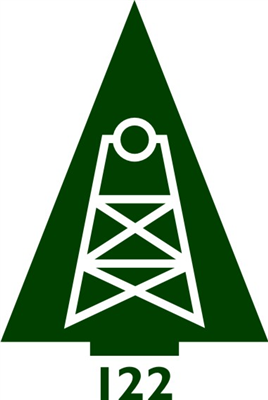
**Monitoring and Assessment - 2023**

Creswick Primary School (0122)



Submitted for review by Shane Hoffmann (School Principal) on 17 March, 2023 at 04:45 PM  
Endorsed by Dale Power (Senior Education Improvement Leader) on 27 March, 2023 at 07:38 AM  
Awaiting endorsement by School Council President

**Monitoring and Assessment - 2023**

**Term 1 monitoring (optional)**

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| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | By 2023 improve the percentage of students meeting or above NAPLAN benchmark growth in Writing from 67% in 2021 to 69%.  By 2023 increase the percentage of Year 3 students in the top two NAPLAN bands for Writing from 31% in 2022 to 35%.  By 2023 increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 10% in 2022 to 12%.  By 2023 increase the percentage of students making expected or above learning growth as reported by teacher judgement against the Victorian Curriculum for Writing from 60% in 2021-22 to 62%.  By 2023 improve the percentage of positive responses on the School Staff Survey for: • teacher collaboration from 60% in 2021 to 65% • seek feedback to improve practice from 75% in 2021 to 78% • professional learning through peer observation from 25% in 2021 to 35% • academic emphasis from 68% in 2021 to 69% • collective efficacy from 82% in 2021 to 83% • trust in students and parents from 79% in 2021 to 80% • parent and community involvement from 88% in 2021 to 89%  By 2023 improve the percentage of positive responses on the Attitudes to School Survey for: • stimulated learning from 61% in 2022 to 63% (writing) • motivation and interest from 71% in 2022 to 72% (writing) • effective teaching time from 79% in 2022 to 80% (instructional model) • sense of connectedness from 63% in 2022 to 66% • managing bullying from 66% in 2022 to 68% • emotional awareness and regulation from 60% in 2022 to 62%  • resilience from 59% in 2022 to 61%  By 2023 increase the percentage of positive responses on the Parent Opinion Survey for: • student connectedness from 80% in 2022 to 82% • parent participation and involvement from 78% in 2022 to 80% • stimulating learning environment from 78% in 2022 to 79%  By 2023 improve attendance of students (to be finalised) • average absence from 49% in 2022 to 35% • percentage of students with more than 20 days absence from 28% in 2022 to 20% | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Embed the instructional model with consistency and rigour Develop an agreed approach to the teaching of writing Deepen Professional Learning Community processes to refine teacher practice to impact student learning Improve the differentiation of teaching and learning Develop tiered systems of support that enable teachers to identify and respond to student's individual learning needs. | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning  Students will be supported to learn at point of need PLC's will meet to engage in reflective practice and evaluate and plan curriculum, assessment and lessons. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students in need of targeted academic support or intervention will be identified and supported Teachers and leaders will establish intervention/small group tutoring programs Teachers provide regular feedback to each other through a shared approach.  Teachers have a shared understanding and understand the big picture and work together to get there - shared collective efficacy | | | |
| Success Indicators | | NAPLAN data PIVOT survey data Student survey on Instructional model Peer observation and coaching notes PLC minutes and inquiry cycle documents - pre and post test data Tutoring and Intervention data Individual Education Plans Teacher judgments Quick smart data  Attitudes to School Survey Data  Staff survey data | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Learning specialists to continue embedding PLC work during PLC meeting structure and work with PLC manager to develop a COP. We have also put in for PLC regional supports - PLC coaching with the PLC manager and Link school leaders: This is coaching tailored to the needs of your school based on observations and conversations. The PLC Manager can work within your teams on a weekly basis or meet with PLC leaders to support their Human Leadership as they develop and deepen their PLC processes. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Learning Specialists to be released 1 day per week alternating terms to deliver coaching on differentiation, inclusion and adjustments. | | 🗹 Principal  🗹 Learning Specialist(s)  🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 0% |
| Activity 3 | Learning specialists to deliver Professional Learning and build teacher understanding and capacity in the 6+1 writing traits. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Peer observation model to be reviewed with staff and to focus on the Instructional model. | | 🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Timetable structured so teaching partners have allocated time to work together on teaching and learning program. | | 🗹 Principal  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Timetable developed to allow LS to meet each week. | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Learning Specialists released for a day to work on areas of focus and develop a COP with similar schools. Supported by PLC regional manager. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employment of teacher for tutoring program and coordination of tutoring initiative. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Intervention programs – Maqclit, Multi lit speech and Heggerty/sounds write phonics to be implemented by trained ES staff. Quicksmart program implemented across Senior School years 3-6 by trained ES staff. | | 🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 10 | SSG meetings to be held once per term or more/less often as necessary. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Build teacher capacity, knowledge and understanding around student voice and learner agency through professional learning in Semester 2. | | 🗹 Principal | from: Term 3  to: Term 4 | 0% |
| Activity 12 | Employ additional ES staff to support the learning of Tier 2 students in classrooms. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continue the implementation and embedding of the Respectful Relationships curriculum program across the whole school.  Continue to embed a tiered social regulation engagement model - School Wide Positive Behaviour Support Framework and move to the next phase Prioritise student attendance - close monitoring of attendance data. Revisit and review whole school approach to promoting attendance and responding to absences Revisit approach to restorative practices, circle time and bullying interventions through professional learning | | | |
| Outcomes | | Teachers will implement and model consistent implementation of the respectful relationships program supported by developed documentation Teachers regularly monitor their pulse dashboard and respond to data presented. Teachers adhere to practices agreed to within the SWPBS framework. At-risk students will be targeted and feel supported in a timely manner Students will have strong relationships with peers and staff A whole school understanding developed through documentation of wellbeing practices. Student attendance results will improve. | | | |
| Success Indicators | | Attendance data  Attitudes to school survey data -teacher concern, attitudes to attendance, sense of connectedness, sense of inclusion, advocate at school, managing bullying, peer relationships, emotional awareness and regulation PIVOT survey Documented data for student engagement in wellbeing programs such as School Chaplain, gardening club, Hands on learning (HOL), Lunchtime Clubs HOL data report  Documentation of data analysis Developed whole school scope and sequence of lessons plans to support SWPB behaviour matrix and to be used in conjunction with pulse data analysis Weekly and term planners | | | |
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| Activity 3 | SWPB team meet twice a term to continue work on Action plan and meet with regional coach | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | SWPB team to lead professional learning around analysis of behavioural data (PULSE) and interventions to implement from this data | | 🗹 Leading Teacher(s)  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Regional coaching for SWPBS and Tier 2 training (Prevention and classroom systems training) Annual Fidelity Evaluations | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Leading Teacher of wellbeing to have once a term check-in meetings to discuss wellbeing/behaviour/attendance. Teachers to be released for an hour to meet with LT. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Continued employment of school chaplain 2 days per week and to work closely with Wellbeing coordinator. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Breakfast club provided 2x days per week and coordinated by ES member | | 🗹 Principal  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
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| Activity 13 | Employ LT (Wellbeing focus) to coordinate IEPs, SSGs and DIPs. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**Mid-year monitoring**

|  |  |  |  |  |  |
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| 12 Month Target 1.1 | | By 2023 improve the percentage of students meeting or above NAPLAN benchmark growth in Writing from 67% in 2021 to 69%.  By 2023 increase the percentage of Year 3 students in the top two NAPLAN bands for Writing from 31% in 2022 to 35%.  By 2023 increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 10% in 2022 to 12%.  By 2023 increase the percentage of students making expected or above learning growth as reported by teacher judgement against the Victorian Curriculum for Writing from 60% in 2021-22 to 62%.  By 2023 improve the percentage of positive responses on the School Staff Survey for: • teacher collaboration from 60% in 2021 to 65% • seek feedback to improve practice from 75% in 2021 to 78% • professional learning through peer observation from 25% in 2021 to 35% • academic emphasis from 68% in 2021 to 69% • collective efficacy from 82% in 2021 to 83% • trust in students and parents from 79% in 2021 to 80% • parent and community involvement from 88% in 2021 to 89%  By 2023 improve the percentage of positive responses on the Attitudes to School Survey for: • stimulated learning from 61% in 2022 to 63% (writing) • motivation and interest from 71% in 2022 to 72% (writing) • effective teaching time from 79% in 2022 to 80% (instructional model) • sense of connectedness from 63% in 2022 to 66% • managing bullying from 66% in 2022 to 68% • emotional awareness and regulation from 60% in 2022 to 62%  • resilience from 59% in 2022 to 61%  By 2023 increase the percentage of positive responses on the Parent Opinion Survey for: • student connectedness from 80% in 2022 to 82% • parent participation and involvement from 78% in 2022 to 80% • stimulating learning environment from 78% in 2022 to 79%  By 2023 improve attendance of students (to be finalised) • average absence from 49% in 2022 to 35% • percentage of students with more than 20 days absence from 28% in 2022 to 20% | | | |
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| Actions | | Embed the instructional model with consistency and rigour Develop an agreed approach to the teaching of writing Deepen Professional Learning Community processes to refine teacher practice to impact student learning Improve the differentiation of teaching and learning Develop tiered systems of support that enable teachers to identify and respond to student's individual learning needs. | | | |
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| Activities and Milestones | Activity | | Who | When | Percentage complete |
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| Activity 2 | Learning Specialists to be released 1 day per week alternating terms to deliver coaching on differentiation, inclusion and adjustments. | | 🗹 Principal  🗹 Learning Specialist(s)  🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 0% |
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| Activity 10 | SSG meetings to be held once per term or more/less often as necessary. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
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| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continue the implementation and embedding of the Respectful Relationships curriculum program across the whole school.  Continue to embed a tiered social regulation engagement model - School Wide Positive Behaviour Support Framework and move to the next phase Prioritise student attendance - close monitoring of attendance data. Revisit and review whole school approach to promoting attendance and responding to absences Revisit approach to restorative practices, circle time and bullying interventions through professional learning | | | |
| Outcomes | | Teachers will implement and model consistent implementation of the respectful relationships program supported by developed documentation Teachers regularly monitor their pulse dashboard and respond to data presented. Teachers adhere to practices agreed to within the SWPBS framework. At-risk students will be targeted and feel supported in a timely manner Students will have strong relationships with peers and staff A whole school understanding developed through documentation of wellbeing practices. Student attendance results will improve. | | | |
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| Activity 13 | Employ LT (Wellbeing focus) to coordinate IEPs, SSGs and DIPs. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**Term 3 monitoring (optional)**

|  |  |  |  |  |  |
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| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
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| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Embed the instructional model with consistency and rigour Develop an agreed approach to the teaching of writing Deepen Professional Learning Community processes to refine teacher practice to impact student learning Improve the differentiation of teaching and learning Develop tiered systems of support that enable teachers to identify and respond to student's individual learning needs. | | | |
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| Success Indicators | | Attendance data  Attitudes to school survey data -teacher concern, attitudes to attendance, sense of connectedness, sense of inclusion, advocate at school, managing bullying, peer relationships, emotional awareness and regulation PIVOT survey Documented data for student engagement in wellbeing programs such as School Chaplain, gardening club, Hands on learning (HOL), Lunchtime Clubs HOL data report  Documentation of data analysis Developed whole school scope and sequence of lessons plans to support SWPB behaviour matrix and to be used in conjunction with pulse data analysis Weekly and term planners | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Audit of social and emotional learning programs and curriculum delivery across the school | | 🗹 Leading Teacher(s)  🗹 Principal  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Promotion and communication of information to the community in relation to SWPB and RR curriculum | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | SWPB team meet twice a term to continue work on Action plan and meet with regional coach | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | SWPB team to lead professional learning around analysis of behavioural data (PULSE) and interventions to implement from this data | | 🗹 Leading Teacher(s)  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Regional coaching for SWPBS and Tier 2 training (Prevention and classroom systems training) Annual Fidelity Evaluations | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Leading Teacher of wellbeing to have once a term check-in meetings to discuss wellbeing/behaviour/attendance. Teachers to be released for an hour to meet with LT. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Continued employment of school chaplain 2 days per week and to work closely with Wellbeing coordinator. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Breakfast club provided 2x days per week and coordinated by ES member | | 🗹 Principal  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Continuation of the Hands on Learning Program coordinated by wellbeing teacher | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Teacher release to run gardening club twice a term | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Termly SSG and IEP meetings with teachers, LT and families to track student progress and reflect on set goals | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Continued connections with community agencies - CAFS, School Focused Youth Services, Ballarat Youth Foundation, Headspace, ICAMHS, Navigator, DET key contact, Lookout, DFFH  Continued partnership with University of Melbourne Rural placement for allied health students - OT, speech, physio | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Employ LT (Wellbeing focus) to coordinate IEPs, SSGs and DIPs. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**End-of-year monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | By 2023 improve the percentage of students meeting or above NAPLAN benchmark growth in Writing from 67% in 2021 to 69%.  By 2023 increase the percentage of Year 3 students in the top two NAPLAN bands for Writing from 31% in 2022 to 35%.  By 2023 increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 10% in 2022 to 12%.  By 2023 increase the percentage of students making expected or above learning growth as reported by teacher judgement against the Victorian Curriculum for Writing from 60% in 2021-22 to 62%.  By 2023 improve the percentage of positive responses on the School Staff Survey for: • teacher collaboration from 60% in 2021 to 65% • seek feedback to improve practice from 75% in 2021 to 78% • professional learning through peer observation from 25% in 2021 to 35% • academic emphasis from 68% in 2021 to 69% • collective efficacy from 82% in 2021 to 83% • trust in students and parents from 79% in 2021 to 80% • parent and community involvement from 88% in 2021 to 89%  By 2023 improve the percentage of positive responses on the Attitudes to School Survey for: • stimulated learning from 61% in 2022 to 63% (writing) • motivation and interest from 71% in 2022 to 72% (writing) • effective teaching time from 79% in 2022 to 80% (instructional model) • sense of connectedness from 63% in 2022 to 66% • managing bullying from 66% in 2022 to 68% • emotional awareness and regulation from 60% in 2022 to 62%  • resilience from 59% in 2022 to 61%  By 2023 increase the percentage of positive responses on the Parent Opinion Survey for: • student connectedness from 80% in 2022 to 82% • parent participation and involvement from 78% in 2022 to 80% • stimulating learning environment from 78% in 2022 to 79%  By 2023 improve attendance of students (to be finalised) • average absence from 49% in 2022 to 35% • percentage of students with more than 20 days absence from 28% in 2022 to 20% | | | |
| Has this 12 month target met | | Not Met | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Embed the instructional model with consistency and rigour Develop an agreed approach to the teaching of writing Deepen Professional Learning Community processes to refine teacher practice to impact student learning Improve the differentiation of teaching and learning Develop tiered systems of support that enable teachers to identify and respond to student's individual learning needs. | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning  Students will be supported to learn at point of need PLC's will meet to engage in reflective practice and evaluate and plan curriculum, assessment and lessons. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students in need of targeted academic support or intervention will be identified and supported Teachers and leaders will establish intervention/small group tutoring programs Teachers provide regular feedback to each other through a shared approach.  Teachers have a shared understanding and understand the big picture and work together to get there - shared collective efficacy | | | |
| Success Indicators | | NAPLAN data PIVOT survey data Student survey on Instructional model Peer observation and coaching notes PLC minutes and inquiry cycle documents - pre and post test data Tutoring and Intervention data Individual Education Plans Teacher judgments Quick smart data  Attitudes to School Survey Data  Staff survey data | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Learning specialists to continue embedding PLC work during PLC meeting structure and work with PLC manager to develop a COP. We have also put in for PLC regional supports - PLC coaching with the PLC manager and Link school leaders: This is coaching tailored to the needs of your school based on observations and conversations. The PLC Manager can work within your teams on a weekly basis or meet with PLC leaders to support their Human Leadership as they develop and deepen their PLC processes. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Learning Specialists to be released 1 day per week alternating terms to deliver coaching on differentiation, inclusion and adjustments. | | 🗹 Principal  🗹 Learning Specialist(s)  🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 0% |
| Activity 3 | Learning specialists to deliver Professional Learning and build teacher understanding and capacity in the 6+1 writing traits. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Peer observation model to be reviewed with staff and to focus on the Instructional model. | | 🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Timetable structured so teaching partners have allocated time to work together on teaching and learning program. | | 🗹 Principal  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Timetable developed to allow LS to meet each week. | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Learning Specialists released for a day to work on areas of focus and develop a COP with similar schools. Supported by PLC regional manager. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employment of teacher for tutoring program and coordination of tutoring initiative. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Intervention programs – Maqclit, Multi lit speech and Heggerty/sounds write phonics to be implemented by trained ES staff. Quicksmart program implemented across Senior School years 3-6 by trained ES staff. | | 🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 10 | SSG meetings to be held once per term or more/less often as necessary. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Build teacher capacity, knowledge and understanding around student voice and learner agency through professional learning in Semester 2. | | 🗹 Principal | from: Term 3  to: Term 4 | 0% |
| Activity 12 | Employ additional ES staff to support the learning of Tier 2 students in classrooms. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continue the implementation and embedding of the Respectful Relationships curriculum program across the whole school.  Continue to embed a tiered social regulation engagement model - School Wide Positive Behaviour Support Framework and move to the next phase Prioritise student attendance - close monitoring of attendance data. Revisit and review whole school approach to promoting attendance and responding to absences Revisit approach to restorative practices, circle time and bullying interventions through professional learning | | | |
| Outcomes | | Teachers will implement and model consistent implementation of the respectful relationships program supported by developed documentation Teachers regularly monitor their pulse dashboard and respond to data presented. Teachers adhere to practices agreed to within the SWPBS framework. At-risk students will be targeted and feel supported in a timely manner Students will have strong relationships with peers and staff A whole school understanding developed through documentation of wellbeing practices. Student attendance results will improve. | | | |
| Success Indicators | | Attendance data  Attitudes to school survey data -teacher concern, attitudes to attendance, sense of connectedness, sense of inclusion, advocate at school, managing bullying, peer relationships, emotional awareness and regulation PIVOT survey Documented data for student engagement in wellbeing programs such as School Chaplain, gardening club, Hands on learning (HOL), Lunchtime Clubs HOL data report  Documentation of data analysis Developed whole school scope and sequence of lessons plans to support SWPB behaviour matrix and to be used in conjunction with pulse data analysis Weekly and term planners | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Audit of social and emotional learning programs and curriculum delivery across the school | | 🗹 Leading Teacher(s)  🗹 Principal  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Promotion and communication of information to the community in relation to SWPB and RR curriculum | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | SWPB team meet twice a term to continue work on Action plan and meet with regional coach | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | SWPB team to lead professional learning around analysis of behavioural data (PULSE) and interventions to implement from this data | | 🗹 Leading Teacher(s)  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Regional coaching for SWPBS and Tier 2 training (Prevention and classroom systems training) Annual Fidelity Evaluations | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Leading Teacher of wellbeing to have once a term check-in meetings to discuss wellbeing/behaviour/attendance. Teachers to be released for an hour to meet with LT. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Continued employment of school chaplain 2 days per week and to work closely with Wellbeing coordinator. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Breakfast club provided 2x days per week and coordinated by ES member | | 🗹 Principal  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Continuation of the Hands on Learning Program coordinated by wellbeing teacher | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Teacher release to run gardening club twice a term | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Termly SSG and IEP meetings with teachers, LT and families to track student progress and reflect on set goals | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Continued connections with community agencies - CAFS, School Focused Youth Services, Ballarat Youth Foundation, Headspace, ICAMHS, Navigator, DET key contact, Lookout, DFFH  Continued partnership with University of Melbourne Rural placement for allied health students - OT, speech, physio | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Employ LT (Wellbeing focus) to coordinate IEPs, SSGs and DIPs. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**Mid Term 1 monitoring monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | By 2023 improve the percentage of students meeting or above NAPLAN benchmark growth in Writing from 67% in 2021 to 69%.  By 2023 increase the percentage of Year 3 students in the top two NAPLAN bands for Writing from 31% in 2022 to 35%.  By 2023 increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 10% in 2022 to 12%.  By 2023 increase the percentage of students making expected or above learning growth as reported by teacher judgement against the Victorian Curriculum for Writing from 60% in 2021-22 to 62%.  By 2023 improve the percentage of positive responses on the School Staff Survey for: • teacher collaboration from 60% in 2021 to 65% • seek feedback to improve practice from 75% in 2021 to 78% • professional learning through peer observation from 25% in 2021 to 35% • academic emphasis from 68% in 2021 to 69% • collective efficacy from 82% in 2021 to 83% • trust in students and parents from 79% in 2021 to 80% • parent and community involvement from 88% in 2021 to 89%  By 2023 improve the percentage of positive responses on the Attitudes to School Survey for: • stimulated learning from 61% in 2022 to 63% (writing) • motivation and interest from 71% in 2022 to 72% (writing) • effective teaching time from 79% in 2022 to 80% (instructional model) • sense of connectedness from 63% in 2022 to 66% • managing bullying from 66% in 2022 to 68% • emotional awareness and regulation from 60% in 2022 to 62%  • resilience from 59% in 2022 to 61%  By 2023 increase the percentage of positive responses on the Parent Opinion Survey for: • student connectedness from 80% in 2022 to 82% • parent participation and involvement from 78% in 2022 to 80% • stimulating learning environment from 78% in 2022 to 79%  By 2023 improve attendance of students (to be finalised) • average absence from 49% in 2022 to 35% • percentage of students with more than 20 days absence from 28% in 2022 to 20% | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Embed the instructional model with consistency and rigour Develop an agreed approach to the teaching of writing Deepen Professional Learning Community processes to refine teacher practice to impact student learning Improve the differentiation of teaching and learning Develop tiered systems of support that enable teachers to identify and respond to student's individual learning needs. | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning  Students will be supported to learn at point of need PLC's will meet to engage in reflective practice and evaluate and plan curriculum, assessment and lessons. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students in need of targeted academic support or intervention will be identified and supported Teachers and leaders will establish intervention/small group tutoring programs Teachers provide regular feedback to each other through a shared approach.  Teachers have a shared understanding and understand the big picture and work together to get there - shared collective efficacy | | | |
| Success Indicators | | NAPLAN data PIVOT survey data Student survey on Instructional model Peer observation and coaching notes PLC minutes and inquiry cycle documents - pre and post test data Tutoring and Intervention data Individual Education Plans Teacher judgments Quick smart data  Attitudes to School Survey Data  Staff survey data | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Learning specialists to continue embedding PLC work during PLC meeting structure and work with PLC manager to develop a COP. We have also put in for PLC regional supports - PLC coaching with the PLC manager and Link school leaders: This is coaching tailored to the needs of your school based on observations and conversations. The PLC Manager can work within your teams on a weekly basis or meet with PLC leaders to support their Human Leadership as they develop and deepen their PLC processes. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Learning Specialists to be released 1 day per week alternating terms to deliver coaching on differentiation, inclusion and adjustments. | | 🗹 Principal  🗹 Learning Specialist(s)  🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 0% |
| Activity 3 | Learning specialists to deliver Professional Learning and build teacher understanding and capacity in the 6+1 writing traits. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Peer observation model to be reviewed with staff and to focus on the Instructional model. | | 🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Timetable structured so teaching partners have allocated time to work together on teaching and learning program. | | 🗹 Principal  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Timetable developed to allow LS to meet each week. | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Learning Specialists released for a day to work on areas of focus and develop a COP with similar schools. Supported by PLC regional manager. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employment of teacher for tutoring program and coordination of tutoring initiative. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Intervention programs – Maqclit, Multi lit speech and Heggerty/sounds write phonics to be implemented by trained ES staff. Quicksmart program implemented across Senior School years 3-6 by trained ES staff. | | 🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 10 | SSG meetings to be held once per term or more/less often as necessary. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Build teacher capacity, knowledge and understanding around student voice and learner agency through professional learning in Semester 2. | | 🗹 Principal | from: Term 3  to: Term 4 | 0% |
| Activity 12 | Employ additional ES staff to support the learning of Tier 2 students in classrooms. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continue the implementation and embedding of the Respectful Relationships curriculum program across the whole school.  Continue to embed a tiered social regulation engagement model - School Wide Positive Behaviour Support Framework and move to the next phase Prioritise student attendance - close monitoring of attendance data. Revisit and review whole school approach to promoting attendance and responding to absences Revisit approach to restorative practices, circle time and bullying interventions through professional learning | | | |
| Outcomes | | Teachers will implement and model consistent implementation of the respectful relationships program supported by developed documentation Teachers regularly monitor their pulse dashboard and respond to data presented. Teachers adhere to practices agreed to within the SWPBS framework. At-risk students will be targeted and feel supported in a timely manner Students will have strong relationships with peers and staff A whole school understanding developed through documentation of wellbeing practices. Student attendance results will improve. | | | |
| Success Indicators | | Attendance data  Attitudes to school survey data -teacher concern, attitudes to attendance, sense of connectedness, sense of inclusion, advocate at school, managing bullying, peer relationships, emotional awareness and regulation PIVOT survey Documented data for student engagement in wellbeing programs such as School Chaplain, gardening club, Hands on learning (HOL), Lunchtime Clubs HOL data report  Documentation of data analysis Developed whole school scope and sequence of lessons plans to support SWPB behaviour matrix and to be used in conjunction with pulse data analysis Weekly and term planners | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Audit of social and emotional learning programs and curriculum delivery across the school | | 🗹 Leading Teacher(s)  🗹 Principal  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Promotion and communication of information to the community in relation to SWPB and RR curriculum | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | SWPB team meet twice a term to continue work on Action plan and meet with regional coach | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | SWPB team to lead professional learning around analysis of behavioural data (PULSE) and interventions to implement from this data | | 🗹 Leading Teacher(s)  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Regional coaching for SWPBS and Tier 2 training (Prevention and classroom systems training) Annual Fidelity Evaluations | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Leading Teacher of wellbeing to have once a term check-in meetings to discuss wellbeing/behaviour/attendance. Teachers to be released for an hour to meet with LT. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Continued employment of school chaplain 2 days per week and to work closely with Wellbeing coordinator. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Breakfast club provided 2x days per week and coordinated by ES member | | 🗹 Principal  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Continuation of the Hands on Learning Program coordinated by wellbeing teacher | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Teacher release to run gardening club twice a term | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Termly SSG and IEP meetings with teachers, LT and families to track student progress and reflect on set goals | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Continued connections with community agencies - CAFS, School Focused Youth Services, Ballarat Youth Foundation, Headspace, ICAMHS, Navigator, DET key contact, Lookout, DFFH  Continued partnership with University of Melbourne Rural placement for allied health students - OT, speech, physio | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Employ LT (Wellbeing focus) to coordinate IEPs, SSGs and DIPs. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**Mid Term 2 monitoring monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | By 2023 improve the percentage of students meeting or above NAPLAN benchmark growth in Writing from 67% in 2021 to 69%.  By 2023 increase the percentage of Year 3 students in the top two NAPLAN bands for Writing from 31% in 2022 to 35%.  By 2023 increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 10% in 2022 to 12%.  By 2023 increase the percentage of students making expected or above learning growth as reported by teacher judgement against the Victorian Curriculum for Writing from 60% in 2021-22 to 62%.  By 2023 improve the percentage of positive responses on the School Staff Survey for: • teacher collaboration from 60% in 2021 to 65% • seek feedback to improve practice from 75% in 2021 to 78% • professional learning through peer observation from 25% in 2021 to 35% • academic emphasis from 68% in 2021 to 69% • collective efficacy from 82% in 2021 to 83% • trust in students and parents from 79% in 2021 to 80% • parent and community involvement from 88% in 2021 to 89%  By 2023 improve the percentage of positive responses on the Attitudes to School Survey for: • stimulated learning from 61% in 2022 to 63% (writing) • motivation and interest from 71% in 2022 to 72% (writing) • effective teaching time from 79% in 2022 to 80% (instructional model) • sense of connectedness from 63% in 2022 to 66% • managing bullying from 66% in 2022 to 68% • emotional awareness and regulation from 60% in 2022 to 62%  • resilience from 59% in 2022 to 61%  By 2023 increase the percentage of positive responses on the Parent Opinion Survey for: • student connectedness from 80% in 2022 to 82% • parent participation and involvement from 78% in 2022 to 80% • stimulating learning environment from 78% in 2022 to 79%  By 2023 improve attendance of students (to be finalised) • average absence from 49% in 2022 to 35% • percentage of students with more than 20 days absence from 28% in 2022 to 20% | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Embed the instructional model with consistency and rigour Develop an agreed approach to the teaching of writing Deepen Professional Learning Community processes to refine teacher practice to impact student learning Improve the differentiation of teaching and learning Develop tiered systems of support that enable teachers to identify and respond to student's individual learning needs. | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning  Students will be supported to learn at point of need PLC's will meet to engage in reflective practice and evaluate and plan curriculum, assessment and lessons. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students in need of targeted academic support or intervention will be identified and supported Teachers and leaders will establish intervention/small group tutoring programs Teachers provide regular feedback to each other through a shared approach.  Teachers have a shared understanding and understand the big picture and work together to get there - shared collective efficacy | | | |
| Success Indicators | | NAPLAN data PIVOT survey data Student survey on Instructional model Peer observation and coaching notes PLC minutes and inquiry cycle documents - pre and post test data Tutoring and Intervention data Individual Education Plans Teacher judgments Quick smart data  Attitudes to School Survey Data  Staff survey data | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Learning specialists to continue embedding PLC work during PLC meeting structure and work with PLC manager to develop a COP. We have also put in for PLC regional supports - PLC coaching with the PLC manager and Link school leaders: This is coaching tailored to the needs of your school based on observations and conversations. The PLC Manager can work within your teams on a weekly basis or meet with PLC leaders to support their Human Leadership as they develop and deepen their PLC processes. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Learning Specialists to be released 1 day per week alternating terms to deliver coaching on differentiation, inclusion and adjustments. | | 🗹 Principal  🗹 Learning Specialist(s)  🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 0% |
| Activity 3 | Learning specialists to deliver Professional Learning and build teacher understanding and capacity in the 6+1 writing traits. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Peer observation model to be reviewed with staff and to focus on the Instructional model. | | 🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Timetable structured so teaching partners have allocated time to work together on teaching and learning program. | | 🗹 Principal  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Timetable developed to allow LS to meet each week. | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Learning Specialists released for a day to work on areas of focus and develop a COP with similar schools. Supported by PLC regional manager. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employment of teacher for tutoring program and coordination of tutoring initiative. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Intervention programs – Maqclit, Multi lit speech and Heggerty/sounds write phonics to be implemented by trained ES staff. Quicksmart program implemented across Senior School years 3-6 by trained ES staff. | | 🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 10 | SSG meetings to be held once per term or more/less often as necessary. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Build teacher capacity, knowledge and understanding around student voice and learner agency through professional learning in Semester 2. | | 🗹 Principal | from: Term 3  to: Term 4 | 0% |
| Activity 12 | Employ additional ES staff to support the learning of Tier 2 students in classrooms. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continue the implementation and embedding of the Respectful Relationships curriculum program across the whole school.  Continue to embed a tiered social regulation engagement model - School Wide Positive Behaviour Support Framework and move to the next phase Prioritise student attendance - close monitoring of attendance data. Revisit and review whole school approach to promoting attendance and responding to absences Revisit approach to restorative practices, circle time and bullying interventions through professional learning | | | |
| Outcomes | | Teachers will implement and model consistent implementation of the respectful relationships program supported by developed documentation Teachers regularly monitor their pulse dashboard and respond to data presented. Teachers adhere to practices agreed to within the SWPBS framework. At-risk students will be targeted and feel supported in a timely manner Students will have strong relationships with peers and staff A whole school understanding developed through documentation of wellbeing practices. Student attendance results will improve. | | | |
| Success Indicators | | Attendance data  Attitudes to school survey data -teacher concern, attitudes to attendance, sense of connectedness, sense of inclusion, advocate at school, managing bullying, peer relationships, emotional awareness and regulation PIVOT survey Documented data for student engagement in wellbeing programs such as School Chaplain, gardening club, Hands on learning (HOL), Lunchtime Clubs HOL data report  Documentation of data analysis Developed whole school scope and sequence of lessons plans to support SWPB behaviour matrix and to be used in conjunction with pulse data analysis Weekly and term planners | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Audit of social and emotional learning programs and curriculum delivery across the school | | 🗹 Leading Teacher(s)  🗹 Principal  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Promotion and communication of information to the community in relation to SWPB and RR curriculum | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | SWPB team meet twice a term to continue work on Action plan and meet with regional coach | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | SWPB team to lead professional learning around analysis of behavioural data (PULSE) and interventions to implement from this data | | 🗹 Leading Teacher(s)  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Regional coaching for SWPBS and Tier 2 training (Prevention and classroom systems training) Annual Fidelity Evaluations | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Leading Teacher of wellbeing to have once a term check-in meetings to discuss wellbeing/behaviour/attendance. Teachers to be released for an hour to meet with LT. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Continued employment of school chaplain 2 days per week and to work closely with Wellbeing coordinator. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Breakfast club provided 2x days per week and coordinated by ES member | | 🗹 Principal  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Continuation of the Hands on Learning Program coordinated by wellbeing teacher | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Teacher release to run gardening club twice a term | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Termly SSG and IEP meetings with teachers, LT and families to track student progress and reflect on set goals | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Continued connections with community agencies - CAFS, School Focused Youth Services, Ballarat Youth Foundation, Headspace, ICAMHS, Navigator, DET key contact, Lookout, DFFH  Continued partnership with University of Melbourne Rural placement for allied health students - OT, speech, physio | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Employ LT (Wellbeing focus) to coordinate IEPs, SSGs and DIPs. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**Mid Term 3 monitoring monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | By 2023 improve the percentage of students meeting or above NAPLAN benchmark growth in Writing from 67% in 2021 to 69%.  By 2023 increase the percentage of Year 3 students in the top two NAPLAN bands for Writing from 31% in 2022 to 35%.  By 2023 increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 10% in 2022 to 12%.  By 2023 increase the percentage of students making expected or above learning growth as reported by teacher judgement against the Victorian Curriculum for Writing from 60% in 2021-22 to 62%.  By 2023 improve the percentage of positive responses on the School Staff Survey for: • teacher collaboration from 60% in 2021 to 65% • seek feedback to improve practice from 75% in 2021 to 78% • professional learning through peer observation from 25% in 2021 to 35% • academic emphasis from 68% in 2021 to 69% • collective efficacy from 82% in 2021 to 83% • trust in students and parents from 79% in 2021 to 80% • parent and community involvement from 88% in 2021 to 89%  By 2023 improve the percentage of positive responses on the Attitudes to School Survey for: • stimulated learning from 61% in 2022 to 63% (writing) • motivation and interest from 71% in 2022 to 72% (writing) • effective teaching time from 79% in 2022 to 80% (instructional model) • sense of connectedness from 63% in 2022 to 66% • managing bullying from 66% in 2022 to 68% • emotional awareness and regulation from 60% in 2022 to 62%  • resilience from 59% in 2022 to 61%  By 2023 increase the percentage of positive responses on the Parent Opinion Survey for: • student connectedness from 80% in 2022 to 82% • parent participation and involvement from 78% in 2022 to 80% • stimulating learning environment from 78% in 2022 to 79%  By 2023 improve attendance of students (to be finalised) • average absence from 49% in 2022 to 35% • percentage of students with more than 20 days absence from 28% in 2022 to 20% | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Embed the instructional model with consistency and rigour Develop an agreed approach to the teaching of writing Deepen Professional Learning Community processes to refine teacher practice to impact student learning Improve the differentiation of teaching and learning Develop tiered systems of support that enable teachers to identify and respond to student's individual learning needs. | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning  Students will be supported to learn at point of need PLC's will meet to engage in reflective practice and evaluate and plan curriculum, assessment and lessons. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students in need of targeted academic support or intervention will be identified and supported Teachers and leaders will establish intervention/small group tutoring programs Teachers provide regular feedback to each other through a shared approach.  Teachers have a shared understanding and understand the big picture and work together to get there - shared collective efficacy | | | |
| Success Indicators | | NAPLAN data PIVOT survey data Student survey on Instructional model Peer observation and coaching notes PLC minutes and inquiry cycle documents - pre and post test data Tutoring and Intervention data Individual Education Plans Teacher judgments Quick smart data  Attitudes to School Survey Data  Staff survey data | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Learning specialists to continue embedding PLC work during PLC meeting structure and work with PLC manager to develop a COP. We have also put in for PLC regional supports - PLC coaching with the PLC manager and Link school leaders: This is coaching tailored to the needs of your school based on observations and conversations. The PLC Manager can work within your teams on a weekly basis or meet with PLC leaders to support their Human Leadership as they develop and deepen their PLC processes. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Learning Specialists to be released 1 day per week alternating terms to deliver coaching on differentiation, inclusion and adjustments. | | 🗹 Principal  🗹 Learning Specialist(s)  🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 0% |
| Activity 3 | Learning specialists to deliver Professional Learning and build teacher understanding and capacity in the 6+1 writing traits. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Peer observation model to be reviewed with staff and to focus on the Instructional model. | | 🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Timetable structured so teaching partners have allocated time to work together on teaching and learning program. | | 🗹 Principal  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Timetable developed to allow LS to meet each week. | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Learning Specialists released for a day to work on areas of focus and develop a COP with similar schools. Supported by PLC regional manager. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employment of teacher for tutoring program and coordination of tutoring initiative. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Intervention programs – Maqclit, Multi lit speech and Heggerty/sounds write phonics to be implemented by trained ES staff. Quicksmart program implemented across Senior School years 3-6 by trained ES staff. | | 🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 10 | SSG meetings to be held once per term or more/less often as necessary. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Build teacher capacity, knowledge and understanding around student voice and learner agency through professional learning in Semester 2. | | 🗹 Principal | from: Term 3  to: Term 4 | 0% |
| Activity 12 | Employ additional ES staff to support the learning of Tier 2 students in classrooms. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continue the implementation and embedding of the Respectful Relationships curriculum program across the whole school.  Continue to embed a tiered social regulation engagement model - School Wide Positive Behaviour Support Framework and move to the next phase Prioritise student attendance - close monitoring of attendance data. Revisit and review whole school approach to promoting attendance and responding to absences Revisit approach to restorative practices, circle time and bullying interventions through professional learning | | | |
| Outcomes | | Teachers will implement and model consistent implementation of the respectful relationships program supported by developed documentation Teachers regularly monitor their pulse dashboard and respond to data presented. Teachers adhere to practices agreed to within the SWPBS framework. At-risk students will be targeted and feel supported in a timely manner Students will have strong relationships with peers and staff A whole school understanding developed through documentation of wellbeing practices. Student attendance results will improve. | | | |
| Success Indicators | | Attendance data  Attitudes to school survey data -teacher concern, attitudes to attendance, sense of connectedness, sense of inclusion, advocate at school, managing bullying, peer relationships, emotional awareness and regulation PIVOT survey Documented data for student engagement in wellbeing programs such as School Chaplain, gardening club, Hands on learning (HOL), Lunchtime Clubs HOL data report  Documentation of data analysis Developed whole school scope and sequence of lessons plans to support SWPB behaviour matrix and to be used in conjunction with pulse data analysis Weekly and term planners | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Audit of social and emotional learning programs and curriculum delivery across the school | | 🗹 Leading Teacher(s)  🗹 Principal  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Promotion and communication of information to the community in relation to SWPB and RR curriculum | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | SWPB team meet twice a term to continue work on Action plan and meet with regional coach | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | SWPB team to lead professional learning around analysis of behavioural data (PULSE) and interventions to implement from this data | | 🗹 Leading Teacher(s)  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Regional coaching for SWPBS and Tier 2 training (Prevention and classroom systems training) Annual Fidelity Evaluations | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Leading Teacher of wellbeing to have once a term check-in meetings to discuss wellbeing/behaviour/attendance. Teachers to be released for an hour to meet with LT. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Continued employment of school chaplain 2 days per week and to work closely with Wellbeing coordinator. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Breakfast club provided 2x days per week and coordinated by ES member | | 🗹 Principal  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Continuation of the Hands on Learning Program coordinated by wellbeing teacher | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Teacher release to run gardening club twice a term | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Termly SSG and IEP meetings with teachers, LT and families to track student progress and reflect on set goals | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Continued connections with community agencies - CAFS, School Focused Youth Services, Ballarat Youth Foundation, Headspace, ICAMHS, Navigator, DET key contact, Lookout, DFFH  Continued partnership with University of Melbourne Rural placement for allied health students - OT, speech, physio | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Employ LT (Wellbeing focus) to coordinate IEPs, SSGs and DIPs. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2023**

**Mid Term 4 monitoring monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | **2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. | | | |
| 12 Month Target 1.1 | | By 2023 improve the percentage of students meeting or above NAPLAN benchmark growth in Writing from 67% in 2021 to 69%.  By 2023 increase the percentage of Year 3 students in the top two NAPLAN bands for Writing from 31% in 2022 to 35%.  By 2023 increase the percentage of Year 5 students in the top two NAPLAN bands for Writing from 10% in 2022 to 12%.  By 2023 increase the percentage of students making expected or above learning growth as reported by teacher judgement against the Victorian Curriculum for Writing from 60% in 2021-22 to 62%.  By 2023 improve the percentage of positive responses on the School Staff Survey for: • teacher collaboration from 60% in 2021 to 65% • seek feedback to improve practice from 75% in 2021 to 78% • professional learning through peer observation from 25% in 2021 to 35% • academic emphasis from 68% in 2021 to 69% • collective efficacy from 82% in 2021 to 83% • trust in students and parents from 79% in 2021 to 80% • parent and community involvement from 88% in 2021 to 89%  By 2023 improve the percentage of positive responses on the Attitudes to School Survey for: • stimulated learning from 61% in 2022 to 63% (writing) • motivation and interest from 71% in 2022 to 72% (writing) • effective teaching time from 79% in 2022 to 80% (instructional model) • sense of connectedness from 63% in 2022 to 66% • managing bullying from 66% in 2022 to 68% • emotional awareness and regulation from 60% in 2022 to 62%  • resilience from 59% in 2022 to 61%  By 2023 increase the percentage of positive responses on the Parent Opinion Survey for: • student connectedness from 80% in 2022 to 82% • parent participation and involvement from 78% in 2022 to 80% • stimulating learning environment from 78% in 2022 to 79%  By 2023 improve attendance of students (to be finalised) • average absence from 49% in 2022 to 35% • percentage of students with more than 20 days absence from 28% in 2022 to 20% | | | |
| KIS 1.a Priority 2023 Dimension | | Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy | | | |
| Actions | | Embed the instructional model with consistency and rigour Develop an agreed approach to the teaching of writing Deepen Professional Learning Community processes to refine teacher practice to impact student learning Improve the differentiation of teaching and learning Develop tiered systems of support that enable teachers to identify and respond to student's individual learning needs. | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning  Students will be supported to learn at point of need PLC's will meet to engage in reflective practice and evaluate and plan curriculum, assessment and lessons. Teachers will confidently and accurately identify student learning needs of all of their students. Teachers will provide students with the opportunity to work at their level using differentiated resources. Students in need of targeted academic support or intervention will be identified and supported Teachers and leaders will establish intervention/small group tutoring programs Teachers provide regular feedback to each other through a shared approach.  Teachers have a shared understanding and understand the big picture and work together to get there - shared collective efficacy | | | |
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| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Learning specialists to continue embedding PLC work during PLC meeting structure and work with PLC manager to develop a COP. We have also put in for PLC regional supports - PLC coaching with the PLC manager and Link school leaders: This is coaching tailored to the needs of your school based on observations and conversations. The PLC Manager can work within your teams on a weekly basis or meet with PLC leaders to support their Human Leadership as they develop and deepen their PLC processes. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Learning Specialists to be released 1 day per week alternating terms to deliver coaching on differentiation, inclusion and adjustments. | | 🗹 Principal  🗹 Learning Specialist(s)  🗹 Leading Teacher(s) | from: Term 2  to: Term 4 | 0% |
| Activity 3 | Learning specialists to deliver Professional Learning and build teacher understanding and capacity in the 6+1 writing traits. | | 🗹 Learning Specialist(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Peer observation model to be reviewed with staff and to focus on the Instructional model. | | 🗹 Learning Specialist(s)  🗹 Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Timetable structured so teaching partners have allocated time to work together on teaching and learning program. | | 🗹 Principal  🗹 Teacher(s)  🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Timetable developed to allow LS to meet each week. | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Learning Specialists released for a day to work on areas of focus and develop a COP with similar schools. Supported by PLC regional manager. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employment of teacher for tutoring program and coordination of tutoring initiative. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
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| Activity 10 | SSG meetings to be held once per term or more/less often as necessary. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Build teacher capacity, knowledge and understanding around student voice and learner agency through professional learning in Semester 2. | | 🗹 Principal | from: Term 3  to: Term 4 | 0% |
| Activity 12 | Employ additional ES staff to support the learning of Tier 2 students in classrooms. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Priority 2023 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Continue the implementation and embedding of the Respectful Relationships curriculum program across the whole school.  Continue to embed a tiered social regulation engagement model - School Wide Positive Behaviour Support Framework and move to the next phase Prioritise student attendance - close monitoring of attendance data. Revisit and review whole school approach to promoting attendance and responding to absences Revisit approach to restorative practices, circle time and bullying interventions through professional learning | | | |
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| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Audit of social and emotional learning programs and curriculum delivery across the school | | 🗹 Leading Teacher(s)  🗹 Principal  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Promotion and communication of information to the community in relation to SWPB and RR curriculum | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | SWPB team meet twice a term to continue work on Action plan and meet with regional coach | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | SWPB team to lead professional learning around analysis of behavioural data (PULSE) and interventions to implement from this data | | 🗹 Leading Teacher(s)  🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Regional coaching for SWPBS and Tier 2 training (Prevention and classroom systems training) Annual Fidelity Evaluations | | 🗹 SWPBS Leader/Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Leading Teacher of wellbeing to have once a term check-in meetings to discuss wellbeing/behaviour/attendance. Teachers to be released for an hour to meet with LT. | | 🗹 Leading Teacher(s)  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Continued employment of school chaplain 2 days per week and to work closely with Wellbeing coordinator. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Breakfast club provided 2x days per week and coordinated by ES member | | 🗹 Principal  🗹 Education Support | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Continuation of the Hands on Learning Program coordinated by wellbeing teacher | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Teacher release to run gardening club twice a term | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Termly SSG and IEP meetings with teachers, LT and families to track student progress and reflect on set goals | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Continued connections with community agencies - CAFS, School Focused Youth Services, Ballarat Youth Foundation, Headspace, ICAMHS, Navigator, DET key contact, Lookout, DFFH  Continued partnership with University of Melbourne Rural placement for allied health students - OT, speech, physio | | 🗹 Leading Teacher(s)  🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Employ LT (Wellbeing focus) to coordinate IEPs, SSGs and DIPs. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Self-assessment - 2023**

SEIL Feedback