

Evidence Set 1 -	Domain	Element	Artefact	Judgement
WELLBEING	Learning	Learning Culture	1.2, 1.3, 1.8	Sustaining & Growing
		Wellbeing	1.4, 1.5, 1.9, 1.10, 1.11	Sustaining & Growing
	Teaching	Effective Classroom Practice	1.6, 1.7	Sustaining & Growing
	Leading	School Planning, Implementation and Reporting	1.1	Sustaining & Growing

Analysis

In the element of **Learning Culture** our evidence supports our on balanced judgement that the school is *Sustaining and Growing*.

The Parent Meeting Letter (Artefact 1.2) shows the initial contact parents have with the school. With the aim being to collect and analyse information supplied by parents and caregivers to ensure students are offered individualised support during their transition into High School, this collaboration with parents is particularly effective for students whose continuity of learning is at risk. The Pathfinders Program (Artefact 1.3) continues to target students whose learning is at risk during their transition with the help of our partner primary schools. This leads to the development of an Individual Education Plan in partnership with parents for those students to improve their transition. Attendance Monitoring (Artefact 1.8) demonstrates that the attendance of students is regularly analysed by the school. Personalised attendance approaches like 100% attendance letters aim to reinforce the educational aspirations and acknowledge the ongoing improvement of individual students. This judgement is further evidenced in Artefacts: 3.4, 4.3, 4.4, 4.8, 4.9, 5.5, 5.6, 5.12, 6.2 & 6.6.

In the element of **Wellbeing** our evidence supports our on balanced judgement that the school is *Sustaining and Growing*.

The Wellbeing Program (Artefact 1.4) is a well developed program responding to student needs to support the wellbeing of every student. The program helps build student and staff connections and give students the opportunity to seek advice and assistance from staff other than their classroom teacher in a positive atmosphere of mutual respect. The Girls Mentor Program (Artefact 1.5) aims to support the wellbeing of junior girls by building connections with senior students. Students are selected for the program based on their individual learning and social needs. The program has the added benefit of developing student leadership skills in the senior students. The Learning and Support Processes (Artefact

1.9) demonstrate the school collects data to improve the learning of students from staff which regularly monitors individual student learning needs. The Wellbeing Photos (Artefact 1.10) show members of the school community engaging in wellbeing events strategically planned by the student leadership group to have a positive impact on student wellbeing and build relationships among students and staff. Staff wellbeing is part of the whole school approach as evidenced by the Staff Wellbeing Week (Artefact 1.11) this week focused on building widespread positive and respectful relationships between staff, which will result in optimal conditions for student learning across the whole school. This judgement is further evidenced in Artefacts: 4.5, 4.6, 4.7, 4.10 & 6.1.

In the element of **Effective Classroom Practice** our evidence supports our on balanced judgement that the school is *Sustaining & Growing*.

The Merit System (Artefact 1.6) is computer based giving staff the ability to share information about positive student behaviours and achievements in class with their other teachers and the leadership team in real time. Students receive instant feedback on their progress which they can monitor through the student portal and the expectations for them to continue to improve by teachers promptly responding to their work. The Levels System (Artefact 1.7) is a school-wide approach to effective and positive classroom management giving challenging students effective feedback on their work and behaviours they have exhibited in each lesson of the day. This is a way of monitoring student behaviour as well as alerting the leadership team where teachers may need additional support in classroom management to ensure optimum learning can take place. This judgement is further evidenced in Artefacts: 2.3, 2.7, 2.8 & 2.9.

In the element of **School Planning, Implementation and Reporting** our evidence supports our on balanced judgement that the school is *Sustaining & Growing*.

The leadership team has engaged in a process of planning in line with the needs of student wellbeing. The Wellbeing in School Plan (Artefact 1.1) documentation is a reflection of the school's vision and strategic directions containing the wellbeing of students and staff at their core. This results in well conceived and effectively implemented activities to improve the wellbeing of both groups. This judgement is further evidenced in Artefacts: 2.5, 3.2, 4.1, 4.2 & 7.7.

Where to next?

- Continue to support the wellbeing of students and staff.
- Promote a culture of high expectations and support in which every student and staff member is known, valued and cared for.