choose the subjects and the best pathway, yet it is not usually until they experience it for a period that they really understand what is best for their learning. We would like to strengthen and lengthen our commencement program to give students:

- Greater exposure to the next years learning in advance, to make informed decisions
- Greater exposure to the pathway of their choice, in advance, to make informed decisions

Early exposure will not only allow teachers to get a head start on teaching and students a head start on learning, but it will raise the expectations of our students and give them meaningful learning experiences before the end of the year. This will enable informed subject change prior to the following year and further create stability for student, teacher, and the college with regards to our timetable and teaching profile. Pathway conversations are informed by each student's engagement and learning shown which will further strengthen completion rates and transition beyond school.

Short term actions:

- Revision the Commencement Program and its purpose better communicated to students, to build a strong culture of attendance, commitment, and high expectations. The re-purposed program should incorporate the beginning of the

next year's Term 1 learning program and should commence in the second half of Term 4 for all Year 9, 10 and 11 students – for 3 weeks prior to the end of the year

- Communication to staff and students about the commencement program as well as the readiness task for Years 7-12 – do we include grade 6?
- Readiness task development for all year levels – to be undertaken in Week 2 of commencement, to identify strengths and gaps in learning and to support subject and pathway discussions. Any student who has not passed the readiness task will redeem the task to further inform conversations
- Commencement to include workshops on how the learning experience differs in the senior years (for Year 10), as well as study skills. These workshops should include an initial orientation session where students meet their teacher and fellow students outside of each discrete House group. Furthermore, sessions should focus on understanding different teaching styles, approaches and learning from new and unknown teachers; understanding how the pace of learning changes; time management skills; balancing workload; and explicit
- Year 11 Study Skills camp embedded into commencement, to further build skills and sharpen focus for our Year 11 students as they move into Year 12 – raise expectations
- Big Day Outs for Year Levels in commencement? Real life experiences?
- Year 12 classes when a staff member is absent – covered by a CRT to continue with learning, not placed in the CRC – need to ensure integrity of the program and students value attending

Long term actions:

- After review to be developed – more work to happen here

Recommendation #8 – Refinement of our continuous reporting model to further support learning outcomes

Area of the FISO: Assessment

School context and findings:

While the move to ongoing and continuous Reporting through Compass is a significant improvement for the school, there are some factors relating to Reporting that require further visioning and refinement. Greater understanding of all staff, students and parents as to what continuous reporting means is needed and we need to increase access of our parent community to compass.

Short term actions:

- Altering the static report to support ongoing assessment and reporting
- Increasing/working to increase parent access to compass so continuous reporting is meaningful and accessible for our community
- Paul to add here

Long term actions:

- Embedding quality Learning Tasks across the school that provide students and parents with up-to-date information about learning progression, performance, and achievement
- Consistent grading scale across Years 10, 11 and 12 (and for the whole school long term), that is used for all assessments – SATs, SACs, and exams
- Clear understanding that a result of less than 50% on any assessment, including an exam, is not a UG
- Use of Rubrics or Learning Progressions across Years 7-12 – development time to be embedded
- Professional learning for staff on how to deliver effective feedback through learning tasks - used to develop each student's report - targeted, meaningful feedback which is accurate and outlines what a student can do within the standard and how it is shown - how to structure it and support student learning growth
- Professional learning for staff on how to make informed judgements - while we are using evidence-based practice - further support on how to make an informed judgement
- Teach the teacher program with our SRC, focusing on areas of teacher practice that students feel needs refinement – feedback?
- Further PL about continuous assessment and what this looks like in practice – how to – to move away from static reporting
- Destination conversations for Year 10-12 that respond to continuous feedback

Recommendation #9 – Improvement of Careers Education exposure to our students across the College

Area of the FISO – Teaching and Learning/Engagement

School context and findings:

To make the pathways planning and course counselling process more accessible to our students and parents and to ensure all parents and students are informed about the pathways and opportunities available in the 21st century, a more personalised approach that fosters a partnership between the student, parent and the school is required. Currently, our engagement of parents in person is low and access to the college has declined over time. Parent expectations of what their child is capable of, what constitutes success and the pathways available today are not accurate, and this is reflected in student decisions. Students often are not informed about the pathways on offer, and many feel it is what happens in Year 11 and 12 in isolation that count – rather than everything they do across their learning journey.

To establish all the necessary pre-conditions so that every student can make an informed decision, the following improvements are recommended:

Long term actions:

- Create a pathways/careers education map for Years 7-12 of the experiences and skills all students need exposure too, connected to the career education requirements and tool kit from DET
- Develop a careers education curriculum model for Years 7-12, beginning with 10-12, which is unit based, where students are able to immerse themselves in careers education in a meaningful way – this includes the development of the my career portfolio for all students in Years 7-12. Implementation in mentor or another space, including with careers practitioners
- Improve the work experience and SWL process for all Year 10-12 students and raise the expectations of our students to engage
- Broaden the exposure of all students by inviting alumni, professionals and others back into the school for Years 7-12
- Focus in 2023 intently on Year 9-12, to then embed across 7-12
- Improve collaboration between Careers and the Houses to ensure all students are supported
- Bring careers into the Houses and classrooms more often to build the profile and broaden understanding
- Close the gap between conversations happening in the houses and those in careers – same page
- Increase exposure of all students to careers education – more incursions and excursions, more alumni coming in and perhaps PBL projects around careers available
- Continue with Morrisby at Year 9
- Continue mock interviews at Year 10
- Destination conversations Year 10-12 with careers and Houses, including parents
- Evening expos and sessions on careers for interested families – link to industry and enterprise, job and global market

Recommendation #10 – Revision of Mentor to strengthen senior learning outcomes and relevant skills

Area of the FISO – Teaching and Learning/Leadership/Support and Resources

School context:

The role and purpose of Mentor in the senior years needs to be clearly defined and consistently enacted, to provide more purposeful support, including the explicit teaching of study skills, which research demonstrates has a positive effect size of 0.63. The learning in mentor is currently disjointed and some critical areas are not given adequate time. Priorities are competing making learning surface level. Mentor has the capacity to significantly support the skill development of our senior learners and enrich their learning experiences and outcomes. The further evolution of Mentor in Years 10, 11 and 12 should include the following considerations:

Long term actions:

- Mentor time needs to be expanded to ensure each of the areas above can be explicitly taught and explored (increase the provision in the timetable)
- Explicit teaching should take place of careers education, study skills and positive education in unit blocks – to ensure a deep dive and intense focus, rather than sporadic
- Units need to be developed by experts – Careers to develop CE, Positive education and SWPBs team, study skills (senior team) with support from elevate
- Tutors need to act as mentors where pastoral care roles are facilitated – to support students feeling they have an advocate and someone who knows and cares about them
- Learning walks should be conducted by ELT and HOH to support best practice and to support the role of mentor
- The explicit teaching of study skills should include notetaking (0.59 ES), annotation (0.63 ES), summarizing (0.63 ES), concept mapping (0.60 ES), close reading (0.63), organising and transforming notes (0.85 ES), synthesising information across texts (0.63 ES), annotating diagrams, research skills and time management – supported by Elevate Education and other expert organizations
- Year Level assemblies/House Assemblies should be limited to two per term during Mentor to ensure learning is not interrupted
- Peer tutoring should be explored during this time to support student understanding – bringing people in and perhaps allocation of TLI and other Tutors

- Booking of teachers can be explored in this time – where students engage in focused tutorial sessions with their peers in a subject area of their choice – choice based

Recommendation #11 – Movement to the whole ‘new certificate’ in 2023 – VCE VM, VPC and Pre VPC

Area of the FISO – Teaching and Learning/Assessment/Support and Resources/Leadership

School context and findings:

In 2023 Victoria moves to one VCE certificate, with the last year of VCAL enrolments being in 2022. After engaging in a series of PLs, webinars and readings and after reviewing the data of our current VCAL cohort, the shift to the entire certificate will not only benefit our students as it raises the expectation of all learners and increases the rigor, but it also further supports our teachers with more detailed and developed study designs and curriculum documentation, as well as supportive resources. The shift to the new certificate will mean we are able to learn more and develop along the way, placing us in a better position than those not completely transitioning until 2024. To ensure a smooth transition it is recommended we:

Short term recommendations:

- Provide PL to senior staff and all college staff on the new certificate
- Provide PL to students and their parents on the new pathways and the certificate, to make informed choices
- Develop school-based documentation to support course counselling and conversations with students and parents
- Develop pathways flow charts to support conversations
- Cross reference our data and engage with expert teachers and learning officers to make recommendations about the best pathway for each student in Years 9-11
- Develop unit guides for each of the VM units, led by our VM leading teacher
- Develop unit guides for each of the VPC units, led by our VPC leading teacher
- Engage with SBAT providers to determine the best SBATs for our students to gain credits
- Engage with SEED to support Pre VPC students to gain credits
- Collect samples of work from external providers to support us in curriculum development
- Identify staff who are willing and want to teach in the VPC and VM strand
- Re counsel students who appear to be in the incorrect pathway, after recommendations have been made by HOH and HLTs, including expert teachers and inclusion – includes careers and parents. Signing of agreements and contracts to support learning
- Provide PL for the staff engaging in VM and VPC, including planning time
- Review the timetable to ensure we can best block VM, VPC and VET for our students
- Regularly communicate information shared by DET about the new certificate across our community
- Engage with other schools to determine how they are shifting to VM and VPC – gather best practice
- Engage with DET to determine our approach and whether it is best for our students
- Increase our connection with Head Start to better support students
- Broaden our internal VET program to better support all learners, which includes closer work with Head Start and improving SBAT options for students. This includes a rolling VET intake into an internal VET to support students to get their needed credits
- Run a job camp for all students who need to get additional credits

Long term recommendations:

- Engage all staff in PL around Applied Learning pedagogy and building practice whole school to Applied Learning
- Learning walks to observe teacher practice to support our approach in 2023
- Streamline and redefine the unscored VCE which is a viable pathway option for any student who does not require an ATAR at the conclusion of their VCE studies, as they intend to continue their tertiary study through a TAFE qualification, undertake an apprenticeship or move straight into the workforce upon completion of school – and for whom the VM is not a suitable option. This pathway option is intended to empower the individual student by allowing them to make an informed decision about their future direction, complete the VCE and undertake their Year 12 studies without the pressure of the external exams.

To establish the Unscored VCE as a legitimate pathway option for some of our students, the following needs to be embedded:

- Active education about and the promotion of the Unscored VCE to our students and parents in Years 9, 10, 11 and 12 through the school’s website, year-level handbooks, Parent and Student Information Evenings and through individual course counselling sessions
- Professional Learning and targeted advice provided to teachers to best support and manage students in Unit 3 and 4 subjects undertaking either the Scored or Unscored VCE
- Ensuring students identified as ‘At Risk’ are not being counselled to undertake an Unscored VCE
- Greater opportunities for students in Years 9, 10 and 11 to engage with Chisholm TAFE and experience TAFE learning and the career pathways it provides

- Establish a process and timeline by which students in Year 12 identify the Unsourced VCE as their chosen pathway, are involved in course counselling with their parents, individual Year 12 teachers are informed, and the VASS data is accurately captured

Recommendation #12 Development of a reception program and program to further support our high achieving students

Area of the FISO: Teaching and Learning/Leadership/Assessment/Supports and Resources

School context and findings:

We have a highly transient population and over a school year, while our global enrolment number remains steady, we may have new students commence at the school. Traditionally, a significant proportion of new enrolments exist within Years 10, 11 and 12. According to Hattie, there are only four negative size effects on student learning, with the greatest being Mobility (-0.34). When a student changes schools, they can lose almost 10 months of learning due to increased stress and anxiety, feelings of isolation and disconnection. Their focus becomes re-directed to understanding the new environment and attempts to establish new relationships with peers and teachers. To counter-act the negative impact for our newly enrolled students and better support our students who have limited English language skills, a Reception Program needs to be established at the school which would involve:

- Re-branding the E block to become the Learning Intervention Centre in which the Reception Program resides
- Any student who enrolls at the school and who is not at the expected level for language, numeracy, or other identified needs, commences in the Reception Program and receives intensive, personalised support
- Movement out of the Reception Program is based on each student's individual readiness. When a student has received the required support and progressed in their learning needs, they move into the mainstream learning program, from Years 7-11
- All Learning Intervention approaches, including the Decoding program exist within the Learning Intervention Centre
- The Learning Intervention Leader has primary responsibility for overseeing the Centre. The delivery of programs and support within the Reception Program will be facilitated by members of the Learning Interventions Team, the Learning Intervention Officers, Literacy and Numeracy specialists and other experts in the provision of learning support

Likewise, we have several students who are in the top bands and are identified as students with incredible potential. We need to do more to extend these students and expose them to a variety of learning experiences which will increase their levels of success and strengthen their outcomes.

Long term recommendations:

- Increase the exposure of our students to CHES studies
- Ensure all high achieving students are given the chance to accelerate
- Review our acceleration policy to ensure we are catering for all learners
- Increase our partnerships with universities and TAFEs to broaden exposure – learning in their settings
- Run tutorials for our top end students to further challenge and support them
- Use of external assessments to challenge our top end students
- Expose our students to a broader array of external and statewide competitions – to further build their skills and celebrate their talents
- Learn from 'gifted and talented' schools and programs to further strengthen what we offer – school of choice