

Monitoring and assessment - 2024

Mackellar Primary School (5297)



MACKELLAR
PRIMARY SCHOOL

Submitted for review by Simon McGlade (School Principal) on 22 November, 2023 at 11:04 AM
Endorsed by Anne Fox (Senior Education Improvement Leader) on 04 December, 2023 at 10:01 AM
Endorsed by Vince Scarfo (School Council President) on 16 April, 2024 at 12:28 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	TBA
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain a suite of intervention programs for students in grade one to grade 6 targeting students who need support and scaffolding through to students continuing to thrive.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Determined students for TLI programs based on data tracking and analysis processes. - Maintain time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. - Provided a range of resources to support the implementation of a high-abilities program, including VHAP. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Maintained a NAPLAN preparation program for students in grade 3 and 5 in term one, and students in grades 2 and 4 in term four. - Developed their understanding of extending students in English with a focus on achieving the Exceeding Proficiency in NAPLAN in

	<p>Reading and Writing.</p> <ul style="list-style-type: none"> - Implemented a tutoring program across grades 1-6 focussing on Levelled Literacy Intervention. - Implemented a range of high-abilities programs, including VHAP. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring and will have had their progress monitored, moderated and reported on. - Taken part in NAPLAN preparation if they are participating in NAPLAN this year (grades 3 and 5) or next year (grades 2 and 4). - Participated in a range of high-abilities programs, including VHAP. 			
Success indicators	<ul style="list-style-type: none"> - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs. - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results. - Data from VHAP programs. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a suite of high ability programs such as: <ul style="list-style-type: none"> - The Victorian High Abilities Program - Tournament of Minds - ICAS - GATEWAYS etc... 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Literacy leader 	from: Term 1 to: Term 4	-1%
Activity 2	Provide tutoring to students by way of Levelled Literacy Intervention from grades 1-6.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1	-1%

		<input checked="" type="checkbox"/> Literacy leader	to: Term 4	
Activity 3	Continued implementation of NAPLAN preparation program for students in grades 2, 3, 4 and 5.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Maintain and expand upon a comprehensive suite of wellbeing programs spanning prep to grade 6 targeting students who need support the most.</p> <p>Continue to have the Mental Health in Schools Leader on the Wellbeing and Inclusion Team under the direction of a Leading Teacher.</p> <p>Have the Leading Teacher continue as part of the Executive Leadership Team to ensure wellbeing, mental health and inclusion remain a school-wide priority.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Engaged in weekly MHiPS meetings with a case management focus. - Overseen the use of data to determine students requiring support. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Leveraged off data tracking and analysis processes to determine students for wellbeing programs. - Prioritised student attendance at mental health programs. 			

	<p>Students will have:</p> <ul style="list-style-type: none"> - Been identified by parents and/or staff to attend relevant mental health programs with parental consent. - Participated in relevant mental health programs. - Had regular check-ins and support provided through a range of means where required. 			
Success indicators	<ul style="list-style-type: none"> - SWPBS quarterly triangle tool data - Minutes of case management MHiPS meetings - Student goals that are wellbeing-focused - SSG goals and IEPs 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide a suite of mental health programs for students across grades P-6 including Seasons for Growth, art therapy, music therapy and the I can Mentoring Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Continue with a SWPBS committee to implement the school's SWPBS and an expanded RRRR curriculum program.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Schedule weekly MHiPS meetings with the wellbeing and principal class team to	<input checked="" type="checkbox"/> Principal	from: Term 1	-1%

	case manage students and high-level co-ordination of the Schools Mental Health Fund and its associated offerings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Mental health and wellbeing leader	to: Term 4	
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Goal 2	To maximise the learning and achievement of every student in English and mathematics.		
12-month target 2.1 target	<p>Year 3: Increase the proportion of students in the 'Exceeding' proficiency level from;</p> <ul style="list-style-type: none"> - 10% to 13% in Reading - 3% to 6% in Writing - 5% to 8% in Numeracy <p>Year 5: Increase the proportion of students in the 'Exceeding' proficiency level from;</p> <ul style="list-style-type: none"> - 8% to 11% in Reading - 6% to 9% in Writing - 4% to 7% in Numeracy 		
12-month target 2.2 target	N/A		
12-month target 2.3 target	<p>By 2026, reduce the percentage of students F-6 achieving below the expected level, based on teacher judgements for:</p> <p>Reading and Viewing from **% in 2023 to **%</p> <p>Writing from **% in 2023 to **%</p> <p>Number & Algebra from **% in 2023 to **%.</p>		
12-month target 2.4 target	<p>By 2026, maintain/improve a percentage positive endorsement for the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> - Collective efficacy at or above 70% - Use student feedback to improve practice from 70% in 2023 to 73% 		
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Strengthen teacher capability to analyse and use learning and wellbeing data.		

growth, attainment and wellbeing capabilities	
Actions	<p>Implement a single source of student data tracking (such as but not limited to Elastik) to bring all student learning and wellbeing data into one central location.</p> <p>Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and their impact on student data through coaching. - Inducted staff new to the school in English, Maths, SEL and Inquiry Learning (FFL) - Implemented a data system (such as Elastik) to collate all student data sets for use in PLCs and coaching. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and their impact on student data through coaching. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLC inquiry cycles - Used a data system (such as Elastik) to collate and analyse student data sets in PLCs and coaching. - Been inducted, coached and supported to follow our curriculum map and its component parts. <p>Students will have:</p> <ul style="list-style-type: none"> - Benefited from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice using feedback from coaches and real-time data. - Have seamless transitions between year levels as instructional practice is scaffolded and aligned across the school.
Success indicators	<ul style="list-style-type: none"> - Planning documents from coaching reflect professional learning and coaching feedback. - Data sets are collected, analysed and used to inform teacher practice, planning and reflection. - An increase in 'Uses student feedback to inform practice' on the SSS. - An increase in 'Collective Efficacy' on the SSS.
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce a student data system across the school to collate all student learning and wellbeing data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Maintain regular learning walks which include all teachers in both being observed and observing others.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Provide coaching through Learning Specialists and Leading Teacher to teachers throughout the year on areas such as English, Mathematics, Social and Emotional Learning and/or inquiry learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Provide comprehensive induction to new teachers comprising professional learning, coaching, modelled lessons, planning support and feedback from LS and LT.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.b Documented teaching and learning program based on the	Enhance teacher capability to effectively differentiate teaching and learning.			

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	<p>Contract two consultants focussing on implementing the High Impact Teaching Strategies (HITS), in particular differentiation, providing student feedback and student goal setting in English and Mathematics.</p> <p>Provide avenues for all students to create individualised learning goals in Reading, Writing and Mathematics aligned to school-based practices and provide teachers with feedback regarding their practice.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Provided or facilitated coaching for teachers in specific areas of need in English and Mathematics. - Professionally developed staff in how to support students to create individualised goals in Reading, Writing and Mathematics. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Transferred learning from consultants/coaches into their daily practice in English and Mathematics consistent with our curriculum map and its component parts. - Supported students to make, work towards and assess achievement of individualised goals in Reading, Writing and Mathematics. <p>Students will have:</p> <ul style="list-style-type: none"> - Benefitted from an agreed, viable and aligned fashion of curriculum instruction regardless of year level, class teacher or curriculum area. - Understood, implemented, analysed and reflected upon their individualised learning goals in Reading, Writing and Mathematics. - Students will be provided opportunities to provide feedback to teachers on their practice in an agreed fashion.
Success indicators	<ul style="list-style-type: none"> - Student data (such as NAPLAN comparison to TJ) shows less deviation and higher achievement. - School Staff Survey (SSS) improvements for 'Collective efficacy' and 'Use student feedback to improve practice.' - Data collection regarding setting and attainment of student learning goals. - Continued and more fine grain evidence of differentiation in teacher planning documents - ATToS data regarding 'Self regulation and goal setting.'
Enablers	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Contract an English consultant for 16 days and a Maths Consultant for 16 days to provide professional development, coaching and capacity building for all teachers throughout the year, with a particular emphasis on supporting teachers new to the school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	CRTs for use with consultants, coaching and induction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Continue with specialised tutoring support for relevant students including those in preparation for NAPLAN in grades 2, 3, 4 & 5	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 4	-1%
Activity 4	Delivery of professional learning to teaching staff around specific HITS based on data analysis and their subsequent implementation in classrooms with feedback from students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

<p>KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed teacher capability to evaluate their impact on learning through the PLC process.</p>
<p>Actions</p>	<p>Heighten our focus on Professional Learning Communities (PLC) and PLC inquires using the Future Focused Learning Inquiry cycle</p> <p>Provide avenues for students to provide teachers with feedback regarding their inquiry cycles and practice.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Continued to refine PLC leaders' meetings with a strong focus on inquiry cycles consistent with agreed pedagogical approaches to teaching and using the FFL inquiry cycle. - Provided professional learning in relation to evolving our language to Destinations, Milestones and Footsteps and the FFL inquiry cycle. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Understood and taken part in the process for co-construction of Destinations (Learning Intentions), Milestones (Success Criteria) and Footsteps (Lesson Objectives). - Undertaken inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics and Future Focused Learning (FFL) including feedback from students on their practice. <p>Students will have:</p> <ul style="list-style-type: none"> - Understood and taken part in the process for co-construction of Destinations (Learning Intentions), Milestones (Success Criteria) and Footsteps (Lesson Objectives). - Provided teachers with feedback regarding the focus of their PLC inquiry and their instructional practice.
<p>Success indicators</p>	<ul style="list-style-type: none"> - PLC minutes and participation in the PLC initiative. - All PLC leaders will have completed the PLC Leaders Course through the FFL program. - PLC inquiry cycle minutes and feedback from coaches.

	<ul style="list-style-type: none"> - Students will understand and contribute to Destinations, Milestones and Footsteps (DMF) across multiple curriculum areas. - Student documentation of teacher feedback 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Learning with Lee Crockett transitioning our language from the DE inquiry cycle for PLCs to DMF using the PLC Leaders FFL course as the authoritative approach.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	-1%
Activity 2	Professional learning about what teacher feedback from students might look like and implement this across the school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 2 to: Term 4	-1%
Activity 3	Refine and heighten our focus on using PLC inquiry cycles to drive improvement in teacher practice.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	-1%
Activity 4	Use data to drive focus for PLC inquiry cycles such as Elastik (or similar),	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team 	from: Term 1	-1%

	coaching notes, student feedback or other,	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
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Goal 3	To improve student wellbeing outcomes.		
12-month target 3.1 target	By 2026, maintain the percentage positive endorsement for the School Staff Survey (SSS) in the following factors: - Trust in students and parents at or above 75% - Parent and community involvement at or above 69%		
12-month target 3.2 target	By 2026, maintain the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: - Sense of confidence at or above 83% - Managing bullying at or above 87%		
12-month target 3.3 target	TBA		
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance community engagement in student learning and wellbeing.		
Actions	Implement the Disability Inclusion Program across the school. Include subject matter experts into inquiry units and parent helpers into classroom programs.		
Delivery of the annual actions for this KIS			
Outcomes	Leaders will have: - Taken part in relevant training for DI and translated that into practice for DIPS, tier 2 support and associated processes, employed relevant staff to support tier 2 students (allied health & ES staff) and completed DIPs for students to receive tier 3 funding. - Inducted parents through a parent helpers program and sourced a directory of local community, business and parent subject matter experts		

	<p>Teachers will have:</p> <ul style="list-style-type: none"> - Implemented the actions of DI for students in their care. - Made use of SME in their inquiry units where relevant. - Involved parent helpers in a support role in their classroom. <p>Students will have:</p> <ul style="list-style-type: none"> - Had support from AH and ES staff to support their learning/ wellbeing needs. - Will have had submissions entered for potential tier 3 support and if successful corresponding recommendations implemented at school. - had access to SME for the completion of their inquiry units and will have had the opportunity for their parents/ carers to support the school through a range of options. 			
Success indicators	<ul style="list-style-type: none"> - Improved student achievement from those receiving DI support - School Staff Survey (SSS), ATToS and POS factors improve, namely: - Trust in students and parents, Parent and community involvement, parent participation and involvement, collective efficacy and use student feedback - Improvement in attendance data for students receiving support - Achievement of funding from DIP submissions 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ/contract relevant allied health and Education Support staff consistent with the needs highlighted in data such as NCC data, NAPLAN data and other data sets.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) 	from: Term 1 to: Term 4	-1%

Activity 2	Undergo relevant DI professional learning and translate this learning into actionable items for teachers, wellbeing team and all staff such as IEPs and DIPS.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Provide CRT release to complete all relevant PL and subsequent DIPS for students applying for tier 3 funding	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Student Agency SIT committee to establish a SME database of parents, community and business partners to assist with inquiry units.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Run parent helpers induction program and establish a roster for parents/ carers to assist in classrooms.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and implement resilience strategies to build and strengthen positive relationships.			
Actions	Maintain Gold Status accreditation for SWPBS. Implement expanded RRRR program across all year levels.			

	Continue and strengthen a range of student leadership positions.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Led the school through the expansion of RRRR in accordance with agreed plans - Continued with high quality implementation of SWPBS to maintain Gold Award status - Maintain SWPBS as an agenda item at PLC leaders' meetings and at school council. - Provided time, personnel and resources to support the multiple student leadership processes of the school. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Implemented expanded RRRR program into their weekly teaching plans. - Continue with SWPBS processes including weekly lessons, classrooms systems, buzz awards and solution plans. - Supported students in the grades to undertake leadership positions reflective of their role from grades 3-6. <p>Students will have:</p> <ul style="list-style-type: none"> - Have taken part in school-based and classroom based SWPBS and RRRR sessions. - Taken part in lessons and yard activities which recognise and reward school-wide positive behaviours. - Had the opportunity to be considered for student leadership positions from grades 3-6.
Success indicators	<ul style="list-style-type: none"> - Continued reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS, RRRR lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate school behaviours - Maintaining Gold Award status - Student led activities/events run by the school such as days of significance, assemblies, graduation and information nights.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Run Professional Learning opportunities for teachers to learn about the expansion of RRRR.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Run SWPBS training for the new member/s within the SWPBS team and provide CRT release for necessary training.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Upskill new staff in relation to RRRR and SWPBS	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Continue to allocate meetings in the meeting schedule as per SWPBS award recognition, and in point of need.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 5	Maintain processes for the selection of student leaders from grades 3-6 including Junior School Council, House Captains and School and Vice Captains.	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Goal 4	To empower students to be active and engaged learners.
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12-month target 4.1 target	By 2026, maintain the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: - Student voice and agency at or above 73% - Stimulated learning at or above 85%
12-month target 4.2 target	Improve the percentage positive endorsement for the School Staff Survey (SSS) promote student ownership of learning factor from 80% in 2023 to 83% or greater.
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school understanding and approach to student agency in learning.
Actions	Provide professional learning opportunities for staff in the area of student voice and agency. Provide scope for students to be active contributors to their own learning. Ensure teachers allow for student input and agency in their learning programs. Establish a Learning Specialist position (Student Agency) to lead this work.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will have: - Appointed a Learning Specialist (Student Agency) position from 2024 - Guided teachers through professional learning related to student voice and agency - Provided support for teachers to co-construct learning outcomes with students - Promoted meaningful differentiation of tasks across multiple learning styles to allow all students buy-in of their learning. Teachers will have: - Developed a sound understanding of student voice and agency through ongoing professional learning - Implemented learning gained through professional development opportunities in their classroom practice including differentiated learning opportunities and co-construction of success criteria. - Understood and provided opportunities for student ownership and contribution to their own learning.

	<p>Students will have:</p> <ul style="list-style-type: none"> - Had their learning differentiated to meet their individualised learning needs. - Used data to frame their learning goals across multiple curriculum areas, assessed progress and reflected upon growth leading into further goals. - Contributed to designing their own forms of assessment across multiple learning styles 			
Success indicators	<ul style="list-style-type: none"> - ATToS, POS and SSS data indicate improvements in student agency, student contribution and meeting learning needs. - Student goals present, accessible and used during instruction by teachers and students 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Teachers use 'Agents to Agency' by Lee Crockett as their basis for professional reading and aligned implementation of student agency.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Implementation of a Future Focussed Learning Action Plan for 2024-5 incorporating D,M,F, Masterclasses, FFL termly planning, Leadership programs and coaching by Lee Crockett.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Establish learning goals for students across multiple curriculum areas which	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1	-1%

	are data driven, incorporate student voice and teacher discretion.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
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Monitoring and assessment - 2024

Mid-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	TBA
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain a suite of intervention programs for students in grade one to grade 6 targeting students who need support and scaffolding through to students continuing to thrive.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Determined students for TLI programs based on data tracking and analysis processes. - Maintain time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. - Provided a range of resources to support the implementation of a high-abilities program, including VHAP. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Maintained a NAPLAN preparation program for students in grade 3 and 5 in term one, and students in grades 2 and 4 in term four. - Developed their understanding of extending students in English with a focus on achieving the Exceeding Proficiency in NAPLAN in

	<p>Reading and Writing.</p> <ul style="list-style-type: none"> - Implemented a tutoring program across grades 1-6 focussing on Levelled Literacy Intervention. - Implemented a range of high-abilities programs, including VHAP. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring and will have had their progress monitored, moderated and reported on. - Taken part in NAPLAN preparation if they are participating in NAPLAN this year (grades 3 and 5) or next year (grades 2 and 4). - Participated in a range of high-abilities programs, including VHAP. 			
Success indicators	<ul style="list-style-type: none"> - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs. - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results. - Data from VHAP programs. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a suite of high ability programs such as: <ul style="list-style-type: none"> - The Victorian High Abilities Program - Tournament of Minds - ICAS - GATEWAYS etc... 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Literacy leader 	from: Term 1 to: Term 4	-1%
Activity 2	Provide tutoring to students by way of Levelled Literacy Intervention from grades 1-6.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1	-1%

		<input checked="" type="checkbox"/> Literacy leader	to: Term 4	
Activity 3	Continued implementation of NAPLAN preparation program for students in grades 2, 3, 4 and 5.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Maintain and expand upon a comprehensive suite of wellbeing programs spanning prep to grade 6 targeting students who need support the most.</p> <p>Continue to have the Mental Health in Schools Leader on the Wellbeing and Inclusion Team under the direction of a Leading Teacher.</p> <p>Have the Leading Teacher continue as part of the Executive Leadership Team to ensure wellbeing, mental health and inclusion remain a school-wide priority.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Engaged in weekly MHiPS meetings with a case management focus. - Overseen the use of data to determine students requiring support. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Leveraged off data tracking and analysis processes to determine students for wellbeing programs. - Prioritised student attendance at mental health programs. 			

	<p>Students will have:</p> <ul style="list-style-type: none"> - Been identified by parents and/or staff to attend relevant mental health programs with parental consent. - Participated in relevant mental health programs. - Had regular check-ins and support provided through a range of means where required. 			
Success indicators	<ul style="list-style-type: none"> - SWPBS quarterly triangle tool data - Minutes of case management MHiPS meetings - Student goals that are wellbeing-focused - SSG goals and IEPs 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide a suite of mental health programs for students across grades P-6 including Seasons for Growth, art therapy, music therapy and the I can Mentoring Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Continue with a SWPBS committee to implement the school's SWPBS and an expanded RRRR curriculum program.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Schedule weekly MHiPS meetings with the wellbeing and principal class team to	<input checked="" type="checkbox"/> Principal	from: Term 1	-1%

	case manage students and high-level co-ordination of the Schools Mental Health Fund and its associated offerings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Mental health and wellbeing leader	to: Term 4	
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Goal 2	To maximise the learning and achievement of every student in English and mathematics.		
12-month target 2.1 target	<p>Year 3: Increase the proportion of students in the 'Exceeding' proficiency level from;</p> <ul style="list-style-type: none"> - 10% to 13% in Reading - 3% to 6% in Writing - 5% to 8% in Numeracy <p>Year 5: Increase the proportion of students in the 'Exceeding' proficiency level from;</p> <ul style="list-style-type: none"> - 8% to 11% in Reading - 6% to 9% in Writing - 4% to 7% in Numeracy 		
12-month target 2.2 target	N/A		
12-month target 2.3 target	<p>By 2026, reduce the percentage of students F-6 achieving below the expected level, based on teacher judgements for:</p> <p>Reading and Viewing from **% in 2023 to **%</p> <p>Writing from **% in 2023 to **%</p> <p>Number & Algebra from **% in 2023 to **%.</p>		
12-month target 2.4 target	<p>By 2026, maintain/improve a percentage positive endorsement for the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> - Collective efficacy at or above 70% - Use student feedback to improve practice from 70% in 2023 to 73% 		
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Strengthen teacher capability to analyse and use learning and wellbeing data.		

growth, attainment and wellbeing capabilities	
Actions	<p>Implement a single source of student data tracking (such as but not limited to Elastik) to bring all student learning and wellbeing data into one central location.</p> <p>Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and their impact on student data through coaching. - Inducted staff new to the school in English, Maths, SEL and Inquiry Learning (FFL) - Implemented a data system (such as Elastik) to collate all student data sets for use in PLCs and coaching. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and their impact on student data through coaching. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLC inquiry cycles - Used a data system (such as Elastik) to collate and analyse student data sets in PLCs and coaching. - Been inducted, coached and supported to follow our curriculum map and its component parts. <p>Students will have:</p> <ul style="list-style-type: none"> - Benefited from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice using feedback from coaches and real-time data. - Have seamless transitions between year levels as instructional practice is scaffolded and aligned across the school.
Success indicators	<ul style="list-style-type: none"> - Planning documents from coaching reflect professional learning and coaching feedback. - Data sets are collected, analysed and used to inform teacher practice, planning and reflection. - An increase in 'Uses student feedback to inform practice' on the SSS. - An increase in 'Collective Efficacy' on the SSS.
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce a student data system across the school to collate all student learning and wellbeing data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Maintain regular learning walks which include all teachers in both being observed and observing others.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Provide coaching through Learning Specialists and Leading Teacher to teachers throughout the year on areas such as English, Mathematics, Social and Emotional Learning and/or inquiry learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Provide comprehensive induction to new teachers comprising professional learning, coaching, modelled lessons, planning support and feedback from LS and LT.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.b Documented teaching and learning program based on the	Enhance teacher capability to effectively differentiate teaching and learning.			

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	<p>Contract two consultants focussing on implementing the High Impact Teaching Strategies (HITS), in particular differentiation, providing student feedback and student goal setting in English and Mathematics.</p> <p>Provide avenues for all students to create individualised learning goals in Reading, Writing and Mathematics aligned to school-based practices and provide teachers with feedback regarding their practice.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Provided or facilitated coaching for teachers in specific areas of need in English and Mathematics. - Professionally developed staff in how to support students to create individualised goals in Reading, Writing and Mathematics. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Transferred learning from consultants/coaches into their daily practice in English and Mathematics consistent with our curriculum map and its component parts. - Supported students to make, work towards and assess achievement of individualised goals in Reading, Writing and Mathematics. <p>Students will have:</p> <ul style="list-style-type: none"> - Benefitted from an agreed, viable and aligned fashion of curriculum instruction regardless of year level, class teacher or curriculum area. - Understood, implemented, analysed and reflected upon their individualised learning goals in Reading, Writing and Mathematics. - Students will be provided opportunities to provide feedback to teachers on their practice in an agreed fashion.
Success indicators	<ul style="list-style-type: none"> - Student data (such as NAPLAN comparison to TJ) shows less deviation and higher achievement. - School Staff Survey (SSS) improvements for 'Collective efficacy' and 'Use student feedback to improve practice.' - Data collection regarding setting and attainment of student learning goals. - Continued and more fine grain evidence of differentiation in teacher planning documents - ATToS data regarding 'Self regulation and goal setting.'
Enablers	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Contract an English consultant for 16 days and a Maths Consultant for 16 days to provide professional development, coaching and capacity building for all teachers throughout the year, with a particular emphasis on supporting teachers new to the school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	CRTs for use with consultants, coaching and induction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Continue with specialised tutoring support for relevant students including those in preparation for NAPLAN in grades 2, 3, 4 & 5	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 4	-1%
Activity 4	Delivery of professional learning to teaching staff around specific HITS based on data analysis and their subsequent implementation in classrooms with feedback from students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

<p>KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed teacher capability to evaluate their impact on learning through the PLC process.</p>
<p>Actions</p>	<p>Heighten our focus on Professional Learning Communities (PLC) and PLC inquires using the Future Focused Learning Inquiry cycle</p> <p>Provide avenues for students to provide teachers with feedback regarding their inquiry cycles and practice.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Continued to refine PLC leaders' meetings with a strong focus on inquiry cycles consistent with agreed pedagogical approaches to teaching and using the FFL inquiry cycle. - Provided professional learning in relation to evolving our language to Destinations, Milestones and Footsteps and the FFL inquiry cycle. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Understood and taken part in the process for co-construction of Destinations (Learning Intentions), Milestones (Success Criteria) and Footsteps (Lesson Objectives). - Undertaken inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics and Future Focused Learning (FFL) including feedback from students on their practice. <p>Students will have:</p> <ul style="list-style-type: none"> - Understood and taken part in the process for co-construction of Destinations (Learning Intentions), Milestones (Success Criteria) and Footsteps (Lesson Objectives). - Provided teachers with feedback regarding the focus of their PLC inquiry and their instructional practice.
<p>Success indicators</p>	<ul style="list-style-type: none"> - PLC minutes and participation in the PLC initiative. - All PLC leaders will have completed the PLC Leaders Course through the FFL program. - PLC inquiry cycle minutes and feedback from coaches.

	<ul style="list-style-type: none"> - Students will understand and contribute to Destinations, Milestones and Footsteps (DMF) across multiple curriculum areas. - Student documentation of teacher feedback 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Learning with Lee Crockett transitioning our language from the DE inquiry cycle for PLCs to DMF using the PLC Leaders FFL course as the authoritative approach.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	-1%
Activity 2	Professional learning about what teacher feedback from students might look like and implement this across the school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 2 to: Term 4	-1%
Activity 3	Refine and heighten our focus on using PLC inquiry cycles to drive improvement in teacher practice.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	-1%
Activity 4	Use data to drive focus for PLC inquiry cycles such as Elastik (or similar),	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team 	from: Term 1	-1%

	coaching notes, student feedback or other,	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
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Goal 3	To improve student wellbeing outcomes.		
12-month target 3.1 target	By 2026, maintain the percentage positive endorsement for the School Staff Survey (SSS) in the following factors: - Trust in students and parents at or above 75% - Parent and community involvement at or above 69%		
12-month target 3.2 target	By 2026, maintain the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: - Sense of confidence at or above 83% - Managing bullying at or above 87%		
12-month target 3.3 target	TBA		
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance community engagement in student learning and wellbeing.		
Actions	Implement the Disability Inclusion Program across the school. Include subject matter experts into inquiry units and parent helpers into classroom programs.		
Delivery of the annual actions for this KIS			
Outcomes	Leaders will have: - Taken part in relevant training for DI and translated that into practice for DIPS, tier 2 support and associated processes, employed relevant staff to support tier 2 students (allied health & ES staff) and completed DIPs for students to receive tier 3 funding. - Inducted parents through a parent helpers program and sourced a directory of local community, business and parent subject matter experts		

	<p>Teachers will have:</p> <ul style="list-style-type: none"> - Implemented the actions of DI for students in their care. - Made use of SME in their inquiry units where relevant. - Involved parent helpers in a support role in their classroom. <p>Students will have:</p> <ul style="list-style-type: none"> - Had support from AH and ES staff to support their learning/ wellbeing needs. - Will have had submissions entered for potential tier 3 support and if successful corresponding recommendations implemented at school. - had access to SME for the completion of their inquiry units and will have had the opportunity for their parents/ carers to support the school through a range of options. 			
Success indicators	<ul style="list-style-type: none"> - Improved student achievement from those receiving DI support - School Staff Survey (SSS), ATToS and POS factors improve, namely: - Trust in students and parents, Parent and community involvement, parent participation and involvement, collective efficacy and use student feedback - Improvement in attendance data for students receiving support - Achievement of funding from DIP submissions 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ/contract relevant allied health and Education Support staff consistent with the needs highlighted in data such as NCC data, NAPLAN data and other data sets.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) 	from: Term 1 to: Term 4	-1%

Activity 2	Undergo relevant DI professional learning and translate this learning into actionable items for teachers, wellbeing team and all staff such as IEPs and DIPS.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Provide CRT release to complete all relevant PL and subsequent DIPS for students applying for tier 3 funding	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Student Agency SIT committee to establish a SME database of parents, community and business partners to assist with inquiry units.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Run parent helpers induction program and establish a roster for parents/ carers to assist in classrooms.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and implement resilience strategies to build and strengthen positive relationships.			
Actions	Maintain Gold Status accreditation for SWPBS. Implement expanded RRRR program across all year levels.			

	Continue and strengthen a range of student leadership positions.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Led the school through the expansion of RRRR in accordance with agreed plans - Continued with high quality implementation of SWPBS to maintain Gold Award status - Maintain SWPBS as an agenda item at PLC leaders' meetings and at school council. - Provided time, personnel and resources to support the multiple student leadership processes of the school. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Implemented expanded RRRR program into their weekly teaching plans. - Continue with SWPBS processes including weekly lessons, classrooms systems, buzz awards and solution plans. - Supported students in the grades to undertake leadership positions reflective of their role from grades 3-6. <p>Students will have:</p> <ul style="list-style-type: none"> - Have taken part in school-based and classroom based SWPBS and RRRR sessions. - Taken part in lessons and yard activities which recognise and reward school-wide positive behaviours. - Had the opportunity to be considered for student leadership positions from grades 3-6.
Success indicators	<ul style="list-style-type: none"> - Continued reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS, RRRR lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate school behaviours - Maintaining Gold Award status - Student led activities/events run by the school such as days of significance, assemblies, graduation and information nights.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Run Professional Learning opportunities for teachers to learn about the expansion of RRRR.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Run SWPBS training for the new member/s within the SWPBS team and provide CRT release for necessary training.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Upskill new staff in relation to RRRR and SWPBS	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Continue to allocate meetings in the meeting schedule as per SWPBS award recognition, and in point of need.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 5	Maintain processes for the selection of student leaders from grades 3-6 including Junior School Council, House Captains and School and Vice Captains.	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Goal 4	To empower students to be active and engaged learners.
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12-month target 4.1 target	By 2026, maintain the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: - Student voice and agency at or above 73% - Stimulated learning at or above 85%
12-month target 4.2 target	Improve the percentage positive endorsement for the School Staff Survey (SSS) promote student ownership of learning factor from 80% in 2023 to 83% or greater.
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school understanding and approach to student agency in learning.
Actions	Provide professional learning opportunities for staff in the area of student voice and agency. Provide scope for students to be active contributors to their own learning. Ensure teachers allow for student input and agency in their learning programs. Establish a Learning Specialist position (Student Agency) to lead this work.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will have: - Appointed a Learning Specialist (Student Agency) position from 2024 - Guided teachers through professional learning related to student voice and agency - Provided support for teachers to co-construct learning outcomes with students - Promoted meaningful differentiation of tasks across multiple learning styles to allow all students buy-in of their learning. Teachers will have: - Developed a sound understanding of student voice and agency through ongoing professional learning - Implemented learning gained through professional development opportunities in their classroom practice including differentiated learning opportunities and co-construction of success criteria. - Understood and provided opportunities for student ownership and contribution to their own learning.

	<p>Students will have:</p> <ul style="list-style-type: none"> - Had their learning differentiated to meet their individualised learning needs. - Used data to frame their learning goals across multiple curriculum areas, assessed progress and reflected upon growth leading into further goals. - Contributed to designing their own forms of assessment across multiple learning styles 			
Success indicators	<ul style="list-style-type: none"> - ATToS, POS and SSS data indicate improvements in student agency, student contribution and meeting learning needs. - Student goals present, accessible and used during instruction by teachers and students 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Teachers use 'Agents to Agency' by Lee Crockett as their basis for professional reading and aligned implementation of student agency.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Implementation of a Future Focussed Learning Action Plan for 2024-5 incorporating D,M,F, Masterclasses, FFL termly planning, Leadership programs and coaching by Lee Crockett.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Establish learning goals for students across multiple curriculum areas which	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1	-1%

	are data driven, incorporate student voice and teacher discretion.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
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Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	TBA
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain a suite of intervention programs for students in grade one to grade 6 targeting students who need support and scaffolding through to students continuing to thrive.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Determined students for TLI programs based on data tracking and analysis processes. - Maintain time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. - Provided a range of resources to support the implementation of a high-abilities program, including VHAP. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Maintained a NAPLAN preparation program for students in grade 3 and 5 in term one, and students in grades 2 and 4 in term four. - Developed their understanding of extending students in English with a focus on achieving the Exceeding Proficiency in NAPLAN in

	<p>Reading and Writing.</p> <ul style="list-style-type: none"> - Implemented a tutoring program across grades 1-6 focussing on Levelled Literacy Intervention. - Implemented a range of high-abilities programs, including VHAP. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring and will have had their progress monitored, moderated and reported on. - Taken part in NAPLAN preparation if they are participating in NAPLAN this year (grades 3 and 5) or next year (grades 2 and 4). - Participated in a range of high-abilities programs, including VHAP. 			
Success indicators	<ul style="list-style-type: none"> - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs. - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results. - Data from VHAP programs. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Implement a suite of high ability programs such as:</p> <ul style="list-style-type: none"> - The Victorian High Abilities Program - Tournament of Minds - ICAS - GATEWAYS etc... 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Literacy leader 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 2	<p>Provide tutoring to students by way of Levelled Literacy Intervention from grades 1-6.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1</p>	-1%

		<input checked="" type="checkbox"/> Literacy leader	to: Term 4	
Activity 3	Continued implementation of NAPLAN preparation program for students in grades 2, 3, 4 and 5.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Maintain and expand upon a comprehensive suite of wellbeing programs spanning prep to grade 6 targeting students who need support the most.</p> <p>Continue to have the Mental Health in Schools Leader on the Wellbeing and Inclusion Team under the direction of a Leading Teacher.</p> <p>Have the Leading Teacher continue as part of the Executive Leadership Team to ensure wellbeing, mental health and inclusion remain a school-wide priority.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Engaged in weekly MHiPS meetings with a case management focus. - Overseen the use of data to determine students requiring support. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Leveraged off data tracking and analysis processes to determine students for wellbeing programs. - Prioritised student attendance at mental health programs. 			

	<p>Students will have:</p> <ul style="list-style-type: none"> - Been identified by parents and/or staff to attend relevant mental health programs with parental consent. - Participated in relevant mental health programs. - Had regular check-ins and support provided through a range of means where required. 			
Success indicators	<ul style="list-style-type: none"> - SWPBS quarterly triangle tool data - Minutes of case management MHiPS meetings - Student goals that are wellbeing-focused - SSG goals and IEPs 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide a suite of mental health programs for students across grades P-6 including Seasons for Growth, art therapy, music therapy and the I can Mentoring Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Continue with a SWPBS committee to implement the school's SWPBS and an expanded RRRR curriculum program.	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Schedule weekly MHiPS meetings with the wellbeing and principal class team to	<input checked="" type="checkbox"/> Principal	from: Term 1	-1%

	case manage students and high-level co-ordination of the Schools Mental Health Fund and its associated offerings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Mental health and wellbeing leader	to: Term 4	
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Goal 2	To maximise the learning and achievement of every student in English and mathematics.		
12-month target 2.1 target	<p>Year 3: Increase the proportion of students in the 'Exceeding' proficiency level from;</p> <ul style="list-style-type: none"> - 10% to 13% in Reading - 3% to 6% in Writing - 5% to 8% in Numeracy <p>Year 5: Increase the proportion of students in the 'Exceeding' proficiency level from;</p> <ul style="list-style-type: none"> - 8% to 11% in Reading - 6% to 9% in Writing - 4% to 7% in Numeracy 		
12-month target 2.2 target	N/A		
12-month target 2.3 target	<p>By 2026, reduce the percentage of students F-6 achieving below the expected level, based on teacher judgements for:</p> <p>Reading and Viewing from **% in 2023 to **%</p> <p>Writing from **% in 2023 to **%</p> <p>Number & Algebra from **% in 2023 to **%.</p>		
12-month target 2.4 target	<p>By 2026, maintain/improve a percentage positive endorsement for the School Staff Survey (SSS) for the following factors:</p> <ul style="list-style-type: none"> - Collective efficacy at or above 70% - Use student feedback to improve practice from 70% in 2023 to 73% 		
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Strengthen teacher capability to analyse and use learning and wellbeing data.		

growth, attainment and wellbeing capabilities	
Actions	<p>Implement a single source of student data tracking (such as but not limited to Elastik) to bring all student learning and wellbeing data into one central location.</p> <p>Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and their impact on student data through coaching. - Inducted staff new to the school in English, Maths, SEL and Inquiry Learning (FFL) - Implemented a data system (such as Elastik) to collate all student data sets for use in PLCs and coaching. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and their impact on student data through coaching. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLC inquiry cycles - Used a data system (such as Elastik) to collate and analyse student data sets in PLCs and coaching. - Been inducted, coached and supported to follow our curriculum map and its component parts. <p>Students will have:</p> <ul style="list-style-type: none"> - Benefited from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice using feedback from coaches and real-time data. - Have seamless transitions between year levels as instructional practice is scaffolded and aligned across the school.
Success indicators	<ul style="list-style-type: none"> - Planning documents from coaching reflect professional learning and coaching feedback. - Data sets are collected, analysed and used to inform teacher practice, planning and reflection. - An increase in 'Uses student feedback to inform practice' on the SSS. - An increase in 'Collective Efficacy' on the SSS.
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce a student data system across the school to collate all student learning and wellbeing data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Maintain regular learning walks which include all teachers in both being observed and observing others.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Provide coaching through Learning Specialists and Leading Teacher to teachers throughout the year on areas such as English, Mathematics, Social and Emotional Learning and/or inquiry learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Provide comprehensive induction to new teachers comprising professional learning, coaching, modelled lessons, planning support and feedback from LS and LT.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.b Documented teaching and learning program based on the	Enhance teacher capability to effectively differentiate teaching and learning.			

Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	<p>Contract two consultants focussing on implementing the High Impact Teaching Strategies (HITS), in particular differentiation, providing student feedback and student goal setting in English and Mathematics.</p> <p>Provide avenues for all students to create individualised learning goals in Reading, Writing and Mathematics aligned to school-based practices and provide teachers with feedback regarding their practice.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Provided or facilitated coaching for teachers in specific areas of need in English and Mathematics. - Professionally developed staff in how to support students to create individualised goals in Reading, Writing and Mathematics. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Transferred learning from consultants/coaches into their daily practice in English and Mathematics consistent with our curriculum map and its component parts. - Supported students to make, work towards and assess achievement of individualised goals in Reading, Writing and Mathematics. <p>Students will have:</p> <ul style="list-style-type: none"> - Benefitted from an agreed, viable and aligned fashion of curriculum instruction regardless of year level, class teacher or curriculum area. - Understood, implemented, analysed and reflected upon their individualised learning goals in Reading, Writing and Mathematics. - Students will be provided opportunities to provide feedback to teachers on their practice in an agreed fashion.
Success indicators	<ul style="list-style-type: none"> - Student data (such as NAPLAN comparison to TJ) shows less deviation and higher achievement. - School Staff Survey (SSS) improvements for 'Collective efficacy' and 'Use student feedback to improve practice.' - Data collection regarding setting and attainment of student learning goals. - Continued and more fine grain evidence of differentiation in teacher planning documents - ATToS data regarding 'Self regulation and goal setting.'
Enablers	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Contract an English consultant for 16 days and a Maths Consultant for 16 days to provide professional development, coaching and capacity building for all teachers throughout the year, with a particular emphasis on supporting teachers new to the school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	CRTs for use with consultants, coaching and induction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Continue with specialised tutoring support for relevant students including those in preparation for NAPLAN in grades 2, 3, 4 & 5	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 4	-1%
Activity 4	Delivery of professional learning to teaching staff around specific HITS based on data analysis and their subsequent implementation in classrooms with feedback from students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

<p>KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed teacher capability to evaluate their impact on learning through the PLC process.</p>
<p>Actions</p>	<p>Heighten our focus on Professional Learning Communities (PLC) and PLC inquires using the Future Focused Learning Inquiry cycle</p> <p>Provide avenues for students to provide teachers with feedback regarding their inquiry cycles and practice.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Continued to refine PLC leaders' meetings with a strong focus on inquiry cycles consistent with agreed pedagogical approaches to teaching and using the FFL inquiry cycle. - Provided professional learning in relation to evolving our language to Destinations, Milestones and Footsteps and the FFL inquiry cycle. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Understood and taken part in the process for co-construction of Destinations (Learning Intentions), Milestones (Success Criteria) and Footsteps (Lesson Objectives). - Undertaken inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics and Future Focused Learning (FFL) including feedback from students on their practice. <p>Students will have:</p> <ul style="list-style-type: none"> - Understood and taken part in the process for co-construction of Destinations (Learning Intentions), Milestones (Success Criteria) and Footsteps (Lesson Objectives). - Provided teachers with feedback regarding the focus of their PLC inquiry and their instructional practice.
<p>Success indicators</p>	<ul style="list-style-type: none"> - PLC minutes and participation in the PLC initiative. - All PLC leaders will have completed the PLC Leaders Course through the FFL program. - PLC inquiry cycle minutes and feedback from coaches.

	<ul style="list-style-type: none"> - Students will understand and contribute to Destinations, Milestones and Footsteps (DMF) across multiple curriculum areas. - Student documentation of teacher feedback 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Learning with Lee Crockett transitioning our language from the DE inquiry cycle for PLCs to DMF using the PLC Leaders FFL course as the authoritative approach.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	-1%
Activity 2	Professional learning about what teacher feedback from students might look like and implement this across the school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) 	from: Term 2 to: Term 4	-1%
Activity 3	Refine and heighten our focus on using PLC inquiry cycles to drive improvement in teacher practice.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	-1%
Activity 4	Use data to drive focus for PLC inquiry cycles such as Elastik (or similar),	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team 	from: Term 1	-1%

	coaching notes, student feedback or other,	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
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Goal 3	To improve student wellbeing outcomes.		
12-month target 3.1 target	By 2026, maintain the percentage positive endorsement for the School Staff Survey (SSS) in the following factors: - Trust in students and parents at or above 75% - Parent and community involvement at or above 69%		
12-month target 3.2 target	By 2026, maintain the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: - Sense of confidence at or above 83% - Managing bullying at or above 87%		
12-month target 3.3 target	TBA		
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Enhance community engagement in student learning and wellbeing.		
Actions	Implement the Disability Inclusion Program across the school. Include subject matter experts into inquiry units and parent helpers into classroom programs.		
Delivery of the annual actions for this KIS			
Outcomes	Leaders will have: - Taken part in relevant training for DI and translated that into practice for DIPS, tier 2 support and associated processes, employed relevant staff to support tier 2 students (allied health & ES staff) and completed DIPS for students to receive tier 3 funding. - Inducted parents through a parent helpers program and sourced a directory of local community, business and parent subject matter experts		

	<p>Teachers will have:</p> <ul style="list-style-type: none"> - Implemented the actions of DI for students in their care. - Made use of SME in their inquiry units where relevant. - Involved parent helpers in a support role in their classroom. <p>Students will have:</p> <ul style="list-style-type: none"> - Had support from AH and ES staff to support their learning/ wellbeing needs. - Will have had submissions entered for potential tier 3 support and if successful corresponding recommendations implemented at school. - had access to SME for the completion of their inquiry units and will have had the opportunity for their parents/ carers to support the school through a range of options. 			
Success indicators	<ul style="list-style-type: none"> - Improved student achievement from those receiving DI support - School Staff Survey (SSS), ATToS and POS factors improve, namely: - Trust in students and parents, Parent and community involvement, parent participation and involvement, collective efficacy and use student feedback - Improvement in attendance data for students receiving support - Achievement of funding from DIP submissions 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ/contract relevant allied health and Education Support staff consistent with the needs highlighted in data such as NCC data, NAPLAN data and other data sets.	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%

Activity 2	Undergo relevant DI professional learning and translate this learning into actionable items for teachers, wellbeing team and all staff such as IEPs and DIPS.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Provide CRT release to complete all relevant PL and subsequent DIPS for students applying for tier 3 funding	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Student Agency SIT committee to establish a SME database of parents, community and business partners to assist with inquiry units.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Run parent helpers induction program and establish a roster for parents/ carers to assist in classrooms.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and implement resilience strategies to build and strengthen positive relationships.			
Actions	Maintain Gold Status accreditation for SWPBS. Implement expanded RRRR program across all year levels.			

	Continue and strengthen a range of student leadership positions.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Led the school through the expansion of RRRR in accordance with agreed plans - Continued with high quality implementation of SWPBS to maintain Gold Award status - Maintain SWPBS as an agenda item at PLC leaders' meetings and at school council. - Provided time, personnel and resources to support the multiple student leadership processes of the school. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Implemented expanded RRRR program into their weekly teaching plans. - Continue with SWPBS processes including weekly lessons, classrooms systems, buzz awards and solution plans. - Supported students in the grades to undertake leadership positions reflective of their role from grades 3-6. <p>Students will have:</p> <ul style="list-style-type: none"> - Have taken part in school-based and classroom based SWPBS and RRRR sessions. - Taken part in lessons and yard activities which recognise and reward school-wide positive behaviours. - Had the opportunity to be considered for student leadership positions from grades 3-6.
Success indicators	<ul style="list-style-type: none"> - Continued reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS, RRRR lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate school behaviours - Maintaining Gold Award status - Student led activities/events run by the school such as days of significance, assemblies, graduation and information nights.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Run Professional Learning opportunities for teachers to learn about the expansion of RRRR.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Run SWPBS training for the new member/s within the SWPBS team and provide CRT release for necessary training.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Upskill new staff in relation to RRRR and SWPBS	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Continue to allocate meetings in the meeting schedule as per SWPBS award recognition, and in point of need.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 5	Maintain processes for the selection of student leaders from grades 3-6 including Junior School Council, House Captains and School and Vice Captains.	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Goal 4	To empower students to be active and engaged learners.
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12-month target 4.1 target	By 2026, maintain the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: - Student voice and agency at or above 73% - Stimulated learning at or above 85%
12-month target 4.2 target	Improve the percentage positive endorsement for the School Staff Survey (SSS) promote student ownership of learning factor from 80% in 2023 to 83% or greater.
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school understanding and approach to student agency in learning.
Actions	Provide professional learning opportunities for staff in the area of student voice and agency. Provide scope for students to be active contributors to their own learning. Ensure teachers allow for student input and agency in their learning programs. Establish a Learning Specialist position (Student Agency) to lead this work.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will have: - Appointed a Learning Specialist (Student Agency) position from 2024 - Guided teachers through professional learning related to student voice and agency - Provided support for teachers to co-construct learning outcomes with students - Promoted meaningful differentiation of tasks across multiple learning styles to allow all students buy-in of their learning. Teachers will have: - Developed a sound understanding of student voice and agency through ongoing professional learning - Implemented learning gained through professional development opportunities in their classroom practice including differentiated learning opportunities and co-construction of success criteria. - Understood and provided opportunities for student ownership and contribution to their own learning.

	<p>Students will have:</p> <ul style="list-style-type: none"> - Had their learning differentiated to meet their individualised learning needs. - Used data to frame their learning goals across multiple curriculum areas, assessed progress and reflected upon growth leading into further goals. - Contributed to designing their own forms of assessment across multiple learning styles 			
Success indicators	<ul style="list-style-type: none"> - ATToS, POS and SSS data indicate improvements in student agency, student contribution and meeting learning needs. - Student goals present, accessible and used during instruction by teachers and students 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Teachers use 'Agents to Agency' by Lee Crockett as their basis for professional reading and aligned implementation of student agency.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Implementation of a Future Focussed Learning Action Plan for 2024-5 incorporating D,M,F, Masterclasses, FFL termly planning, Leadership programs and coaching by Lee Crockett.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Establish learning goals for students across multiple curriculum areas which	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1	-1%

	are data driven, incorporate student voice and teacher discretion.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
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Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	TBA
Has this 12-month target been met	Not Met
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain a suite of intervention programs for students in grade one to grade 6 targeting students who need support and scaffolding through to students continuing to thrive.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will have: <ul style="list-style-type: none"> - Determined students for TLI programs based on data tracking and analysis processes. - Maintain time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. - Provided a range of resources to support the implementation of a high-abilities program, including VHAP.

	<p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Maintained a NAPLAN preparation program for students in grade 3 and 5 in term one, and students in grades 2 and 4 in term four. - Developed their understanding of extending students in English with a focus on achieving the Exceeding Proficiency in NAPLAN in Reading and Writing. - Implemented a tutoring program across grades 1-6 focussing on Levelled Literacy Intervention. - Implemented a range of high-abilities programs, including VHAP. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring and will have had their progress monitored, moderated and reported on. - Taken part in NAPLAN preparation if they are participating in NAPLAN this year (grades 3 and 5) or next year (grades 2 and 4). - Participated in a range of high-abilities programs, including VHAP. 			
Success indicators	<ul style="list-style-type: none"> - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs. - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results. - Data from VHAP programs. 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a suite of high ability programs such as: <ul style="list-style-type: none"> - The Victorian High Abilities Program - Tournament of Minds - ICAS - GATEWAYS etc... 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Literacy leader 	from: Term 1 to: Term 4	-1%

Activity 2	Provide tutoring to students by way of Levelled Literacy Intervention from grades 1-6.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 3	Continued implementation of NAPLAN preparation program for students in grades 2, 3, 4 and 5.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Maintain and expand upon a comprehensive suite of wellbeing programs spanning prep to grade 6 targeting students who need support the most. Continue to have the Mental Health in Schools Leader on the Wellbeing and Inclusion Team under the direction of a Leading Teacher. Have the Leading Teacher continue as part of the Executive Leadership Team to ensure wellbeing, mental health and inclusion remain a school-wide priority.			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will have: - Engaged in weekly MHiPS meetings with a case management focus. - Overseen the use of data to determine students requiring support. Teachers/Staff will have: - Leveraged off data tracking and analysis processes to determine students for wellbeing programs.			

	<ul style="list-style-type: none"> - Prioritised student attendance at mental health programs. <p>Students will have:</p> <ul style="list-style-type: none"> - Been identified by parents and/or staff to attend relevant mental health programs with parental consent. - Participated in relevant mental health programs. - Had regular check-ins and support provided through a range of means where required. 			
Success indicators	<ul style="list-style-type: none"> - SWPBS quarterly triangle tool data - Minutes of case management MHiPS meetings - Student goals that are wellbeing-focused - SSG goals and IEPs 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide a suite of mental health programs for students across grades P-6 including Seasons for Growth, art therapy, music therapy and the I can Mentoring Program.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	-1%
Activity 2	Continue with a SWPBS committee to implement the school's SWPBS and an expanded RRRR curriculum program.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All staff 	from: Term 1 to: Term 4	-1%
Activity 3	Schedule weekly MHiPS meetings with the wellbeing and principal class team to	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal 	from: Term 1	-1%

	case manage students and high-level co-ordination of the Schools Mental Health Fund and its associated offerings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Mental health and wellbeing leader	to: Term 4	
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Goal 2	To maximise the learning and achievement of every student in English and mathematics.		
12-month target 2.1 target	Year 3: Increase the proportion of students in the 'Exceeding' proficiency level from; - 10% to 13% in Reading - 3% to 6% in Writing - 5% to 8% in Numeracy Year 5: Increase the proportion of students in the 'Exceeding' proficiency level from; - 8% to 11% in Reading - 6% to 9% in Writing - 4% to 7% in Numeracy		
Has this 12-month target been met	Not Met		
12-month target 2.2 target	N/A		
Has this 12-month target been met	Not Met		
12-month target 2.3 target	By 2026, reduce the percentage of students F-6 achieving below the expected level, based on teacher judgements for: Reading and Viewing from **% in 2023 to **% Writing from **% in 2023 to **% Number & Algebra from **% in 2023 to **%.		
Has this 12-month target been met	Not Met		

12-month target 2.4 target	By 2026, maintain/improve a percentage positive endorsement for the School Staff Survey (SSS) for the following factors: <ul style="list-style-type: none"> - Collective efficacy at or above 70% - Use student feedback to improve practice from 70% in 2023 to 73%
Has this 12-month target been met	Not Met
KIS 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Strengthen teacher capability to analyse and use learning and wellbeing data.
Actions	Implement a single source of student data tracking (such as but not limited to Elastik) to bring all student learning and wellbeing data into one central location. Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and their impact on student data through coaching. - Inducted staff new to the school in English, Maths, SEL and Inquiry Learning (FFL) - Implemented a data system (such as Elastik) to collate all student data sets for use in PLCs and coaching. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about HITS and their impact on student data through coaching. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLC inquiry cycles - Used a data system (such as Elastik) to collate and analyse student data sets in PLCs and coaching. - Been inducted, coached and supported to follow our curriculum map and its component parts. <p>Students will have:</p> <ul style="list-style-type: none"> - Benefited from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice

	using feedback from coaches and real-time data. - Have seamless transitions between year levels as instructional practice is scaffolded and aligned across the school.			
Success indicators	<ul style="list-style-type: none"> - Planning documents from coaching reflect professional learning and coaching feedback. - Data sets are collected, analysed and used to inform teacher practice, planning and reflection. - An increase in 'Uses student feedback to inform practice' on the SSS. - An increase in 'Collective Efficacy' on the SSS. 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce a student data system across the school to collate all student learning and wellbeing data	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Maintain regular learning walks which include all teachers in both being observed and observing others.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Provide coaching through Learning Specialists and Leading Teacher to teachers throughout the year on areas such as English, Mathematics, Social and Emotional Learning and/or inquiry learning.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Activity 4	Provide comprehensive induction to new teachers comprising professional learning, coaching, modelled lessons, planning support and feedback from LS and LT.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher capability to effectively differentiate teaching and learning.			
Actions	<p>Contract two consultants focussing on implementing the High Impact Teaching Strategies (HITS), in particular differentiation, providing student feedback and student goal setting in English and Mathematics.</p> <p>Provide avenues for all students to create individualised learning goals in Reading, Writing and Mathematics aligned to school-based practices and provide teachers with feedback regarding their practice.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Provided or facilitated coaching for teachers in specific areas of need in English and Mathematics. - Professionally developed staff in how to support students to create individualised goals in Reading, Writing and Mathematics. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Transferred learning from consultants/coaches into their daily practice in English and Mathematics consistent with our curriculum map and its component parts. - Supported students to make, work towards and assess achievement of individualised goals in Reading, Writing and Mathematics. <p>Students will have:</p> <ul style="list-style-type: none"> - Benefitted from an agreed, viable and aligned fashion of curriculum instruction regardless of year level, class teacher or curriculum area. 			

	<ul style="list-style-type: none"> - Understood, implemented, analysed and reflected upon their individualised learning goals in Reading, Writing and Mathematics. - Students will be provided opportunities to provide feedback to teachers on their practice in an agreed fashion. 			
Success indicators	<ul style="list-style-type: none"> - Student data (such as NAPLAN comparison to TJ) shows less deviation and higher achievement. - School Staff Survey (SSS) improvements for 'Collective efficacy' and 'Use student feedback to improve practice.' - Data collection regarding setting and attainment of student learning goals. - Continued and more fine grain evidence of differentiation in teacher planning documents - ATToS data regarding 'Self regulation and goal setting.' 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Contract an English consultant for 16 days and a Maths Consultant for 16 days to provide professional development, coaching and capacity building for all teachers throughout the year, with a particular emphasis on supporting teachers new to the school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	CRTs for use with consultants, coaching and induction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Continue with specialised tutoring support for relevant students including those in preparation for NAPLAN in grades 2, 3, 4 & 5	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	-1%

		<input checked="" type="checkbox"/> Literacy improvement teacher	to: Term 4	
Activity 4	Delivery of professional learning to teaching staff around specific HITS based on data analysis and their subsequent implementation in classrooms with feedback from students.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Embed teacher capability to evaluate their impact on learning through the PLC process.			
Actions	Heighten our focus on Professional Learning Communities (PLC) and PLC inquires using the Future Focused Learning Inquiry cycle Provide avenues for students to provide teachers with feedback regarding their inquiry cycles and practice.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Continued to refine PLC leaders' meetings with a strong focus on inquiry cycles consistent with agreed pedagogical approaches to teaching and using the FFL inquiry cycle. - Provided professional learning in relation to evolving our language to Destinations, Milestones and Footsteps and the FFL inquiry cycle. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Understood and taken part in the process for co-construction of Destinations (Learning Intentions), Milestones (Success Criteria) and Footsteps (Lesson Objectives). - Undertaken inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics 			

	<p>and Future Focused Learning (FFL) including feedback from students on their practice.</p> <p>Students will have:</p> <ul style="list-style-type: none"> - Understood and taken part in the process for co-construction of Destinations (Learning Intentions), Milestones (Success Criteria) and Footsteps (Lesson Objectives). - Provided teachers with feedback regarding the focus of their PLC inquiry and their instructional practice. 			
Success indicators	<ul style="list-style-type: none"> - PLC minutes and participation in the PLC initiative. - All PLC leaders will have completed the PLC Leaders Course through the FFL program. - PLC inquiry cycle minutes and feedback from coaches. - Students will understand and contribute to Destinations, Milestones and Footsteps (DMF) across multiple curriculum areas. - Student documentation of teacher feedback 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Learning with Lee Crockett transitioning our language from the DE inquiry cycle for PLCs to DMF using the PLC Leaders FFL course as the authoritative approach.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Professional learning about what teacher feedback from students might look like and implement this across the school.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	-1%

Activity 3	Refine and heighten our focus on using PLC inquiry cycles to drive improvement in teacher practice.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Use data to drive focus for PLC inquiry cycles such as Elastik (or similar), coaching notes, student feedback or other,	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Goal 3	To improve student wellbeing outcomes.
12-month target 3.1 target	By 2026, maintain the percentage positive endorsement for the School Staff Survey (SSS) in the following factors: - Trust in students and parents at or above 75% - Parent and community involvement at or above 69%
Has this 12-month target been met	Not Met
12-month target 3.2 target	By 2026, maintain the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: - Sense of confidence at or above 83% - Managing bullying at or above 87%
Has this 12-month target been met	Not Met
12-month target 3.3 target	TBA
Has this 12-month target been met	Not Met
KIS 3.a	Enhance community engagement in student learning and wellbeing.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Actions	<p>Implement the Disability Inclusion Program across the school.</p> <p>Include subject matter experts into inquiry units and parent helpers into classroom programs.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Taken part in relevant training for DI and translated that into practice for DIPS, tier 2 support and associated processes, employed relevant staff to support tier 2 students (allied health & ES staff) and completed DIPs for students to receive tier 3 funding. - Inducted parents through a parent helpers program and sourced a directory of local community, business and parent subject matter experts <p>Teachers will have:</p> <ul style="list-style-type: none"> - Implemented the actions of DI for students in their care. - Made use of SME in their inquiry units where relevant. - Involved parent helpers in a support role in their classroom. <p>Students will have:</p> <ul style="list-style-type: none"> - Had support from AH and ES staff to support their learning/ wellbeing needs. - Will have had submissions entered for potential tier 3 support and if successful corresponding recommendations implemented at school. - had access to SME for the completion of their inquiry units and will have had the opportunity for their parents/ carers to support the school through a range of options.
Success indicators	<ul style="list-style-type: none"> - Improved student achievement from those receiving DI support - School Staff Survey (SSS), ATToS and POS factors improve, namely: - Trust in students and parents, Parent and community involvement, parent participation and involvement, collective efficacy and use student feedback - Improvement in attendance data for students receiving support - Achievement of funding from DIP submissions

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ/contract relevant allied health and Education Support staff consistent with the needs highlighted in data such as NCC data, NAPLAN data and other data sets.	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Undergo relevant DI professional learning and translate this learning into actionable items for teachers, wellbeing team and all staff such as IEPs and DIPS.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Provide CRT release to complete all relevant PL and subsequent DIPS for students applying for tier 3 funding	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Student Agency SIT committee to establish a SME database of parents, community and business partners to assist with inquiry units.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Activity 5	Run parent helpers induction program and establish a roster for parents/ carers to assist in classrooms.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Further develop and implement resilience strategies to build and strengthen positive relationships.			
Actions	Maintain Gold Status accreditation for SWPBS. Implement expanded RRRR program across all year levels. Continue and strengthen a range of student leadership positions.			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will have: - Led the school through the expansion of RRRR in accordance with agreed plans - Continued with high quality implementation of SWPBS to maintain Gold Award status - Maintain SWPBS as an agenda item at PLC leaders' meetings and at school council. - Provided time, personnel and resources to support the multiple student leadership processes of the school. Teachers will have: - Implemented expanded RRRR program into their weekly teaching plans. - Continue with SWPBS processes including weekly lessons, classrooms systems, buzz awards and solution plans. - Supported students in the grades to undertake leadership positions reflective of their role from grades 3-6. Students will have: - Have taken part in school-based and classroom based SWPBS and RRRR sessions.			

	<ul style="list-style-type: none"> - Taken part in lessons and yard activities which recognise and reward school-wide positive behaviours. - Had the opportunity to be considered for student leadership positions from grades 3-6. 			
Success indicators	<ul style="list-style-type: none"> - Continued reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS, RRRR lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate school behaviours - Maintaining Gold Award status - Student led activities/events run by the school such as days of significance, assemblies, graduation and information nights. 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Run Professional Learning opportunities for teachers to learn about the expansion of RRRR.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Respectful relationships implementation team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Run SWPBS training for the new member/s within the SWPBS team and provide CRT release for necessary training.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Upskill new staff in relation to RRRR and SWPBS	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Activity 4	Continue to allocate meetings in the meeting schedule as per SWPBS award recognition, and in point of need.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 5	Maintain processes for the selection of student leaders from grades 3-6 including Junior School Council, House Captains and School and Vice Captains.	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Goal 4	To empower students to be active and engaged learners.
12-month target 4.1 target	By 2026, maintain the percentage positive endorsement for the Attitudes to School Survey (AToSS) for the following factors: - Student voice and agency at or above 73% - Stimulated learning at or above 85%
Has this 12-month target been met	Not Met
12-month target 4.2 target	Improve the percentage positive endorsement for the School Staff Survey (SSS) promote student ownership of learning factor from 80% in 2023 to 83% or greater.
Has this 12-month target been met	Not Met
KIS 4.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school understanding and approach to student agency in learning.
Actions	Provide professional learning opportunities for staff in the area of student voice and agency.

	<p>Provide scope for students to be active contributors to their own learning.</p> <p>Ensure teachers allow for student input and agency in their learning programs.</p> <p>Establish a Learning Specialist position (Student Agency) to lead this work.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Appointed a Learning Specialist (Student Agency) position from 2024 - Guided teachers through professional learning related to student voice and agency - Provided support for teachers to co-construct learning outcomes with students - Promoted meaningful differentiation of tasks across multiple learning styles to allow all students buy-in of their learning. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed a sound understanding of student voice and agency through ongoing professional learning - Implemented learning gained through professional development opportunities in their classroom practice including differentiated learning opportunities and co-construction of success criteria. - Understood and provided opportunities for student ownership and contribution to their own learning. <p>Students will have:</p> <ul style="list-style-type: none"> - Had their learning differentiated to meet their individualised learning needs. - Used data to frame their learning goals across multiple curriculum areas, assessed progress and reflected upon growth leading into further goals. - Contributed to designing their own forms of assessment across multiple learning styles
Success indicators	<ul style="list-style-type: none"> - ATToS, POS and SSS data indicate improvements in student agency, student contribution and meeting learning needs. - Student goals present, accessible and used during instruction by teachers and students
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Teachers use 'Agents to Agency' by Lee Crockett as their basis for professional reading and aligned implementation of student agency.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Implementation of a Future Focussed Learning Action Plan for 2024-5 incorporating D,M,F, Masterclasses, FFL termly planning, Leadership programs and coaching by Lee Crockett.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Establish learning goals for students across multiple curriculum areas which are data driven, incorporate student voice and teacher discretion.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Future planning	
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Monitoring and Self-assessment - 2024

SEIL Feedback