

Monitoring and assessment - 2024

Rosedale Primary School (0770)



Submitted for review by Brett Wilson (School Principal) on 06 December, 2023 at 08:26 AM

Endorsed by Craig Felstead (Senior Education Improvement Leader) on 29 January, 2024 at 04:38 PM

Endorsed by Casey Saunders (School Council President) on 13 February, 2024 at 08:14 AM

Term 2 Monitoring submitted by Brett Wilson (School Principal) on 31 May, 2024 at 02:42 PM

Term 4 Monitoring submitted by Brett Wilson (School Principal) on 01 November, 2024 at 03:02 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	Maximise the learning growth of every student.
12-month target 1.1 target	Positive endorsements from staff: Use data for curriculum planning - 75% School climate - maintain at 80%
12-month target 1.2 target	N/A
12-month target 1.3 target	N/A
12-month target 1.4 target	Reading - 70% of students achieving at or above expected growth Writing - 70% of students achieving at or above expected growth Number and algebra - 70% of students achieving at or above expected growth
12-month target 1.5 target	Reading - increasing the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency levels to 64% Numeracy - increasing the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency levels to 52%
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	Further develop, document and embed whole school collaborative approaches to curriculum planning to deliver the Victorian Curriculum.

<p>Actions</p>	<p>Establish collaborative planning protocols to develop more effective delivery of the curriculum:</p> <p>PLC cycles focused on instructional practices and use of data - supported by participation in Harvard Data Wise Program by three staff member and work with PLC coach</p> <p>Use of data for monitoring and evaluation of instructional practices in mathematics</p> <p>Collaboratively assessing the effectiveness of our instructional practices in mathematics using the Harvard Data Wise Improvement process</p> <p>Work with EIL (Angela Reynolds) to establish effective whole school planning of big ideas in mathematics</p> <p>Continued development of weekly observational protocols and feedback to teachers linked to the PLC focus</p> <p>Continued use of tutor for differentiated planning and targeted support in mathematics</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will:</p> <p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional support</p> <p>Provide opportunities for teachers to work collaboratively</p> <p>Teachers will:</p> <p>Use data to inform effectiveness of instruction</p> <p>Adopt effective instructional strategies identified through the PLC cycle</p> <p>Work collaboratively to improve pedagogical practices for increased student learning in mathematics</p> <p>Use uniform planning documentation</p> <p>Implement the mathematics lesson cycle</p> <p>Students will:</p> <p>Receive instruction targeted at point of need</p> <p>Display greater levels of engagement and growth</p>
<p>Success indicators</p>	<p>Teacher survey:</p> <p>Maintenance of school climate and teacher efficacy rating</p> <p>Increased use of data to inform curriculum planning</p> <p>Identification and implementation of effective formative assessment practices</p>

	<p>NAPLAN Increase in students achieving strong growth in numeracy</p> <p>Evidence of progress assessed through the Tutor Learning Initiative Evidence-based pedagogical models applied consistently throughout the school Evidence of uniform planning documentation</p>			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue the work of a para-professional pre-service teacher as tutor working in collaboration with the learning specialist, teachers and principal	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Time allocation and continued professional development of numeracy learning specialist to support staff in the implementation of effective pedagogical approaches to the teaching of numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 3	Participation in Harvard Data Wise Program - 5 days face to face in Melbourne and ongoing coaching	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1	-1%

		<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	to: Term 4	
Activity 4	Embed processes for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 5	Peer observation to support the sharing of best practice and the impact of a person's own teaching	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 6	Work with PLC coach over two days and ongoing work with Education Improvement Leader to implement PLC cycle with fidelity.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 7	Numeracy specialist will participate in the Numeracy Local Leaders Program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	-1%
Activity 8	Purchase of varied mathematics resources to increase student engagement and achievement.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%

Goal 2	Empower students to be engaged and self-reliant learners
12-month target 2.1 target	Positive endorsements from staff: Collective Efficacy - 80% Trust in students and parents - 73% Understand formative assessment - 75%
12-month target 2.2 target	Positive endorsements from students: Student voice and agency - 60% Self-regulation and goal setting - 75%
12-month target 2.3 target	The average number of student absences be reduced to 19 days.
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing and inclusion
Actions	Embed the use of a multi-tiered system of support integrating school-wide positive behaviour and attendance interventions Use of behaviour and attendance data to establish tiered interventions and support to vulnerable students Development of attendance officer role to develop teacher and leader responsiveness to disengaged students Clarify staff roles and responsibilities to address non-attendance Continued support for families through IEPs and SSGs Responsive plans to improve student engagement according to need e.g., attendance improvement plan, IEP
Delivery of the annual actions for this KIS	
Outcomes	Leaders will: School Attendance Team meet on a fortnightly basis and analyse current school wide data to identify vulnerable students Support and resource the implementation of school wide tiered intervention strategies Resource and support the Attendance Officer to meet with teachers on a weekly basis

	<p>Support the School Chaplaincy program and distinguish their role in supporting student engagement Meet with families of vulnerable students and develop the appropriate supportive and targeted plan</p> <p>Teachers will: Respond to their role in developing universal strategies to engage and support students Demonstrate awareness of responsibilities in identifying signs of disengagement in students Work with the attendance officer to identify disengaged students Work with attendance officer to identify and evaluate effective strategies to improve attendance levels Communicate regularly with parents and carers to support greater level of attendance from students</p> <p>Students will: Share reasons for not attending Work with the school to co-construct supports to promote greater attendance</p> <p>Families will: Share insights into reasons for non-attendance Work with the school to implement plans to improve attendance rates</p>
Success indicators	<p>Student Attitudes to School Survey will demonstrate increased levels of life satisfaction, emotional awareness and regulation, self-regulation and goal setting, attitudes to attendance and sense of connectedness</p> <p>Attendance data will demonstrate a reduction in students who are chronically absent. Average number of days absent will fall from 21 in 2023 to 19 in 2024</p> <p>Attendance data will reflect success of interventions through improved percentage of tier one students</p> <p>Teachers meet weekly with attendance officer to discuss class attendance data and communicate concerns around disengagement</p>
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Appoint Education Support staff member to attendance officer role	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Continue to implement the National School Chaplaincy Program	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 3	Continue to resource and meet with the School Attendance Team	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 4	CRT release for teachers to prepare IEP's and attend SSGs and for early intervention and targeted support	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Employ additional education support staff for targeted support of students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Activity 6	Additional time release for the Mental health and Wellbeing Leader	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 7	Increase student engagement through the provision of weekly STEAM specialist program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 1	Maximise the learning growth of every student.
12-month target 1.1 target	Positive endorsements from staff: Use data for curriculum planning - 75% School climate - maintain at 80%
12-month target 1.2 target	N/A
12-month target 1.3 target	N/A
12-month target 1.4 target	Reading - 70% of students achieving at or above expected growth Writing - 70% of students achieving at or above expected growth Number and algebra - 70% of students achieving at or above expected growth
12-month target 1.5 target	Reading - increasing the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency levels to 64% Numeracy - increasing the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency levels to 52%
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	Further develop, document and embed whole school collaborative approaches to curriculum planning to deliver the Victorian Curriculum.

<p>Actions</p>	<p>Establish collaborative planning protocols to develop more effective delivery of the curriculum:</p> <p>PLC cycles focused on instructional practices and use of data - supported by participation in Harvard Data Wise Program by three staff member and work with PLC coach</p> <p>Use of data for monitoring and evaluation of instructional practices in mathematics</p> <p>Collaboratively assessing the effectiveness of our instructional practices in mathematics using the Harvard Data Wise Improvement process</p> <p>Work with EIL (Angela Reynolds) to establish effective whole school planning of big ideas in mathematics</p> <p>Continued development of weekly observational protocols and feedback to teachers linked to the PLC focus</p> <p>Continued use of tutor for differentiated planning and targeted support in mathematics</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Leaders will:</p> <p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional support</p> <p>Provide opportunities for teachers to work collaboratively</p> <p>Teachers will:</p> <p>Use data to inform effectiveness of instruction</p> <p>Adopt effective instructional strategies identified through the PLC cycle</p> <p>Work collaboratively to improve pedagogical practices for increased student learning in mathematics</p> <p>Use uniform planning documentation</p> <p>Implement the mathematics lesson cycle</p> <p>Students will:</p> <p>Receive instruction targeted at point of need</p> <p>Display greater levels of engagement and growth</p>
<p>Success indicators</p>	<p>Teacher survey:</p> <p>Maintenance of school climate and teacher efficacy rating</p> <p>Increased use of data to inform curriculum planning</p> <p>Identification and implementation of effective formative assessment practices</p>

	<p>NAPLAN Increase in students achieving strong growth in numeracy</p> <p>Evidence of progress assessed through the Tutor Learning Initiative Evidence-based pedagogical models applied consistently throughout the school Evidence of uniform planning documentation</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ School review has refocussed directions for the school
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	<p>To embed collaborative practices to deliver the curriculum we are embedding the Data-Wise School Improvement Process to our PLCs. This includes building data and assessment literacy, identifying learner-centered problems and problems with instructional practice. At the same time, we meet to reflect on and revise our understanding of our instructional model and collaboratively plan maths together. We are now observing maths lessons and releasing teacher for collegial observations.</p> <p>Initial NAPLAN data is very positive with Year 3 students average results in strong or exceeding categories. Yr 5 data 2 in strong and 2 in developing.</p> <p>We have a strong and clear focus on working collaboratively to improve our mathematics practice.</p>

<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 	<p>In Semester Two, we will engage in a whole school inquiry assessing student knowledge of the big ideas and revise our approach to teaching them across the school. Teachers have identified concerns with teacher judgement in mathematics showing diminished achievement the longer students are at Rosedale PS. Teachers have identified as a priority question: How do we use data to embed understanding of the Big Ideas. With support from Longford PS, we will follow an inquiry and PLC cycle throughout the remainder of the year to answer this question.</p>			
<p>OPTIONAL: Upload evidence</p>				
<p>Activities</p>	<p>Activity</p>	<p>Who</p>	<p>When</p>	<p>Percentage complete</p>
<p>Activity 1</p>	<p>Continue the work of a para-professional pre-service teacher as tutor working in collaboration with the learning specialist, teachers and principal</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<p>100%</p>
<p>Activity 2</p>	<p>Time allocation and continued professional development of numeracy learning specialist to support staff in the implementation of effective pedagogical approaches to the teaching of numeracy</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<p>50%</p>
<p>Activity 3</p>	<p>Participation in Harvard Data Wise Program - 5 days face to face in Melbourne and ongoing coaching</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1</p>	<p>100%</p>

		<input checked="" type="checkbox"/> Principal	to: Term 4	
Activity 4	Embed processes for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 5	Peer observation to support the sharing of best practice and the impact of a person's own teaching	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 6	Work with PLC coach over two days and ongoing work with Education Improvement Leader to implement PLC cycle with fidelity.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 7	Numeracy specialist will participate in the Numeracy Local Leaders Program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	0%
Activity 8	Purchase of varied mathematics resources to increase student engagement and achievement.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	25%

Goal 2	Empower students to be engaged and self-reliant learners
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12-month target 2.1 target	Positive endorsements from staff: Collective Efficacy - 80% Trust in students and parents - 73% Understand formative assessment - 75%
12-month target 2.2 target	Positive endorsements from students: Student voice and agency - 60% Self-regulation and goal setting - 75%
12-month target 2.3 target	The average number of student absences be reduced to 19 days.
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing and inclusion
Actions	Embed the use of a multi-tiered system of support integrating school-wide positive behaviour and attendance interventions Use of behaviour and attendance data to establish tiered interventions and support to vulnerable students Development of attendance officer role to develop teacher and leader responsiveness to disengaged students Clarify staff roles and responsibilities to address non-attendance Continued support for families through IEPs and SSGs Responsive plans to improve student engagement according to need e.g., attendance improvement plan, IEP
Delivery of the annual actions for this KIS	Completed
Outcomes	Leaders will: School Attendance Team meet on a fortnightly basis and analyse current school wide data to identify vulnerable students Support and resource the implementation of school wide tiered intervention strategies Resource and support the Attendance Officer to meet with teachers on a weekly basis Support the School Chaplaincy program and distinguish their role in supporting student engagement Meet with families of vulnerable students and develop the appropriate supportive and targeted plan

	<p>Teachers will: Respond to their role in developing universal strategies to engage and support students Demonstrate awareness of responsibilities in identifying signs of disengagement in students Work with the attendance officer to identify disengaged students Work with attendance officer to identify and evaluate effective strategies to improve attendance levels Communicate regularly with parents and carers to support greater level of attendance from students</p> <p>Students will: Share reasons for not attending Work with the school to co-construct supports to promote greater attendance</p> <p>Families will: Share insights into reasons for non-attendance Work with the school to implement plans to improve attendance rates</p>
<p>Success indicators</p>	<p>Student Attitudes to School Survey will demonstrate increased levels of life satisfaction, emotional awareness and regulation, self-regulation and goal setting, attitudes to attendance and sense of connectedness</p> <p>Attendance data will demonstrate a reduction in students who are chronically absent. Average number of days absent will fall from 21 in 2023 to 19 in 2024</p> <p>Attendance data will reflect success of interventions through improved percentage of tier one students</p> <p>Teachers meet weekly with attendance officer to discuss class attendance data and communicate concerns around disengagement</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice
<p>Barriers</p>	

<ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	<p>We have a dedicated ES staff member appointed as Attendance Officer. Meets with teachers each week to discuss attendance in each class. She contacts parents regarding unexplained absences, teachers call parents for two consecutive days absence explained or unexplained. Teachers have attendance communication books in their room so that they record reasons regarding late arrival/early departures. These are being used consistently. The importance of regular attendance is conveyed to parents consistently. Our YTD overall attendance is 91.4%, unexplained absences 2.6 and average days absent 17.0, meaning we are on track to improve attendance data.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 	<p>Continue on this course. Meet with parents to discuss supports for chronic absenteeism.</p>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Appoint Education Support staff member to attendance officer role	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 2	Continue to implement the National School Chaplaincy Program	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 3	Continue to resource and meet with the School Attendance Team	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 4	CRT release for teachers to prepare IEP's and attend SSGs and for early intervention and targeted support	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 5	Employ additional education support staff for targeted support of students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%

Activity 6	Additional time release for the Mental health and Wellbeing Leader	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 7	Increase student engagement through the provision of weekly STEAM specialist program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 1	Maximise the learning growth of every student.
12-month target 1.1 target	Positive endorsements from staff: Use data for curriculum planning - 75% School climate - maintain at 80%
12-month target 1.2 target	N/A
12-month target 1.3 target	N/A
12-month target 1.4 target	Reading - 70% of students achieving at or above expected growth Writing - 70% of students achieving at or above expected growth Number and algebra - 70% of students achieving at or above expected growth
12-month target 1.5 target	Reading - increasing the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency levels to 64% Numeracy - increasing the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency levels to 52%
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	Further develop, document and embed whole school collaborative approaches to curriculum planning to deliver the Victorian Curriculum.

<p>Actions</p>	<p>Establish collaborative planning protocols to develop more effective delivery of the curriculum:</p> <p>PLC cycles focused on instructional practices and use of data - supported by participation in Harvard Data Wise Program by three staff member and work with PLC coach</p> <p>Use of data for monitoring and evaluation of instructional practices in mathematics</p> <p>Collaboratively assessing the effectiveness of our instructional practices in mathematics using the Harvard Data Wise Improvement process</p> <p>Work with EIL (Angela Reynolds) to establish effective whole school planning of big ideas in mathematics</p> <p>Continued development of weekly observational protocols and feedback to teachers linked to the PLC focus</p> <p>Continued use of tutor for differentiated planning and targeted support in mathematics</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Leaders will:</p> <p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional support</p> <p>Provide opportunities for teachers to work collaboratively</p> <p>Teachers will:</p> <p>Use data to inform effectiveness of instruction</p> <p>Adopt effective instructional strategies identified through the PLC cycle</p> <p>Work collaboratively to improve pedagogical practices for increased student learning in mathematics</p> <p>Use uniform planning documentation</p> <p>Implement the mathematics lesson cycle</p> <p>Students will:</p> <p>Receive instruction targeted at point of need</p> <p>Display greater levels of engagement and growth</p>
<p>Success indicators</p>	<p>Teacher survey:</p> <p>Maintenance of school climate and teacher efficacy rating</p> <p>Increased use of data to inform curriculum planning</p> <p>Identification and implementation of effective formative assessment practices</p>

	<p>NAPLAN Increase in students achieving strong growth in numeracy</p> <p>Evidence of progress assessed through the Tutor Learning Initiative Evidence-based pedagogical models applied consistently throughout the school Evidence of uniform planning documentation</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	

<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 				
OPTIONAL: Upload evidence				
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Activity 3	Participation in Harvard Data Wise Program - 5 days face to face in Melbourne and ongoing coaching	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	100%

		<input checked="" type="checkbox"/> Principal	to: Term 4	
Activity 4	Embed processes for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 5	Peer observation to support the sharing of best practice and the impact of a person's own teaching	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 6	Work with PLC coach over two days and ongoing work with Education Improvement Leader to implement PLC cycle with fidelity.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 7	Numeracy specialist will participate in the Numeracy Local Leaders Program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	0%
Activity 8	Purchase of varied mathematics resources to increase student engagement and achievement.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	25%

Goal 2	Empower students to be engaged and self-reliant learners
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12-month target 2.1 target	Positive endorsements from staff: Collective Efficacy - 80% Trust in students and parents - 73% Understand formative assessment - 75%
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Actions	Embed the use of a multi-tiered system of support integrating school-wide positive behaviour and attendance interventions Use of behaviour and attendance data to establish tiered interventions and support to vulnerable students Development of attendance officer role to develop teacher and leader responsiveness to disengaged students Clarify staff roles and responsibilities to address non-attendance Continued support for families through IEPs and SSGs Responsive plans to improve student engagement according to need e.g., attendance improvement plan, IEP
Delivery of the annual actions for this KIS	Completed
Outcomes	Leaders will: School Attendance Team meet on a fortnightly basis and analyse current school wide data to identify vulnerable students Support and resource the implementation of school wide tiered intervention strategies Resource and support the Attendance Officer to meet with teachers on a weekly basis Support the School Chaplaincy program and distinguish their role in supporting student engagement Meet with families of vulnerable students and develop the appropriate supportive and targeted plan

	<p>Teachers will: Respond to their role in developing universal strategies to engage and support students Demonstrate awareness of responsibilities in identifying signs of disengagement in students Work with the attendance officer to identify disengaged students Work with attendance officer to identify and evaluate effective strategies to improve attendance levels Communicate regularly with parents and carers to support greater level of attendance from students</p> <p>Students will: Share reasons for not attending Work with the school to co-construct supports to promote greater attendance</p> <p>Families will: Share insights into reasons for non-attendance Work with the school to implement plans to improve attendance rates</p>
<p>Success indicators</p>	<p>Student Attitudes to School Survey will demonstrate increased levels of life satisfaction, emotional awareness and regulation, self-regulation and goal setting, attitudes to attendance and sense of connectedness</p> <p>Attendance data will demonstrate a reduction in students who are chronically absent. Average number of days absent will fall from 21 in 2023 to 19 in 2024</p> <p>Attendance data will reflect success of interventions through improved percentage of tier one students</p> <p>Teachers meet weekly with attendance officer to discuss class attendance data and communicate concerns around disengagement</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p>	

<ul style="list-style-type: none">• What barriers are impeding the delivery of this KIS?	
<p>Commentary on progress</p> <ul style="list-style-type: none">• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?• What is the evidence?	
<p>Future planning</p> <ul style="list-style-type: none">• What action will be taken next?• What support is required?• What adjustments or additions will you make to your AIP to document these next steps?	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Appoint Education Support staff member to attendance officer role	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 2	Continue to implement the National School Chaplaincy Program	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 3	Continue to resource and meet with the School Attendance Team	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 4	CRT release for teachers to prepare IEP's and attend SSGs and for early intervention and targeted support	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 5	Employ additional education support staff for targeted support of students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%

Activity 6	Additional time release for the Mental health and Wellbeing Leader	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 7	Increase student engagement through the provision of weekly STEAM specialist program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	Maximise the learning growth of every student.
12-month target 1.1 target	Positive endorsements from staff: Use data for curriculum planning - 75% School climate - maintain at 80%
Has this 12-month target been met	Not Met
12-month target 1.2 target	N/A
Has this 12-month target been met	Not Met
12-month target 1.3 target	N/A
Has this 12-month target been met	Not Met
12-month target 1.4 target	Reading - 70% of students achieving at or above expected growth Writing - 70% of students achieving at or above expected growth Number and algebra - 70% of students achieving at or above expected growth
Has this 12-month target been met	Not Met
12-month target 1.5 target	Reading - increasing the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency levels to 64%

	Numeracy - increasing the percentage of Year 5 students achieving strong or exceeding in NAPLAN proficiency levels to 52%
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	Further develop, document and embed whole school collaborative approaches to curriculum planning to deliver the Victorian Curriculum.
Actions	<p>Establish collaborative planning protocols to develop more effective delivery of the curriculum:</p> <p>PLC cycles focused on instructional practices and use of data - supported by participation in Harvard Data Wise Program by three staff member and work with PLC coach</p> <p>Use of data for monitoring and evaluation of instructional practices in mathematics</p> <p>Collaboratively assessing the effectiveness of our instructional practices in mathematics using the Harvard Data Wise Improvement process</p> <p>Work with EIL (Angela Reynolds) to establish effective whole school planning of big ideas in mathematics</p> <p>Continued development of weekly observational protocols and feedback to teachers linked to the PLC focus</p> <p>Continued use of tutor for differentiated planning and targeted support in mathematics</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <p>Develop data literacy of teachers and education support staff to inform understanding of student needs and progress and identify students requiring additional support</p> <p>Provide opportunities for teachers to work collaboratively</p> <p>Teachers will:</p>

	<p>Use data to inform effectiveness of instruction Adopt effective instructional strategies identified through the PLC cycle Work collaboratively to improve pedagogical practices for increased student learning in mathematics Use uniform planning documentation Implement the mathematics lesson cycle</p> <p>Students will: Receive instruction targeted at point of need Display greater levels of engagement and growth</p>
Success indicators	<p>Teacher survey: Maintenance of school climate and teacher efficacy rating Increased use of data to inform curriculum planning Identification and implementation of effective formative assessment practices</p> <p>NAPLAN Increase in students achieving strong growth in numeracy</p> <p>Evidence of progress assessed through the Tutor Learning Initiative Evidence-based pedagogical models applied consistently throughout the school Evidence of uniform planning documentation</p>
Reflection on progress	<p>2024 presented some definite progress in several areas, not necessarily reflected in Year 5 NAPLAN gains and teacher survey data. Our Year 3 students achieved 100% in strong and exceeding proficiencies in every curriculum area except Numeracy. In Numeracy, students achieved 78% in strong and exceeding categories, statistically significantly above all other comparisons. Year 5 data was stronger in Spelling and Grammar and Punctuation than 2024 results, but lower in all other areas. Year 5 results in Writing and Spelling were statistically higher than similar schools.</p> <p>Our PLC focus in 2024 was on building assessment data literacy and using data to inform practice. We instituted a new PLC model after participating in the Harvard Data Wise program at the beginning of the year. Teachers examined a range of numeracy data including teacher judgement data, NAPLAN and essential assessment data to identify learner-centered problems and subsequent problems of practice. In particular, our analysis of data showed student experienced challenges in answering multi-step and word questions. This led to the formulation of explicit teaching practices incorporating explicit teaching of mathematical language and development of mathematical vocabulary to address this problem.</p> <p>A secondary focus was on developing consistent application of our instructional model. During PLT sessions, we</p>

	<p>unpacked each section of our instructional model and embedded observation practices to reflect on the application of each component of the instructional model. We now have a comprehensive instructional model and all teachers have been observed delivering maths lessons. We watch these during PLC meetings and reflect collaboratively. Carol Hodgson has worked extensively with teachers to provide feedback using the observational tool developed by the teaching staff addressing the delivery of each element of the instructional model. We have developed non-negotiable elements of instruction in each lesson, including the lesson opening where the purpose of the lesson is clearly stated as well as entry points for students in how they can be successful in each lesson. Every lesson also must end with a reflection. We have focussed on the use of explicit instruction, guided instruction where teachers check for student understanding and independent practice.</p> <p>We have embedded the use of uniform planning documentation and have (at the end of 2024) a two year scope and sequence with detailed term overviews, weekly planning and two whole school yearly planners (odd years and even years).</p> <p>The tutor program was interrupted this year due to staff absences. In 2025, we introduce reading, maths and speech enrichment programs that will be delivered by our ES staff to overcome reliance on a single tutor. We have screened all students to formulate groups to participate in the multi-lit program and have provided professional development of our ES staff. We are working with Myff Shefford to establish a Speech Therapy Assistant Program to be introduced in 2025 directly supporting students with unintelligible speech.</p> <p>Formative assessment practices remain inconsistent and will become a focus of future reflection.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Continue the work of a para-professional pre-service teacher as tutor working in collaboration with the learning specialist, teachers and principal	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 2	Time allocation and continued professional development of numeracy learning specialist to support staff in the implementation of effective pedagogical approaches to the teaching of numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 3	Participation in Harvard Data Wise Program - 5 days face to face in Melbourne and ongoing coaching	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 4	Embed processes for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%
Activity 5	Peer observation to support the sharing of best practice and the impact of a person's own teaching	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 6	Work with PLC coach over two days and ongoing work with Education	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	100%

	Improvement Leader to implement PLC cycle with fidelity.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal	to: Term 4	
Activity 7	Numeracy specialist will participate in the Numeracy Local Leaders Program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	0%
Activity 8	Purchase of varied mathematics resources to increase student engagement and achievement.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	25%

Goal 2	Empower students to be engaged and self-reliant learners
12-month target 2.1 target	Positive endorsements from staff: Collective Efficacy - 80% Trust in students and parents - 73% Understand formative assessment - 75%
Has this 12-month target been met	Partially Met
12-month target 2.2 target	Positive endorsements from students: Student voice and agency - 60% Self-regulation and goal setting - 75%
Has this 12-month target been met	Partially Met

12-month target 2.3 target	The average number of student absences be reduced to 19 days.
Has this 12-month target been met	Met
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed multi-tiered systems of support that enhance student wellbeing and inclusion
Actions	<p>Embed the use of a multi-tiered system of support integrating school-wide positive behaviour and attendance interventions</p> <p>Use of behaviour and attendance data to establish tiered interventions and support to vulnerable students</p> <p>Development of attendance officer role to develop teacher and leader responsiveness to disengaged students</p> <p>Clarify staff roles and responsibilities to address non-attendance</p> <p>Continued support for families through IEPs and SSGs</p> <p>Responsive plans to improve student engagement according to need e.g., attendance improvement plan, IEP</p>
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <p>School Attendance Team meet on a fortnightly basis and analyse current school wide data to identify vulnerable students</p> <p>Support and resource the implementation of school wide tiered intervention strategies</p> <p>Resource and support the Attendance Officer to meet with teachers on a weekly basis</p> <p>Support the School Chaplaincy program and distinguish their role in supporting student engagement</p> <p>Meet with families of vulnerable students and develop the appropriate supportive and targeted plan</p> <p>Teachers will:</p> <p>Respond to their role in developing universal strategies to engage and support students</p> <p>Demonstrate awareness of responsibilities in identifying signs of disengagement in students</p> <p>Work with the attendance officer to identify disengaged students</p> <p>Work with attendance officer to identify and evaluate effective strategies to improve attendance levels</p>

	<p>Communicate regularly with parents and carers to support greater level of attendance from students</p> <p>Students will: Share reasons for not attending Work with the school to co-construct supports to promote greater attendance</p> <p>Families will: Share insights into reasons for non-attendance Work with the school to implement plans to improve attendance rates</p>
<p>Success indicators</p>	<p>Student Attitudes to School Survey will demonstrate increased levels of life satisfaction, emotional awareness and regulation, self-regulation and goal setting, attitudes to attendance and sense of connectedness</p> <p>Attendance data will demonstrate a reduction in students who are chronically absent. Average number of days absent will fall from 21 in 2023 to 19 in 2024</p> <p>Attendance data will reflect success of interventions through improved percentage of tier one students</p> <p>Teachers meet weekly with attendance officer to discuss class attendance data and communicate concerns around disengagement</p>
<p>Reflection on progress</p>	<p>In 2024 we revised our approach to attendance. In 2023 a teacher was allocated one day per week to account for unexplained absences. This saw a significant reduction in unexplained absences and a significant reduction in average days absent per student. In 2024 an ES staff member was allocated one day per week with changes to the role including provision of a communication book in each class for teachers to note conversations with parents and students. The ES staff member met weekly with teachers to discuss weekly attendance data. Teachers were asked to directly call parents if students were absent for two consecutive days when absence was explained and unexplained. This process was interrupted toward the middle of the year as the ES staff member was required to provide behavioural support in classrooms. The process will be continued in 2025 as it appears, according to data, to be having an impact.</p> <p>A great deal of work has also been undertaken by our Mental Health and Wellbeing Leader, Bec Robie, to prepare the school for the 2025 Disability Inclusion Framework. This has included adopting new IEP and SSG processes, professional development for teachers and ES on disability, purchasing of resources to support disability and the introduction of individual and classroom visual supports. At the end of 2024 we have implemented the consistent use of uniform classroom visual supports, have provided individual visual supports to students who need them including daily</p>

	schedules, first and then and break cards. This has been a substantial undertaking with continued professional development for ES staff to support the use of these resources in classes. Staff also participated in professional learning on autism to extend our understanding of what autism is and how we can support our students who live with autism.			
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change			
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Appoint Education Support staff member to attendance officer role	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 2	Continue to implement the National School Chaplaincy Program	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%

Activity 3	Continue to resource and meet with the School Attendance Team	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 4	CRT release for teachers to prepare IEP's and attend SSGs and for early intervention and targeted support	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 5	Employ additional education support staff for targeted support of students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 6	Additional time release for the Mental health and Wellbeing Leader	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 7	Increase student engagement through the provision of weekly STEAM specialist program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%

Future planning	We are progressing well, using our strategic review, goals and key improvement strategies to guide our approach. We narrowed our focus to two key improvement strategies this year, working collaboratively to deliver the Victorian Curriculum and providing multi-tiered systems of support to enhance student wellbeing. Collaboration has become a focus through our PLC cycle working together instead of as individual classes. Teacher voice and collaboration has been
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particularly pronounced through the construction of our instructional model and observational processes. Collaborative approaches were also enhanced through data analysis as it relates to the quality of our instruction and delivery of curriculum. We refined our tiered systems of support, particularly in the areas of attendance, student wellbeing and inclusion. Funding was targeted to provide disability and inclusion tools to students and in classrooms and the provision of additional education support staff. Further tiered supports will be provided next year in the form of enrichment programs addressing gaps in student learning and achievement. In 2025, we need to further embed the instructional model and further use data to inform practice. We will have a learning specialist in 2025 who is new to the school. This teacher is the PLC leader at her current school and has focussed on using Essential Assessment data to direct instruction and to monitor student growth and in formulating explicit instruction practices. Instructional leadership, the development of professional learning of running of PLCs was instituted by the principal this year due to the resignation of the existing learning specialist. Observational practices will continue in 2025 as we have collaboratively developed observational processes and engage regularly in feedback. Regarding teaching and learning, KIS 2.c will be a focus for 2025 - Develop teachers' capability to use data to inform planning for differentiation and monitoring student growth. This KIS will run concurrently with a continued focus on collaborative approaches to curriculum delivery and embedding our instructional model across all subject areas. The school has sustained practices analysing data to measure the impact of our instruction but differentiation and using pre and post assessments to measure student growth and the success of our teaching need to be refined. Regarding Wellbeing, KIS 3 b will form our focus for 2025 - Embed formal reciprocal feedback practices to measure and monitor student engagement and wellbeing. Currently, student engagement is measured through student attitudes to school survey. Stimulated learning results through the survey were at 67%, motivation and interest at 70%. Our Mental Health and Wellbeing Leader has engaged in reciprocal feedback processes in her own class. We would like to see this distributed across all grades.

Monitoring and Self-assessment - 2024

SEIL Feedback

Submitted Feedback

Brett thank you for completing your mid cycle AIP monitoring. The progress you have made against the key actions in your AIP is positive and on track to being completed by the end of year.

Submitted by Craig Felstead (SEIL) on 01 August, 2024 at 01:50 PM