

Monitoring and assessment - 2024

Wandong Primary School (1277)



Submitted for review by Kelly Morrow (School Principal) on 29 January, 2024 at 02:43 PM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 02 February, 2024 at 06:30 AM

Awaiting endorsement by School Council President

Term 1 Monitoring submitted by Kelly Morrow (School Principal) on 02 February, 2024 at 10:19 AM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12-month target 1.1 target | <p>1A) By 2024, increase the percentage of Year 3 and Year 5 students achieving in the Strong and Exceeding bands of NAPLAN as follows:</p> <p>Year 3 Reading: 85% (from 80% in 2023), with an aspirational target of 90%. Writing: Maintain or exceed 87% (from 87% in 2023) Numeracy: 75% (from 69% in 2023)</p> <p>Year 5 Reading: 90% (from 85% in 2023) Writing: Maintain or exceed 90% (from 90% in 2023) Numeracy: 65% (from 60% in 2023).</p> <p>1B) Increase the number of students working above expected level according to Teacher Judgement as follows:</p> <p>Reading & Viewing: Maintain or exceed 30% (41% in Sem 1, 2023), with an aspirational school target of 50%- approximately 42 more students. Writing: 30% (22% in Sem 1, 2023)- approximately 36 more students. Number and Algebra: 30% (34% in Sem 1 2022), with an aspirational school target of 37%- approximately 13 more students.</p> <p>Less than 11% of students will make below expected growth in: Reading & Viewing (19% in Sem 1, 2023)- approximately 29 fewer students. Writing (23% in Sem 1, 2023)- approximately 37 fewer students) Number & Algebra (21% in Sem 1, 2023)- approximately 36 fewer students.</p> |

| | |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2A) By 2024, the percent of positive endorsement on the SSS will be: Academic emphasis: 75% Teacher collaboration: 75% Understand how to analyse data: 70% Seek feedback to improve practice: 70% Skills to measure impact—80% Plan differentiated learning activities—80% Use student feedback to improve practice—75% Focus learning on real life problems—75%</p> <p>2B) By 2024, the percent of positive endorsement on the ATOSS will be: Motivation and interest: 80% Stimulated learning: 85% Student voice and agency—75% Self-regulation and goal setting—85% Resilience—80% Sense of confidence-80% Sense of connectedness -80% Teacher concern- 80% Managing bullying- 80% Effective classroom behaviour- 80%</p> <p>3A) By 2024, responses to the POS will increase in positive endorsement for: School improvement to 90% (from 65% in 2023) Managing bullying to 85% (from 77% in 2023)</p> <p>3B) By 2024 average absence days per full time equivalent student will be 10% below the state average (23.4 days in 2022).</p> |
| <p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> |

| | |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and values; high expectations; and a positive, safe and orderly learning environment | |
| Actions | <p>Action 1: Sustain the fidelity of our Curriculum Instructional Models which have shown evidence of consistently improving student learning outcomes.</p> <p>Action 2: Build capacity to ensure all practitioners can be confident teachers of Mathematics, who offer students a high-level of differentiation, more challenge and who have a deeper grasp of content.</p> <p>Action 3: Develop a creative and functional solution to a crowded Mathematics curriculum; one which ensures students develop solid mathematical understandings/skills, in a limited amount of available teaching/learning time.</p> <p>Action 4: Work towards an excelling, system leading approach to intervention, which focuses on driving the need for Tier Three intervention down to 10% and ensuring all students, regardless of disability or disadvantage, achieve National Minimum Literacy Standards.</p> |
| Delivery of the annual actions for this KIS | |
| Outcomes | <p>Leaders will:</p> <p>A1</p> <ul style="list-style-type: none"> - refine the Curriculum Instructional Models (IMs) to better document vetted practices, which have lead to improved student learning outcomes. - continue to conduct extended observations to ensure consistency of practice, in line with our IMs. - improve school-wide consistency of data monitoring and reporting. - provide differentiated professional learning, including: <ul style="list-style-type: none"> - an induction for new staff into the Science of Reading and Writing. - whole school revision of previously taught concepts, particularly in Literacy. - elective, at point of need, learning for existing staff. - whole school PL for Mathematical teaching approaches listed in the IM, which have not yet been covered in depth. <p>A2</p> <ul style="list-style-type: none"> - support teachers through PL, planning and inquiry cycles, to better understand our IM, including the interplay of the four-proficiencies, desirable actions, mindset and the foundational building blocks of place-value and numeration. - continue to invest in LS, who have the expert knowledge to guide teachers in developing, sequencing and differentiating heavily researched lessons. - continue to publish regular data reports for all areas of Mathematics, and use this information to monitor and respond to cohort performance against the AIP targets. |

- refine our Mathematics Mastery Guides, to ensure better useability for differentiation, goal setting and moderation.
- conduct extended observations around the Mathematics IM and differentiate feedback and coaching.
- refine assessment practices, including:
 - revision of Show Me tasks for whole school consistency.
 - investigation into, and documentation of, further tiered Mathematics assessment (Tiers 2-4).

A3

- further develop a whole school scope and sequence to ensure the highest opportunities for transferability and interleaving between connected concepts.
- conduct an analysis of 'PAT Cut Points to Curriculum Expectations', to uncover areas of the curriculum which have a high impact indicator, for consistently pitching teaching above the expected level.
- develop a consistent approach to the Daily Review of mathematics.
- prioritise time spent teaching Mathematics, including investigating how to dedicate more program time to Mathematics within the senior school.
- invest human and program resources, and in-depth research, into the development of a Mathematics intervention program.
- develop a four-tiered referral process for the early detection and prevention of underachievement in Mathematics, including standardised communication with families.
- further refine our own originally developed and varied teaching responses to cohort data, including:
 - Blocked Teaching- cohort mastery <60%
 - Lets Master It- cohort mastery 60-79%
 - MathsShare- cohort mastery >70%

A4

- continue to invest in human resources (locally employed social worker, psychologist and speech pathologist).
- monitor and refine the use of Tier Four clinical testing kits, allowing us to assess and plan for specific learning disorders.
- continue and further refine our four-tiered referral process for the early detection and prevention of underachievement in Reading, including standardised communication with families.
- develop a four-tiered referral process for the early detection and prevention of underachievement in Writing, including standardised communication with families.
- refine data spreadsheets for tracking student participation and achievement, across tiers two-four of learning intervention.
- continue student support groups for students receiving Tier Four intervention.

Teachers will:

A1

- deliver learning programs which have a clear and consistent structure and which guarantee daily high levels of explicit teaching, differentiation, worked examples and feedback.
- have a clear understanding of student growth and achievement in and between reporting terms.
- display a 'forensic approach' to student learning outcomes; closely monitoring the impact of teaching and being responsive to regular data reports from the LS and Curriculum AP.
- solidify their understanding of Science of Reading and Writing theory and use this knowledge to improve their daily planning and teaching.
- articulate their own professional learning needs as they pertain to curriculum, and engage in optional learning provided by the leadership team, to further develop their professional craft.
- report greater levels of teacher confidence when utilising the Mathematics IM for planning, teaching and assessing.

A2

- articulate greater content knowledge and a theoretical understanding of the effective teaching of Mathematics.
- utilise lesson sequences and/or data reports supplied by the LS each week, to develop programs which are deeply informed by subject knowledge and student needs.
- utilise the Mathematics Mastery Guides, to plan, teach and assess based on developmental sequences and interconnected skills.
- engage with extended observations by self-identifying areas of challenge, actioning feedback and valuing peer observations as a part of the coaching process.
- consistently utilise and analyse whole school Show Me data, to inform planning and programs.
- effectively utilise information provided by tier 2-4 Mathematics assessments, to provide effective learning adjustments under the DI framework.

A3

- be able to articulate learning sequences and the interconnected nature of Mathematical skills, and use this knowledge to improve planning sequences and differentiation.
- plan for and deliver Mathematics programs which feature integrated teaching, interleaving and the development of overlapping 'big ideas', such as number sense and operations.
- engage with 'PAT Cut Points to Curriculum Expectations' analysis provided by the Curriculum AP, to provide informed levels of Mathematical challenge to students.
- provide students with a consistent, daily review of previously taught Mathematical concepts.
- provide a minimum of 6 hours of Mathematics instruction in any given full time week.
- engage with the Mathematics intervention team and four-tier referral process, to provide early support to students who are underachieving in Mathematics.
- respond to cohort level data appropriately, applying different teaching and learning methods, according to mastery

| | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>percentages, post-unit.</p> <p>A4</p> <ul style="list-style-type: none"> - consistently use the tiered referral process and implement standardised communication with families. - ensure no underperforming Foundation-Grade Two students miss being allocated to the appropriate tier of intervention (as outlined in the RTI Early Detection and Prevention Model). - utilise Inclusive Education reports published by the Curriculum AP, to provide effective learning adjustments for students under the DI framework, and informed by tier 2-4 assessment data. - keep Tier One data spreadsheets up to date, so that underperforming students can easily be identified by the PLC, LS and Curriculum AP. - participate in student support group/ DI meetings for students receiving Tier Four intervention and follow up on agreed actions. <p>Students will:</p> <p>A1-A3</p> <ul style="list-style-type: none"> - attain on average, higher levels of learning in English and Mathematics, when compared to previous years. - report (through focused feedback groups) higher levels of engagement in English and Mathematics programs, personalised learning and learner confidence. - report (through the ATOSS) increased levels of motivation and interest, learner stimulation, student voice and agency, and self-regulation and goal-setting. - articulate their learning goals as developing readers, writers and mathematicians. <p>A4</p> <ul style="list-style-type: none"> - actively engage with highly-differentiated intervention supports. - apply what they have learned in intervention sessions, back in the classroom. - participate in the review of their own learning data and regularly celebrate their achievements. - be involved in Student Support Group/DI meetings if accessing Tier Four intervention services. |
| <p>Success indicators</p> | <p>Early Indicators</p> <p>A1</p> <ul style="list-style-type: none"> - instructional models will clearly outline practices which are used regularly across the school and which reflect our distinctive approach to Science of Learning (SOL) based instruction. - evidence from extended observations will show that teachers and students understand the routines outlined in the IMs, and there is a clear maximisation of learning time. - consistent data spreadsheets will be in use from F-6 and readily available to the LS and Curriculum AP. - feedback from teachers will show high levels of confidence in the teaching of Reading and Writing and developing |

- confidence in the area of Mathematics, along with an appreciation for accessible professional learning.
- formative assessment data will reflect consistent improvements in student learning outcomes, including when analysing a year-to-year comparison of program performance.

A2

- teachers will be equipped each week with suggested lesson sequences, and data reports (as appropriate) from the LS and Curriculum AP.
- planners will reflect use of the above; therefore capturing strong subject knowledge, mathematical teaching theory and an understanding of student needs.
- planning will reflect the new DI framework, with documented learning adjustments, informed by data reports.
- Mathematics Mastery Guides, will be regularly used in planning, PLCs and classrooms, to plan, teach and formatively assess.
- PLC inquiry cycles will show evidence of improving student learning outcomes in prioritised areas of Mathematics.
- all teachers will have been engaged in the extended observations, peer observations and coaching process, by the end of Term One.
- formative assessments including Show Me tasks, will be consistent across years F-6.
- a four-tier Mathematics assessment model will be in effect and the Curriculum AP will be monitoring it's effectiveness.

A3

- there will be a greater time allocation to the teaching of Mathematics within the weekly program schedule (F-6).
- there will be a draft documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes.
- a new Mathematics Scope and Sequence will be in draft form.
- PAT Cut Points to Curriculum Expectations analysis will be in regular use, as generated by the LS and Curriculum AP, ahead of any new unit.
- all teachers will be delivering a Daily Review in Mathematics.
- a well structured and strategic Mathematics intervention program will be active and the Curriculum AP will be monitoring it's effect.
- there will be regular evidence of PLCs utilising Blocked Teaching, Let's Master It sequences and MathsShare to respond to cohort level data, post-unit.

A4

- a four-tiered referral process will be documented and unpacked with staff, again in Term One.
- all 2024 Foundation-Grade One students will be profiled and allocated to appropriate tiers of intervention if required (as outlined in the RTI Early Detection and Prevention Model).
- TLI entry and progress letters will be sent home to families.

- student support group meetings for students receiving Tier Four intervention will be established.

Late Indicators

A1

- summative data sets, including TORCH, PAT-R, Comparative Judgement and NAPLAN, will show further increases in student achievement, as the school aims for aspirational long term goals of outperforming network, similar and state schools in all curriculum areas.

A2-A3

- teachers will report higher levels of Mathematical content knowledge and better articulate theoretical understandings about the effective teaching of Mathematics.
- teachers will articulate a greater understanding of the Mathematics IM- particularly the 'Ready for Maths' and 'Within The Task' components.
- lesson plans will show evidence of a balance and interplay of the four-proficiencies and the development of mindset and desirable actions.
- there will be consistency in the design, use of, and processing of Show Me assessment tasks.
- a new Mathematics Scope and Sequence (S&S) will be complete.
- PAT Cut Points to Curriculum Expectations analysis will be complete and a key part of the Mathematics S&S.
- all teachers will be using a consistent approach to the Daily Review of Mathematics.
- a program review of Blocked Teaching, Let's Master It sequences and MathsShare will have been completed by the Curriculum AP.
- the percentage of students achieving 12 months or more above the expected level in PAT will increase and the percentage of students achieving below expected level will decrease, as compared to previous years.
- the percentage of students achieving in the Strong and Exceeding NAPLAN levels for Mathematics will increase.
- there will be a refined Mathematics Intervention program in place, with all students in Grades F-1 profiled.
- Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra.
- AtoSS data will demonstrate improvements in stimulated learning, differentiated learning challenge etc.

A4

- there will be a consistent process for logging RTI attendance levels and comparing this against learning gains, across Tiers 2-4.
- Victorian Curriculum teacher judgements will show a decrease in the number of students working 12 Months below (and accessing Tiers 2-3 support) in Reading, across Grades F-2, as compared to previous years.

| | - Compass logs will demonstrate consistent use of the referral process and RTI support allocation in line with Early Detection and Prevention Model, across Grades F-2. | | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Enablers | | | | |
| Barriers | | | | |
| Commentary on progress | | | | |
| Future planning | | | | |
| OPTIONAL: Upload evidence | | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Enact a Professional Learning Schedule that continues the school's work around the Science of Reading and Writing, and which prioritises the development of knowledgeable and confident teachers of Mathematics. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader | from: Term 1 to: Term 4 | -1% |
| Activity 2 | Further refine the school's Instructional Models to better document vetted practices, which have lead to improved student learning outcomes over the past four years. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 2 | -1% |
| Activity 3 | Conduct Extended Classroom Observations focusing on embedding our IMs and ensuring personalised feedback, peer observation and a coaching process for all teachers. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | -1% |
| Activity 4 | Continue to engage Professional Learning Communities in the use of | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 | -1% |

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | data, to differentiate and set challenging student learning goals. | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | to: Term 4 | |
| Activity 5 | Engage in effective inquiry cycles, with a focus on Mathematics; using data to make informed decisions, and to evaluate teacher impact on student learning outcomes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 6 | Refine all curriculum Mastery Guides from ABLES-Year 9 and embed the use of these in ongoing planning, assessment and progressive reporting practices. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 7 | Track and utilise quantifiable Essential Learning progressions, to monitor student learning and early progress towards the AIP targets. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 8 | Develop a documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 2 | -1% |
| Activity 9 | Continue to embed the use of a four-tiered referral process for the early detection and prevention of underachievement in Reading. | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | -1% |
| Activity 10 | Expand capacity of Intervention Program to include intervention for Mathematics and Writing, and document | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal | from: Term 1 | -1% |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------|--|
| | a clear, tiered assessment and referral process. | | to: Term 1 | |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Action 1: Expand School Wide Positive Behaviour Framework by refining Tier 2 supports and building the framework for Tier 3 (student-level support) alongside the rollout of the Disability Inclusion reform. Action 2: Build capacity of all practitioners to deliver a differentiated and authentic Social and Emotional Wellbeing Curriculum. Action 3. Maintain staged response to promoting and tracking whole-school attendance. | | | |
| Delivery of the annual actions for this KIS | | | | |
| Outcomes | Leaders will: A1 - coordinate the direction of the Wellbeing Strategic Team. - provide evidence based PL for staff around the SWPBS framework. - maintain regular communication with the Regional coach. - use data to evaluate the impact of SWPBS. - continue to conduct wellbeing walks and talks to ensure consistency of practice, in line with our whole school approach. - provide differentiated professional learning, including: - an induction for new staff into the Early Detection and Prevention Model for Mental Health and Wellbeing - whole school revision of previously taught evidence based approaches, particularly in classroom management and wellbeing high impact strategies. - elective, at point of need, learning for existing staff. - whole school PL for evidence based teaching strategies listed in our behaviour procedure, which have not yet been covered - renewed focus on PL surrounding commonly experienced specific learning, and mental health based | | | |

disorders, and how to effectively provide adjustments for these.

A2

- continue to conduct extended observations to ensure consistency of practice and differentiation in line with the SEW Curriculum.
- lead moderation across the school when reporting against the Personal & Social Capability, to ensure rigorous learning opportunities, growth tracking and intervention supports are in place.
- use student data to inform the planning of SEW lessons and make necessary adjustments for students within all learning spaces across the school.
- oversee and support staff to make social and emotional adjustments that require greater levels of support beyond quality differentiated teaching practice.
- oversee tiered referral processes for students that require Supplementary, Substantial or Extensive wellbeing based intervention.
- coordinate and lead Early Detection and Prevention Model for Mental Health and Wellbeing, including the management of the Wellbeing Intervention Team (social worker, psychologist, speech pathologist, student wellbeing support officer, education support team).
- liaise with Allied Health, paramedical and medical professionals to ensure the social and emotional wellbeing of students is prioritised and supports mobilised to improve learning ability and outcomes.

A3

- actively review attendance and absence patterns on a daily basis.
- consistently communicate the background narratives and student trends, in relation to absences, with staff.
- lead a staged response to addressing chronic absenteeism.
- understand and cater for the PL needs of staff.
- coordinate Attendance Support Group Meetings for students identified as having chronic absence.

Teachers will:

A1

- display knowledge and consistency in their approach to implementing SWPBS.
- further improve data and record keeping for all students (through student chronicle).
- continue to build knowledge and skills in relation to our early detection and prevention model for student mental health and wellbeing.
- explicitly teach expected behaviours and school values.

A2

- provide explicit learning opportunities to enhance students SEW skills.
- continue to differentiate their SEW (RR) program to cater for all students.

| | |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - utilise data to inform teaching and use this data to track the progress of each student against the Personal and Social Capability/RR curriculum. - enact feedback to enhance teaching practice. - moderate student achievement against the Personal and Social Capability standards. - enact tiered referrals for any students requiring support that is greater to quality differentiated teaching practice. - action all recommendations for necessary student adjustments. <p>A3</p> <ul style="list-style-type: none"> - articulate their knowledge of the background narratives of student absences. - articulate their roles/responsibilities in monitoring & tracking student attendance. - possess the skills to support families in improving student attendance. - communicate with members of the Leadership/Wellbeing team to provide students who need it, with extra support. <p>Students will:</p> <p>A1</p> <ul style="list-style-type: none"> - show a reduction in problem behaviour. - articulate an awareness of SWPBS and how it translates into the school environment. - understand and demonstrate desired behaviours & school values <p>A2</p> <ul style="list-style-type: none"> - articulate their learning and value this curricular area. - demonstrate improved SEW proficiency. - display increased resilience and problem solving abilities. <p>A3</p> <ul style="list-style-type: none"> - value attendance and engage in whole school attendance promotions. - increase their own data literacy skills in relation to attendance. |
| Success indicators | <p>Early Indicators:</p> <ul style="list-style-type: none"> - professional learning schedule demonstrating priority foci, staff attendance at professional learning meetings and evidence of professional materials to support staff implementation of our whole school approach to Student Wellbeing (Tier 1, Tier 2, Tier 3). - intervention based timetables of support actioned for students requiring Supplementary, Substantial or Extensive wellbeing adjustments (psychologist, social worker, speech pathologist, student wellbeing support officer). - documentation for key approaches and processes relating to SWPBS, RRs and SEW (Tier 1, Tier 2). |

| | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - introduction of documentation and observational templates designed for use by visiting Allied Health staff (surrounding recommendation for adjustments for students with additional wellbeing needs). - whole school protocols which outline expectations, roles and responsibilities around monitoring, tracking and responding to student attendance rates (Tier 1, Tier 2, Tier 3). - clearly defined role descriptions for each member of the Wellbeing Team (Tier 1, Tier 2, Tier 3). - classroom observations and learning walks demonstrating consistent implementation of SWPBS Framework. - Compass Pulse data reports. - classroom observations and learning walks in SEW sessions showing improved, differentiated practice. - internal professional learning attendance and shared readings for staff surrounding behaviour support, positive behaviour support, trauma informed approaches and strategies used to support students with specific learning disorders (For example: Attention Deficit Hyperactive Disorder (ADHD), Autism Spectrum Disorder (ASD), Generalised Anxiety Disorder (GAD)). - shared PL goals documented in staff PDPs. - attendance termly absence report, which shows a detailed analysis of student absences. - examples of education for families around the importance of regular attendance. - examples of education for families/members of the community surrounding the rollout of the Disability Inclusion framework. <p>Late Indicators:</p> <ul style="list-style-type: none"> - reduction in Major and Minor behaviours (tracked through Compass Pulse). - reduction in amount of students requiring a BSP & Tier 2/3 based supports. - increase in students working at level in Personal and Social Capability. - panorama data which shows improved whole-school attendance rates. - successful disability inclusion profiles leading to student level support. - Compass logs will demonstrate consistent use of the referral process and wellbeing support allocation in line with Early Detection and Prevention Model for student Mental Health and Wellbeing, across F-6. |
| Enablers | |
| Barriers | |
| Commentary on progress | |
| Future planning | |
| OPTIONAL: Upload evidence | |

| Activities | Activity | Who | When | Percentage complete |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Activity 1 | Enact a Professional Learning Schedule which focuses on improving staff knowledge of the SWPBS and Disability Inclusion Framework (Tier 1, Tier 2 and Tier 3). | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | -1% |
| Activity 2 | Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Supplementary, Substantial and Extensive based interventions, by the continued appointment of a school based psychologist, social worker and student wellbeing support officer. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | -1% |
| Activity 3 | Regular and ongoing analysis of student behaviour data to enhance our tiered approach to supporting all students (Tier 1, Tier 2, Tier 3). | <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |
| Activity 4 | Continue to upskill teachers and support staff to deliver effective and differentiated SEW (RR) learning opportunities for all students- including PL for staff around implementation of | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |

| | | | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | adjustments recommended by allied or medical health professionals. | | | |
| Activity 5 | Communicate, promote and provide education surrounding the Early Detection and Prevention Model for student mental health and wellbeing, with all stakeholders in the school community. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team | from: Term 1 to: Term 4 | -1% |
| Activity 6 | Continue to regularly analyse attendance data and action necessary responses in line with our Staged Response to Attendance. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | -1% |
| Activity 7 | Develop whole school professional knowledge of the Disability Inclusion Framework and upskill all stakeholders to enact recommendations for necessary student adjustments. | <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |
| Activity 8 | Continue to embed the use of a four-tiered referral process for the early detection and prevention of mental health and wellbeing challenges. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | -1% |
| Activity 9 | Conduct Extended Classroom Observations, focusing on embedding effective practices which lead to positive learning environments; including the | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> School leadership team | from: Term 1 to: Term 4 | -1% |

| | | | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | implementation of personal and social adjustments. | | | |
| Activity 10 | Increase our Education Support workforce to enable extensive support provision within every classroom across the school. | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | -1% |

Monitoring and assessment - 2024

Mid-year monitoring

| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12-month target 1.1 target | <p>1A) By 2024, increase the percentage of Year 3 and Year 5 students achieving in the Strong and Exceeding bands of NAPLAN as follows:</p> <p>Year 3 Reading: 85% (from 80% in 2023), with an aspirational target of 90%. Writing: Maintain or exceed 87% (from 87% in 2023) Numeracy: 75% (from 69% in 2023)</p> <p>Year 5 Reading: 90% (from 85% in 2023) Writing: Maintain or exceed 90% (from 90% in 2023) Numeracy: 65% (from 60% in 2023).</p> <p>1B) Increase the number of students working above expected level according to Teacher Judgement as follows:</p> <p>Reading & Viewing: Maintain or exceed 30% (41% in Sem 1, 2023), with an aspirational school target of 50%- approximately 42 more students. Writing: 30% (22% in Sem 1, 2023)- approximately 36 more students. Number and Algebra: 30% (34% in Sem 1 2022), with an aspirational school target of 37%- approximately 13 more students.</p> <p>Less than 11% of students will make below expected growth in: Reading & Viewing (19% in Sem 1, 2023)- approximately 29 fewer students. Writing (23% in Sem 1, 2023)- approximately 37 fewer students) Number & Algebra (21% in Sem 1, 2023)- approximately 36 fewer students.</p> |

| | |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2A) By 2024, the percent of positive endorsement on the SSS will be: Academic emphasis: 75% Teacher collaboration: 75% Understand how to analyse data: 70% Seek feedback to improve practice: 70% Skills to measure impact—80% Plan differentiated learning activities—80% Use student feedback to improve practice—75% Focus learning on real life problems—75%</p> <p>2B) By 2024, the percent of positive endorsement on the ATOSS will be: Motivation and interest: 80% Stimulated learning: 85% Student voice and agency—75% Self-regulation and goal setting—85% Resilience—80% Sense of confidence-80% Sense of connectedness -80% Teacher concern- 80% Managing bullying- 80% Effective classroom behaviour- 80%</p> <p>3A) By 2024, responses to the POS will increase in positive endorsement for: School improvement to 90% (from 65% in 2023) Managing bullying to 85% (from 77% in 2023)</p> <p>3B) By 2024 average absence days per full time equivalent student will be 10% below the state average (23.4 days in 2022).</p> |
| <p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> |

| | |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and values; high expectations; and a positive, safe and orderly learning environment | |
| Actions | <p>Action 1: Sustain the fidelity of our Curriculum Instructional Models which have shown evidence of consistently improving student learning outcomes.</p> <p>Action 2: Build capacity to ensure all practitioners can be confident teachers of Mathematics, who offer students a high-level of differentiation, more challenge and who have a deeper grasp of content.</p> <p>Action 3: Develop a creative and functional solution to a crowded Mathematics curriculum; one which ensures students develop solid mathematical understandings/skills, in a limited amount of available teaching/learning time.</p> <p>Action 4: Work towards an excelling, system leading approach to intervention, which focuses on driving the need for Tier Three intervention down to 10% and ensuring all students, regardless of disability or disadvantage, achieve National Minimum Literacy Standards.</p> |
| Delivery of the annual actions for this KIS | |
| Outcomes | <p>Leaders will:</p> <p>A1</p> <ul style="list-style-type: none"> - refine the Curriculum Instructional Models (IMs) to better document vetted practices, which have lead to improved student learning outcomes. - continue to conduct extended observations to ensure consistency of practice, in line with our IMs. - improve school-wide consistency of data monitoring and reporting. - provide differentiated professional learning, including: <ul style="list-style-type: none"> - an induction for new staff into the Science of Reading and Writing. - whole school revision of previously taught concepts, particularly in Literacy. - elective, at point of need, learning for existing staff. - whole school PL for Mathematical teaching approaches listed in the IM, which have not yet been covered in depth. <p>A2</p> <ul style="list-style-type: none"> - support teachers through PL, planning and inquiry cycles, to better understand our IM, including the interplay of the four-proficiencies, desirable actions, mindset and the foundational building blocks of place-value and numeration. - continue to invest in LS, who have the expert knowledge to guide teachers in developing, sequencing and differentiating heavily researched lessons. - continue to publish regular data reports for all areas of Mathematics, and use this information to monitor and respond to cohort performance against the AIP targets. |

- refine our Mathematics Mastery Guides, to ensure better useability for differentiation, goal setting and moderation.
- conduct extended observations around the Mathematics IM and differentiate feedback and coaching.
- refine assessment practices, including:
 - revision of Show Me tasks for whole school consistency.
 - investigation into, and documentation of, further tiered Mathematics assessment (Tiers 2-4).

A3

- further develop a whole school scope and sequence to ensure the highest opportunities for transferability and interleaving between connected concepts.
- conduct an analysis of 'PAT Cut Points to Curriculum Expectations', to uncover areas of the curriculum which have a high impact indicator, for consistently pitching teaching above the expected level.
- develop a consistent approach to the Daily Review of mathematics.
- prioritise time spent teaching Mathematics, including investigating how to dedicate more program time to Mathematics within the senior school.
- invest human and program resources, and in-depth research, into the development of a Mathematics intervention program.
- develop a four-tiered referral process for the early detection and prevention of underachievement in Mathematics, including standardised communication with families.
- further refine our own originally developed and varied teaching responses to cohort data, including:
 - Blocked Teaching- cohort mastery <60%
 - Lets Master It- cohort mastery 60-79%
 - MathsShare- cohort mastery >70%

A4

- continue to invest in human resources (locally employed social worker, psychologist and speech pathologist).
- monitor and refine the use of Tier Four clinical testing kits, allowing us to assess and plan for specific learning disorders.
- continue and further refine our four-tiered referral process for the early detection and prevention of underachievement in Reading, including standardised communication with families.
- develop a four-tiered referral process for the early detection and prevention of underachievement in Writing, including standardised communication with families.
- refine data spreadsheets for tracking student participation and achievement, across tiers two-four of learning intervention.
- continue student support groups for students receiving Tier Four intervention.

Teachers will:

A1

- deliver learning programs which have a clear and consistent structure and which guarantee daily high levels of explicit teaching, differentiation, worked examples and feedback.
- have a clear understanding of student growth and achievement in and between reporting terms.
- display a 'forensic approach' to student learning outcomes; closely monitoring the impact of teaching and being responsive to regular data reports from the LS and Curriculum AP.
- solidify their understanding of Science of Reading and Writing theory and use this knowledge to improve their daily planning and teaching.
- articulate their own professional learning needs as they pertain to curriculum, and engage in optional learning provided by the leadership team, to further develop their professional craft.
- report greater levels of teacher confidence when utilising the Mathematics IM for planning, teaching and assessing.

A2

- articulate greater content knowledge and a theoretical understanding of the effective teaching of Mathematics.
- utilise lesson sequences and/or data reports supplied by the LS each week, to develop programs which are deeply informed by subject knowledge and student needs.
- utilise the Mathematics Mastery Guides, to plan, teach and assess based on developmental sequences and interconnected skills.
- engage with extended observations by self-identifying areas of challenge, actioning feedback and valuing peer observations as a part of the coaching process.
- consistently utilise and analyse whole school Show Me data, to inform planning and programs.
- effectively utilise information provided by tier 2-4 Mathematics assessments, to provide effective learning adjustments under the DI framework.

A3

- be able to articulate learning sequences and the interconnected nature of Mathematical skills, and use this knowledge to improve planning sequences and differentiation.
- plan for and deliver Mathematics programs which feature integrated teaching, interleaving and the development of overlapping 'big ideas', such as number sense and operations.
- engage with 'PAT Cut Points to Curriculum Expectations' analysis provided by the Curriculum AP, to provide informed levels of Mathematical challenge to students.
- provide students with a consistent, daily review of previously taught Mathematical concepts.
- provide a minimum of 6 hours of Mathematics instruction in any given full time week.
- engage with the Mathematics intervention team and four-tier referral process, to provide early support to students who are underachieving in Mathematics.
- respond to cohort level data appropriately, applying different teaching and learning methods, according to mastery

| | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>percentages, post-unit.</p> <p>A4</p> <ul style="list-style-type: none"> - consistently use the tiered referral process and implement standardised communication with families. - ensure no underperforming Foundation-Grade Two students miss being allocated to the appropriate tier of intervention (as outlined in the RTI Early Detection and Prevention Model). - utilise Inclusive Education reports published by the Curriculum AP, to provide effective learning adjustments for students under the DI framework, and informed by tier 2-4 assessment data. - keep Tier One data spreadsheets up to date, so that underperforming students can easily be identified by the PLC, LS and Curriculum AP. - participate in student support group/ DI meetings for students receiving Tier Four intervention and follow up on agreed actions. <p>Students will:</p> <p>A1-A3</p> <ul style="list-style-type: none"> - attain on average, higher levels of learning in English and Mathematics, when compared to previous years. - report (through focused feedback groups) higher levels of engagement in English and Mathematics programs, personalised learning and learner confidence. - report (through the ATOSS) increased levels of motivation and interest, learner stimulation, student voice and agency, and self-regulation and goal-setting. - articulate their learning goals as developing readers, writers and mathematicians. <p>A4</p> <ul style="list-style-type: none"> - actively engage with highly-differentiated intervention supports. - apply what they have learned in intervention sessions, back in the classroom. - participate in the review of their own learning data and regularly celebrate their achievements. - be involved in Student Support Group/DI meetings if accessing Tier Four intervention services. |
| <p>Success indicators</p> | <p>Early Indicators</p> <p>A1</p> <ul style="list-style-type: none"> - instructional models will clearly outline practices which are used regularly across the school and which reflect our distinctive approach to Science of Learning (SOL) based instruction. - evidence from extended observations will show that teachers and students understand the routines outlined in the IMs, and there is a clear maximisation of learning time. - consistent data spreadsheets will be in use from F-6 and readily available to the LS and Curriculum AP. - feedback from teachers will show high levels of confidence in the teaching of Reading and Writing and developing |

- confidence in the area of Mathematics, along with an appreciation for accessible professional learning.
- formative assessment data will reflect consistent improvements in student learning outcomes, including when analysing a year-to-year comparison of program performance.

A2

- teachers will be equipped each week with suggested lesson sequences, and data reports (as appropriate) from the LS and Curriculum AP.
- planners will reflect use of the above; therefore capturing strong subject knowledge, mathematical teaching theory and an understanding of student needs.
- planning will reflect the new DI framework, with documented learning adjustments, informed by data reports.
- Mathematics Mastery Guides, will be regularly used in planning, PLCs and classrooms, to plan, teach and formatively assess.
- PLC inquiry cycles will show evidence of improving student learning outcomes in prioritised areas of Mathematics.
- all teachers will have been engaged in the extended observations, peer observations and coaching process, by the end of Term One.
- formative assessments including Show Me tasks, will be consistent across years F-6.
- a four-tier Mathematics assessment model will be in effect and the Curriculum AP will be monitoring it's effectiveness.

A3

- there will be a greater time allocation to the teaching of Mathematics within the weekly program schedule (F-6).
- there will be a draft documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes.
- a new Mathematics Scope and Sequence will be in draft form.
- PAT Cut Points to Curriculum Expectations analysis will be in regular use, as generated by the LS and Curriculum AP, ahead of any new unit.
- all teachers will be delivering a Daily Review in Mathematics.
- a well structured and strategic Mathematics intervention program will be active and the Curriculum AP will be monitoring it's effect.
- there will be regular evidence of PLCs utilising Blocked Teaching, Let's Master It sequences and MathsShare to respond to cohort level data, post-unit.

A4

- a four-tiered referral process will be documented and unpacked with staff, again in Term One.
- all 2024 Foundation-Grade One students will be profiled and allocated to appropriate tiers of intervention if required (as outlined in the RTI Early Detection and Prevention Model).
- TLI entry and progress letters will be sent home to families.

- student support group meetings for students receiving Tier Four intervention will be established.

Late Indicators

A1

- summative data sets, including TORCH, PAT-R, Comparative Judgement and NAPLAN, will show further increases in student achievement, as the school aims for aspirational long term goals of outperforming network, similar and state schools in all curriculum areas.

A2-A3

- teachers will report higher levels of Mathematical content knowledge and better articulate theoretical understandings about the effective teaching of Mathematics.
- teachers will articulate a greater understanding of the Mathematics IM- particularly the 'Ready for Maths' and 'Within The Task' components.
- lesson plans will show evidence of a balance and interplay of the four-proficiencies and the development of mindset and desirable actions.
- there will be consistency in the design, use of, and processing of Show Me assessment tasks.
- a new Mathematics Scope and Sequence (S&S) will be complete.
- PAT Cut Points to Curriculum Expectations analysis will be complete and a key part of the Mathematics S&S.
- all teachers will be using a consistent approach to the Daily Review of Mathematics.
- a program review of Blocked Teaching, Let's Master It sequences and MathsShare will have been completed by the Curriculum AP.
- the percentage of students achieving 12 months or more above the expected level in PAT will increase and the percentage of students achieving below expected level will decrease, as compared to previous years.
- the percentage of students achieving in the Strong and Exceeding NAPLAN levels for Mathematics will increase.
- there will be a refined Mathematics Intervention program in place, with all students in Grades F-1 profiled.
- Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra.
- AtoSS data will demonstrate improvements in stimulated learning, differentiated learning challenge etc.

A4

- there will be a consistent process for logging RTI attendance levels and comparing this against learning gains, across Tiers 2-4.
- Victorian Curriculum teacher judgements will show a decrease in the number of students working 12 Months below (and accessing Tiers 2-3 support) in Reading, across Grades F-2, as compared to previous years.

| | - Compass logs will demonstrate consistent use of the referral process and RTI support allocation in line with Early Detection and Prevention Model, across Grades F-2. | | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Enablers | | | | |
| Barriers | | | | |
| Commentary on progress | | | | |
| Future planning | | | | |
| OPTIONAL: Upload evidence | | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Enact a Professional Learning Schedule that continues the school's work around the Science of Reading and Writing, and which prioritises the development of knowledgeable and confident teachers of Mathematics. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader | from: Term 1 to: Term 4 | -1% |
| Activity 2 | Further refine the school's Instructional Models to better document vetted practices, which have lead to improved student learning outcomes over the past four years. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 2 | -1% |
| Activity 3 | Conduct Extended Classroom Observations focusing on embedding our IMs and ensuring personalised feedback, peer observation and a coaching process for all teachers. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | -1% |
| Activity 4 | Continue to engage Professional Learning Communities in the use of | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 | -1% |

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | data, to differentiate and set challenging student learning goals. | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | to: Term 4 | |
| Activity 5 | Engage in effective inquiry cycles, with a focus on Mathematics; using data to make informed decisions, and to evaluate teacher impact on student learning outcomes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 6 | Refine all curriculum Mastery Guides from ABLES-Year 9 and embed the use of these in ongoing planning, assessment and progressive reporting practices. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 7 | Track and utilise quantifiable Essential Learning progressions, to monitor student learning and early progress towards the AIP targets. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 8 | Develop a documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 2 | -1% |
| Activity 9 | Continue to embed the use of a four-tiered referral process for the early detection and prevention of underachievement in Reading. | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | -1% |
| Activity 10 | Expand capacity of Intervention Program to include intervention for Mathematics and Writing, and document | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal | from: Term 1 | -1% |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------|--|
| | a clear, tiered assessment and referral process. | | to: Term 1 | |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | <p>Action 1: Expand School Wide Positive Behaviour Framework by refining Tier 2 supports and building the framework for Tier 3 (student-level support) alongside the rollout of the Disability Inclusion reform.</p> <p>Action 2: Build capacity of all practitioners to deliver a differentiated and authentic Social and Emotional Wellbeing Curriculum.</p> <p>Action 3. Maintain staged response to promoting and tracking whole-school attendance.</p> | | | |
| Delivery of the annual actions for this KIS | | | | |
| Outcomes | <p>Leaders will:</p> <p>A1</p> <ul style="list-style-type: none"> - coordinate the direction of the Wellbeing Strategic Team. - provide evidence based PL for staff around the SWPBS framework. - maintain regular communication with the Regional coach. - use data to evaluate the impact of SWPBS. - continue to conduct wellbeing walks and talks to ensure consistency of practice, in line with our whole school approach. - provide differentiated professional learning, including: <ul style="list-style-type: none"> - an induction for new staff into the Early Detection and Prevention Model for Mental Health and Wellbeing - whole school revision of previously taught evidence based approaches, particularly in classroom management and wellbeing high impact strategies. - elective, at point of need, learning for existing staff. - whole school PL for evidence based teaching strategies listed in our behaviour procedure, which have not yet been covered - renewed focus on PL surrounding commonly experienced specific learning, and mental health based | | | |

disorders, and how to effectively provide adjustments for these.

A2

- continue to conduct extended observations to ensure consistency of practice and differentiation in line with the SEW Curriculum.
- lead moderation across the school when reporting against the Personal & Social Capability, to ensure rigorous learning opportunities, growth tracking and intervention supports are in place.
- use student data to inform the planning of SEW lessons and make necessary adjustments for students within all learning spaces across the school.
- oversee and support staff to make social and emotional adjustments that require greater levels of support beyond quality differentiated teaching practice.
- oversee tiered referral processes for students that require Supplementary, Substantial or Extensive wellbeing based intervention.
- coordinate and lead Early Detection and Prevention Model for Mental Health and Wellbeing, including the management of the Wellbeing Intervention Team (social worker, psychologist, speech pathologist, student wellbeing support officer, education support team).
- liaise with Allied Health, paramedical and medical professionals to ensure the social and emotional wellbeing of students is prioritised and supports mobilised to improve learning ability and outcomes.

A3

- actively review attendance and absence patterns on a daily basis.
- consistently communicate the background narratives and student trends, in relation to absences, with staff.
- lead a staged response to addressing chronic absenteeism.
- understand and cater for the PL needs of staff.
- coordinate Attendance Support Group Meetings for students identified as having chronic absence.

Teachers will:

A1

- display knowledge and consistency in their approach to implementing SWPBS.
- further improve data and record keeping for all students (through student chronicle).
- continue to build knowledge and skills in relation to our early detection and prevention model for student mental health and wellbeing.
- explicitly teach expected behaviours and school values.

A2

- provide explicit learning opportunities to enhance students SEW skills.
- continue to differentiate their SEW (RR) program to cater for all students.

| | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - utilise data to inform teaching and use this data to track the progress of each student against the Personal and Social Capability/RR curriculum. - enact feedback to enhance teaching practice. - moderate student achievement against the Personal and Social Capability standards. - enact tiered referrals for any students requiring support that is greater to quality differentiated teaching practice. - action all recommendations for necessary student adjustments. <p>A3</p> <ul style="list-style-type: none"> - articulate their knowledge of the background narratives of student absences. - articulate their roles/responsibilities in monitoring & tracking student attendance. - possess the skills to support families in improving student attendance. - communicate with members of the Leadership/Wellbeing team to provide students who need it, with extra support. <p>Students will:</p> <p>A1</p> <ul style="list-style-type: none"> - show a reduction in problem behaviour. - articulate an awareness of SWPBS and how it translates into the school environment. - understand and demonstrate desired behaviours & school values <p>A2</p> <ul style="list-style-type: none"> - articulate their learning and value this curricular area. - demonstrate improved SEW proficiency. - display increased resilience and problem solving abilities. <p>A3</p> <ul style="list-style-type: none"> - value attendance and engage in whole school attendance promotions. - increase their own data literacy skills in relation to attendance. |
| <p>Success indicators</p> | <p>Early Indicators:</p> <ul style="list-style-type: none"> - professional learning schedule demonstrating priority foci, staff attendance at professional learning meetings and evidence of professional materials to support staff implementation of our whole school approach to Student Wellbeing (Tier 1, Tier 2, Tier 3). - intervention based timetables of support actioned for students requiring Supplementary, Substantial or Extensive wellbeing adjustments (psychologist, social worker, speech pathologist, student wellbeing support officer). - documentation for key approaches and processes relating to SWPBS, RRs and SEW (Tier 1, Tier 2). |

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - introduction of documentation and observational templates designed for use by visiting Allied Health staff (surrounding recommendation for adjustments for students with additional wellbeing needs). - whole school protocols which outline expectations, roles and responsibilities around monitoring, tracking and responding to student attendance rates (Tier 1, Tier 2, Tier 3). - clearly defined role descriptions for each member of the Wellbeing Team (Tier 1, Tier 2, Tier 3). - classroom observations and learning walks demonstrating consistent implementation of SWPBS Framework. - Compass Pulse data reports. - classroom observations and learning walks in SEW sessions showing improved, differentiated practice. - internal professional learning attendance and shared readings for staff surrounding behaviour support, positive behaviour support, trauma informed approaches and strategies used to support students with specific learning disorders (For example: Attention Deficit Hyperactive Disorder (ADHD), Autism Spectrum Disorder (ASD), Generalised Anxiety Disorder (GAD). - shared PL goals documented in staff PDPs. - attendance termly absence report, which shows a detailed analysis of student absences. - examples of education for families around the importance of regular attendance. - examples of education for families/members of the community surrounding the rollout of the Disability Inclusion framework. <p>Late Indicators:</p> <ul style="list-style-type: none"> - reduction in Major and Minor behaviours (tracked through Compass Pulse). - reduction in amount of students requiring a BSP & Tier 2/3 based supports. - increase in students working at level in Personal and Social Capability. - panorama data which shows improved whole-school attendance rates. - successful disability inclusion profiles leading to student level support. - Compass logs will demonstrate consistent use of the referral process and wellbeing support allocation in line with Early Detection and Prevention Model for student Mental Health and Wellbeing, across F-6. |
| Enablers | |
| Barriers | |
| Commentary on progress | |
| Future planning | |
| OPTIONAL: Upload evidence | |

| Activities | Activity | Who | When | Percentage complete |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Activity 1 | Enact a Professional Learning Schedule which focuses on improving staff knowledge of the SWPBS and Disability Inclusion Framework (Tier 1, Tier 2 and Tier 3). | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | -1% |
| Activity 2 | Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Supplementary, Substantial and Extensive based interventions, by the continued appointment of a school based psychologist, social worker and student wellbeing support officer. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | -1% |
| Activity 3 | Regular and ongoing analysis of student behaviour data to enhance our tiered approach to supporting all students (Tier 1, Tier 2, Tier 3). | <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |
| Activity 4 | Continue to upskill teachers and support staff to deliver effective and differentiated SEW (RR) learning opportunities for all students- including PL for staff around implementation of | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |

| | | | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | adjustments recommended by allied or medical health professionals. | | | |
| Activity 5 | Communicate, promote and provide education surrounding the Early Detection and Prevention Model for student mental health and wellbeing, with all stakeholders in the school community. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team | from: Term 1 to: Term 4 | -1% |
| Activity 6 | Continue to regularly analyse attendance data and action necessary responses in line with our Staged Response to Attendance. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | -1% |
| Activity 7 | Develop whole school professional knowledge of the Disability Inclusion Framework and upskill all stakeholders to enact recommendations for necessary student adjustments. | <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |
| Activity 8 | Continue to embed the use of a four-tiered referral process for the early detection and prevention of mental health and wellbeing challenges. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | -1% |
| Activity 9 | Conduct Extended Classroom Observations, focusing on embedding effective practices which lead to positive learning environments; including the | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> School leadership team | from: Term 1 to: Term 4 | -1% |

| | | | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | implementation of personal and social adjustments. | | | |
| Activity 10 | Increase our Education Support workforce to enable extensive support provision within every classroom across the school. | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | -1% |

Monitoring and assessment - 2024

Term 3 monitoring (optional)

| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12-month target 1.1 target | <p>1A) By 2024, increase the percentage of Year 3 and Year 5 students achieving in the Strong and Exceeding bands of NAPLAN as follows:</p> <p>Year 3 Reading: 85% (from 80% in 2023), with an aspirational target of 90%. Writing: Maintain or exceed 87% (from 87% in 2023) Numeracy: 75% (from 69% in 2023)</p> <p>Year 5 Reading: 90% (from 85% in 2023) Writing: Maintain or exceed 90% (from 90% in 2023) Numeracy: 65% (from 60% in 2023).</p> <p>1B) Increase the number of students working above expected level according to Teacher Judgement as follows:</p> <p>Reading & Viewing: Maintain or exceed 30% (41% in Sem 1, 2023), with an aspirational school target of 50%- approximately 42 more students. Writing: 30% (22% in Sem 1, 2023)- approximately 36 more students. Number and Algebra: 30% (34% in Sem 1 2022), with an aspirational school target of 37%- approximately 13 more students.</p> <p>Less than 11% of students will make below expected growth in: Reading & Viewing (19% in Sem 1, 2023)- approximately 29 fewer students. Writing (23% in Sem 1, 2023)- approximately 37 fewer students) Number & Algebra (21% in Sem 1, 2023)- approximately 36 fewer students.</p> |

| | |
|-------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2A) By 2024, the percent of positive endorsement on the SSS will be: Academic emphasis: 75% Teacher collaboration: 75% Understand how to analyse data: 70% Seek feedback to improve practice: 70% Skills to measure impact—80% Plan differentiated learning activities—80% Use student feedback to improve practice—75% Focus learning on real life problems—75%</p> <p>2B) By 2024, the percent of positive endorsement on the ATOSS will be: Motivation and interest: 80% Stimulated learning: 85% Student voice and agency—75% Self-regulation and goal setting—85% Resilience—80% Sense of confidence-80% Sense of connectedness -80% Teacher concern- 80% Managing bullying- 80% Effective classroom behaviour- 80%</p> <p>3A) By 2024, responses to the POS will increase in positive endorsement for: School improvement to 90% (from 65% in 2023) Managing bullying to 85% (from 77% in 2023)</p> <p>3B) By 2024 average absence days per full time equivalent student will be 10% below the state average (23.4 days in 2022).</p> |
| <p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> |

| | |
|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| and values; high expectations; and a positive, safe and orderly learning environment | |
| Actions | <p>Action 1: Sustain the fidelity of our Curriculum Instructional Models which have shown evidence of consistently improving student learning outcomes.</p> <p>Action 2: Build capacity to ensure all practitioners can be confident teachers of Mathematics, who offer students a high-level of differentiation, more challenge and who have a deeper grasp of content.</p> <p>Action 3: Develop a creative and functional solution to a crowded Mathematics curriculum; one which ensures students develop solid mathematical understandings/skills, in a limited amount of available teaching/learning time.</p> <p>Action 4: Work towards an excelling, system leading approach to intervention, which focuses on driving the need for Tier Three intervention down to 10% and ensuring all students, regardless of disability or disadvantage, achieve National Minimum Literacy Standards.</p> |
| Delivery of the annual actions for this KIS | |
| Outcomes | <p>Leaders will:</p> <p>A1</p> <ul style="list-style-type: none"> - refine the Curriculum Instructional Models (IMs) to better document vetted practices, which have lead to improved student learning outcomes. - continue to conduct extended observations to ensure consistency of practice, in line with our IMs. - improve school-wide consistency of data monitoring and reporting. - provide differentiated professional learning, including: <ul style="list-style-type: none"> - an induction for new staff into the Science of Reading and Writing. - whole school revision of previously taught concepts, particularly in Literacy. - elective, at point of need, learning for existing staff. - whole school PL for Mathematical teaching approaches listed in the IM, which have not yet been covered in depth. <p>A2</p> <ul style="list-style-type: none"> - support teachers through PL, planning and inquiry cycles, to better understand our IM, including the interplay of the four-proficiencies, desirable actions, mindset and the foundational building blocks of place-value and numeration. - continue to invest in LS, who have the expert knowledge to guide teachers in developing, sequencing and differentiating heavily researched lessons. - continue to publish regular data reports for all areas of Mathematics, and use this information to monitor and respond to cohort performance against the AIP targets. |

- refine our Mathematics Mastery Guides, to ensure better useability for differentiation, goal setting and moderation.
- conduct extended observations around the Mathematics IM and differentiate feedback and coaching.
- refine assessment practices, including:
 - revision of Show Me tasks for whole school consistency.
 - investigation into, and documentation of, further tiered Mathematics assessment (Tiers 2-4).

A3

- further develop a whole school scope and sequence to ensure the highest opportunities for transferability and interleaving between connected concepts.
- conduct an analysis of 'PAT Cut Points to Curriculum Expectations', to uncover areas of the curriculum which have a high impact indicator, for consistently pitching teaching above the expected level.
- develop a consistent approach to the Daily Review of mathematics.
- prioritise time spent teaching Mathematics, including investigating how to dedicate more program time to Mathematics within the senior school.
- invest human and program resources, and in-depth research, into the development of a Mathematics intervention program.
- develop a four-tiered referral process for the early detection and prevention of underachievement in Mathematics, including standardised communication with families.
- further refine our own originally developed and varied teaching responses to cohort data, including:
 - Blocked Teaching- cohort mastery <60%
 - Lets Master It- cohort mastery 60-79%
 - MathsShare- cohort mastery >70%

A4

- continue to invest in human resources (locally employed social worker, psychologist and speech pathologist).
- monitor and refine the use of Tier Four clinical testing kits, allowing us to assess and plan for specific learning disorders.
- continue and further refine our four-tiered referral process for the early detection and prevention of underachievement in Reading, including standardised communication with families.
- develop a four-tiered referral process for the early detection and prevention of underachievement in Writing, including standardised communication with families.
- refine data spreadsheets for tracking student participation and achievement, across tiers two-four of learning intervention.
- continue student support groups for students receiving Tier Four intervention.

Teachers will:

A1

- deliver learning programs which have a clear and consistent structure and which guarantee daily high levels of explicit teaching, differentiation, worked examples and feedback.
- have a clear understanding of student growth and achievement in and between reporting terms.
- display a 'forensic approach' to student learning outcomes; closely monitoring the impact of teaching and being responsive to regular data reports from the LS and Curriculum AP.
- solidify their understanding of Science of Reading and Writing theory and use this knowledge to improve their daily planning and teaching.
- articulate their own professional learning needs as they pertain to curriculum, and engage in optional learning provided by the leadership team, to further develop their professional craft.
- report greater levels of teacher confidence when utilising the Mathematics IM for planning, teaching and assessing.

A2

- articulate greater content knowledge and a theoretical understanding of the effective teaching of Mathematics.
- utilise lesson sequences and/or data reports supplied by the LS each week, to develop programs which are deeply informed by subject knowledge and student needs.
- utilise the Mathematics Mastery Guides, to plan, teach and assess based on developmental sequences and interconnected skills.
- engage with extended observations by self-identifying areas of challenge, actioning feedback and valuing peer observations as a part of the coaching process.
- consistently utilise and analyse whole school Show Me data, to inform planning and programs.
- effectively utilise information provided by tier 2-4 Mathematics assessments, to provide effective learning adjustments under the DI framework.

A3

- be able to articulate learning sequences and the interconnected nature of Mathematical skills, and use this knowledge to improve planning sequences and differentiation.
- plan for and deliver Mathematics programs which feature integrated teaching, interleaving and the development of overlapping 'big ideas', such as number sense and operations.
- engage with 'PAT Cut Points to Curriculum Expectations' analysis provided by the Curriculum AP, to provide informed levels of Mathematical challenge to students.
- provide students with a consistent, daily review of previously taught Mathematical concepts.
- provide a minimum of 6 hours of Mathematics instruction in any given full time week.
- engage with the Mathematics intervention team and four-tier referral process, to provide early support to students who are underachieving in Mathematics.
- respond to cohort level data appropriately, applying different teaching and learning methods, according to mastery

| | |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>percentages, post-unit.</p> <p>A4</p> <ul style="list-style-type: none"> - consistently use the tiered referral process and implement standardised communication with families. - ensure no underperforming Foundation-Grade Two students miss being allocated to the appropriate tier of intervention (as outlined in the RTI Early Detection and Prevention Model). - utilise Inclusive Education reports published by the Curriculum AP, to provide effective learning adjustments for students under the DI framework, and informed by tier 2-4 assessment data. - keep Tier One data spreadsheets up to date, so that underperforming students can easily be identified by the PLC, LS and Curriculum AP. - participate in student support group/ DI meetings for students receiving Tier Four intervention and follow up on agreed actions. <p>Students will:</p> <p>A1-A3</p> <ul style="list-style-type: none"> - attain on average, higher levels of learning in English and Mathematics, when compared to previous years. - report (through focused feedback groups) higher levels of engagement in English and Mathematics programs, personalised learning and learner confidence. - report (through the ATOSS) increased levels of motivation and interest, learner stimulation, student voice and agency, and self-regulation and goal-setting. - articulate their learning goals as developing readers, writers and mathematicians. <p>A4</p> <ul style="list-style-type: none"> - actively engage with highly-differentiated intervention supports. - apply what they have learned in intervention sessions, back in the classroom. - participate in the review of their own learning data and regularly celebrate their achievements. - be involved in Student Support Group/DI meetings if accessing Tier Four intervention services. |
| <p>Success indicators</p> | <p>Early Indicators</p> <p>A1</p> <ul style="list-style-type: none"> - instructional models will clearly outline practices which are used regularly across the school and which reflect our distinctive approach to Science of Learning (SOL) based instruction. - evidence from extended observations will show that teachers and students understand the routines outlined in the IMs, and there is a clear maximisation of learning time. - consistent data spreadsheets will be in use from F-6 and readily available to the LS and Curriculum AP. - feedback from teachers will show high levels of confidence in the teaching of Reading and Writing and developing |

- confidence in the area of Mathematics, along with an appreciation for accessible professional learning.
- formative assessment data will reflect consistent improvements in student learning outcomes, including when analysing a year-to-year comparison of program performance.

A2

- teachers will be equipped each week with suggested lesson sequences, and data reports (as appropriate) from the LS and Curriculum AP.
- planners will reflect use of the above; therefore capturing strong subject knowledge, mathematical teaching theory and an understanding of student needs.
- planning will reflect the new DI framework, with documented learning adjustments, informed by data reports.
- Mathematics Mastery Guides, will be regularly used in planning, PLCs and classrooms, to plan, teach and formatively assess.
- PLC inquiry cycles will show evidence of improving student learning outcomes in prioritised areas of Mathematics.
- all teachers will have been engaged in the extended observations, peer observations and coaching process, by the end of Term One.
- formative assessments including Show Me tasks, will be consistent across years F-6.
- a four-tier Mathematics assessment model will be in effect and the Curriculum AP will be monitoring it's effectiveness.

A3

- there will be a greater time allocation to the teaching of Mathematics within the weekly program schedule (F-6).
- there will be a draft documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes.
- a new Mathematics Scope and Sequence will be in draft form.
- PAT Cut Points to Curriculum Expectations analysis will be in regular use, as generated by the LS and Curriculum AP, ahead of any new unit.
- all teachers will be delivering a Daily Review in Mathematics.
- a well structured and strategic Mathematics intervention program will be active and the Curriculum AP will be monitoring it's effect.
- there will be regular evidence of PLCs utilising Blocked Teaching, Let's Master It sequences and MathsShare to respond to cohort level data, post-unit.

A4

- a four-tiered referral process will be documented and unpacked with staff, again in Term One.
- all 2024 Foundation-Grade One students will be profiled and allocated to appropriate tiers of intervention if required (as outlined in the RTI Early Detection and Prevention Model).
- TLI entry and progress letters will be sent home to families.

- student support group meetings for students receiving Tier Four intervention will be established.

Late Indicators

A1

- summative data sets, including TORCH, PAT-R, Comparative Judgement and NAPLAN, will show further increases in student achievement, as the school aims for aspirational long term goals of outperforming network, similar and state schools in all curriculum areas.

A2-A3

- teachers will report higher levels of Mathematical content knowledge and better articulate theoretical understandings about the effective teaching of Mathematics.
- teachers will articulate a greater understanding of the Mathematics IM- particularly the 'Ready for Maths' and 'Within The Task' components.
- lesson plans will show evidence of a balance and interplay of the four-proficiencies and the development of mindset and desirable actions.
- there will be consistency in the design, use of, and processing of Show Me assessment tasks.
- a new Mathematics Scope and Sequence (S&S) will be complete.
- PAT Cut Points to Curriculum Expectations analysis will be complete and a key part of the Mathematics S&S.
- all teachers will be using a consistent approach to the Daily Review of Mathematics.
- a program review of Blocked Teaching, Let's Master It sequences and MathsShare will have been completed by the Curriculum AP.
- the percentage of students achieving 12 months or more above the expected level in PAT will increase and the percentage of students achieving below expected level will decrease, as compared to previous years.
- the percentage of students achieving in the Strong and Exceeding NAPLAN levels for Mathematics will increase.
- there will be a refined Mathematics Intervention program in place, with all students in Grades F-1 profiled.
- Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra.
- AtoSS data will demonstrate improvements in stimulated learning, differentiated learning challenge etc.

A4

- there will be a consistent process for logging RTI attendance levels and comparing this against learning gains, across Tiers 2-4.
- Victorian Curriculum teacher judgements will show a decrease in the number of students working 12 Months below (and accessing Tiers 2-3 support) in Reading, across Grades F-2, as compared to previous years.

| | - Compass logs will demonstrate consistent use of the referral process and RTI support allocation in line with Early Detection and Prevention Model, across Grades F-2. | | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Enablers | | | | |
| Barriers | | | | |
| Commentary on progress | | | | |
| Future planning | | | | |
| OPTIONAL: Upload evidence | | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Enact a Professional Learning Schedule that continues the school's work around the Science of Reading and Writing, and which prioritises the development of knowledgeable and confident teachers of Mathematics. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader | from: Term 1 to: Term 4 | -1% |
| Activity 2 | Further refine the school's Instructional Models to better document vetted practices, which have lead to improved student learning outcomes over the past four years. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 2 | -1% |
| Activity 3 | Conduct Extended Classroom Observations focusing on embedding our IMs and ensuring personalised feedback, peer observation and a coaching process for all teachers. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | -1% |
| Activity 4 | Continue to engage Professional Learning Communities in the use of | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 | -1% |

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | data, to differentiate and set challenging student learning goals. | <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | to: Term 4 | |
| Activity 5 | Engage in effective inquiry cycles, with a focus on Mathematics; using data to make informed decisions, and to evaluate teacher impact on student learning outcomes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 6 | Refine all curriculum Mastery Guides from ABLES-Year 9 and embed the use of these in ongoing planning, assessment and progressive reporting practices. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 7 | Track and utilise quantifiable Essential Learning progressions, to monitor student learning and early progress towards the AIP targets. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 8 | Develop a documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 2 | -1% |
| Activity 9 | Continue to embed the use of a four-tiered referral process for the early detection and prevention of underachievement in Reading. | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | -1% |
| Activity 10 | Expand capacity of Intervention Program to include intervention for Mathematics and Writing, and document | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal | from: Term 1 | -1% |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------|--|
| | a clear, tiered assessment and referral process. | | to: Term 1 | |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | <p>Action 1: Expand School Wide Positive Behaviour Framework by refining Tier 2 supports and building the framework for Tier 3 (student-level support) alongside the rollout of the Disability Inclusion reform.</p> <p>Action 2: Build capacity of all practitioners to deliver a differentiated and authentic Social and Emotional Wellbeing Curriculum.</p> <p>Action 3. Maintain staged response to promoting and tracking whole-school attendance.</p> | | | |
| Delivery of the annual actions for this KIS | | | | |
| Outcomes | <p>Leaders will:</p> <p>A1</p> <ul style="list-style-type: none"> - coordinate the direction of the Wellbeing Strategic Team. - provide evidence based PL for staff around the SWPBS framework. - maintain regular communication with the Regional coach. - use data to evaluate the impact of SWPBS. - continue to conduct wellbeing walks and talks to ensure consistency of practice, in line with our whole school approach. - provide differentiated professional learning, including: <ul style="list-style-type: none"> - an induction for new staff into the Early Detection and Prevention Model for Mental Health and Wellbeing - whole school revision of previously taught evidence based approaches, particularly in classroom management and wellbeing high impact strategies. - elective, at point of need, learning for existing staff. - whole school PL for evidence based teaching strategies listed in our behaviour procedure, which have not yet been covered - renewed focus on PL surrounding commonly experienced specific learning, and mental health based | | | |

disorders, and how to effectively provide adjustments for these.

A2

- continue to conduct extended observations to ensure consistency of practice and differentiation in line with the SEW Curriculum.
- lead moderation across the school when reporting against the Personal & Social Capability, to ensure rigorous learning opportunities, growth tracking and intervention supports are in place.
- use student data to inform the planning of SEW lessons and make necessary adjustments for students within all learning spaces across the school.
- oversee and support staff to make social and emotional adjustments that require greater levels of support beyond quality differentiated teaching practice.
- oversee tiered referral processes for students that require Supplementary, Substantial or Extensive wellbeing based intervention.
- coordinate and lead Early Detection and Prevention Model for Mental Health and Wellbeing, including the management of the Wellbeing Intervention Team (social worker, psychologist, speech pathologist, student wellbeing support officer, education support team).
- liaise with Allied Health, paramedical and medical professionals to ensure the social and emotional wellbeing of students is prioritised and supports mobilised to improve learning ability and outcomes.

A3

- actively review attendance and absence patterns on a daily basis.
- consistently communicate the background narratives and student trends, in relation to absences, with staff.
- lead a staged response to addressing chronic absenteeism.
- understand and cater for the PL needs of staff.
- coordinate Attendance Support Group Meetings for students identified as having chronic absence.

Teachers will:

A1

- display knowledge and consistency in their approach to implementing SWPBS.
- further improve data and record keeping for all students (through student chronicle).
- continue to build knowledge and skills in relation to our early detection and prevention model for student mental health and wellbeing.
- explicitly teach expected behaviours and school values.

A2

- provide explicit learning opportunities to enhance students SEW skills.
- continue to differentiate their SEW (RR) program to cater for all students.

| | |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - utilise data to inform teaching and use this data to track the progress of each student against the Personal and Social Capability/RR curriculum. - enact feedback to enhance teaching practice. - moderate student achievement against the Personal and Social Capability standards. - enact tiered referrals for any students requiring support that is greater to quality differentiated teaching practice. - action all recommendations for necessary student adjustments. <p>A3</p> <ul style="list-style-type: none"> - articulate their knowledge of the background narratives of student absences. - articulate their roles/responsibilities in monitoring & tracking student attendance. - possess the skills to support families in improving student attendance. - communicate with members of the Leadership/Wellbeing team to provide students who need it, with extra support. <p>Students will:</p> <p>A1</p> <ul style="list-style-type: none"> - show a reduction in problem behaviour. - articulate an awareness of SWPBS and how it translates into the school environment. - understand and demonstrate desired behaviours & school values <p>A2</p> <ul style="list-style-type: none"> - articulate their learning and value this curricular area. - demonstrate improved SEW proficiency. - display increased resilience and problem solving abilities. <p>A3</p> <ul style="list-style-type: none"> - value attendance and engage in whole school attendance promotions. - increase their own data literacy skills in relation to attendance. |
| Success indicators | <p>Early Indicators:</p> <ul style="list-style-type: none"> - professional learning schedule demonstrating priority foci, staff attendance at professional learning meetings and evidence of professional materials to support staff implementation of our whole school approach to Student Wellbeing (Tier 1, Tier 2, Tier 3). - intervention based timetables of support actioned for students requiring Supplementary, Substantial or Extensive wellbeing adjustments (psychologist, social worker, speech pathologist, student wellbeing support officer). - documentation for key approaches and processes relating to SWPBS, RRs and SEW (Tier 1, Tier 2). |

| | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - introduction of documentation and observational templates designed for use by visiting Allied Health staff (surrounding recommendation for adjustments for students with additional wellbeing needs). - whole school protocols which outline expectations, roles and responsibilities around monitoring, tracking and responding to student attendance rates (Tier 1, Tier 2, Tier 3). - clearly defined role descriptions for each member of the Wellbeing Team (Tier 1, Tier 2, Tier 3). - classroom observations and learning walks demonstrating consistent implementation of SWPBS Framework. - Compass Pulse data reports. - classroom observations and learning walks in SEW sessions showing improved, differentiated practice. - internal professional learning attendance and shared readings for staff surrounding behaviour support, positive behaviour support, trauma informed approaches and strategies used to support students with specific learning disorders (For example: Attention Deficit Hyperactive Disorder (ADHD), Autism Spectrum Disorder (ASD), Generalised Anxiety Disorder (GAD)). - shared PL goals documented in staff PDPs. - attendance termly absence report, which shows a detailed analysis of student absences. - examples of education for families around the importance of regular attendance. - examples of education for families/members of the community surrounding the rollout of the Disability Inclusion framework. <p>Late Indicators:</p> <ul style="list-style-type: none"> - reduction in Major and Minor behaviours (tracked through Compass Pulse). - reduction in amount of students requiring a BSP & Tier 2/3 based supports. - increase in students working at level in Personal and Social Capability. - panorama data which shows improved whole-school attendance rates. - successful disability inclusion profiles leading to student level support. - Compass logs will demonstrate consistent use of the referral process and wellbeing support allocation in line with Early Detection and Prevention Model for student Mental Health and Wellbeing, across F-6. |
| Enablers | |
| Barriers | |
| Commentary on progress | |
| Future planning | |
| OPTIONAL: Upload evidence | |

| Activities | Activity | Who | When | Percentage complete |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Activity 1 | Enact a Professional Learning Schedule which focuses on improving staff knowledge of the SWPBS and Disability Inclusion Framework (Tier 1, Tier 2 and Tier 3). | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | -1% |
| Activity 2 | Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Supplementary, Substantial and Extensive based interventions, by the continued appointment of a school based psychologist, social worker and student wellbeing support officer. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | -1% |
| Activity 3 | Regular and ongoing analysis of student behaviour data to enhance our tiered approach to supporting all students (Tier 1, Tier 2, Tier 3). | <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |
| Activity 4 | Continue to upskill teachers and support staff to deliver effective and differentiated SEW (RR) learning opportunities for all students- including PL for staff around implementation of | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |

| | | | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | adjustments recommended by allied or medical health professionals. | | | |
| Activity 5 | Communicate, promote and provide education surrounding the Early Detection and Prevention Model for student mental health and wellbeing, with all stakeholders in the school community. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team | from: Term 1 to: Term 4 | -1% |
| Activity 6 | Continue to regularly analyse attendance data and action necessary responses in line with our Staged Response to Attendance. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | -1% |
| Activity 7 | Develop whole school professional knowledge of the Disability Inclusion Framework and upskill all stakeholders to enact recommendations for necessary student adjustments. | <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |
| Activity 8 | Continue to embed the use of a four-tiered referral process for the early detection and prevention of mental health and wellbeing challenges. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | -1% |
| Activity 9 | Conduct Extended Classroom Observations, focusing on embedding effective practices which lead to positive learning environments; including the | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> School leadership team | from: Term 1 to: Term 4 | -1% |

| | | | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | implementation of personal and social adjustments. | | | |
| Activity 10 | Increase our Education Support workforce to enable extensive support provision within every classroom across the school. | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | -1% |

Monitoring and assessment - 2024

End-of-year monitoring

| Goal 1 | Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy. |
|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 12-month target 1.1 target | <p>1A) By 2024, increase the percentage of Year 3 and Year 5 students achieving in the Strong and Exceeding bands of NAPLAN as follows:</p> <p>Year 3 Reading: 85% (from 80% in 2023), with an aspirational target of 90%. Writing: Maintain or exceed 87% (from 87% in 2023) Numeracy: 75% (from 69% in 2023)</p> <p>Year 5 Reading: 90% (from 85% in 2023) Writing: Maintain or exceed 90% (from 90% in 2023) Numeracy: 65% (from 60% in 2023).</p> <p>1B) Increase the number of students working above expected level according to Teacher Judgement as follows:</p> <p>Reading & Viewing: Maintain or exceed 30% (41% in Sem 1, 2023), with an aspirational school target of 50%- approximately 42 more students. Writing: 30% (22% in Sem 1, 2023)- approximately 36 more students. Number and Algebra: 30% (34% in Sem 1 2022), with an aspirational school target of 37%- approximately 13 more students.</p> <p>Less than 11% of students will make below expected growth in: Reading & Viewing (19% in Sem 1, 2023)- approximately 29 fewer students. Writing (23% in Sem 1, 2023)- approximately 37 fewer students) Number & Algebra (21% in Sem 1, 2023)- approximately 36 fewer students.</p> |

| | |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <p>2A) By 2024, the percent of positive endorsement on the SSS will be: Academic emphasis: 75% Teacher collaboration: 75% Understand how to analyse data: 70% Seek feedback to improve practice: 70% Skills to measure impact—80% Plan differentiated learning activities—80% Use student feedback to improve practice—75% Focus learning on real life problems—75%</p> <p>2B) By 2024, the percent of positive endorsement on the ATOSS will be: Motivation and interest: 80% Stimulated learning: 85% Student voice and agency—75% Self-regulation and goal setting—85% Resilience—80% Sense of confidence-80% Sense of connectedness -80% Teacher concern- 80% Managing bullying- 80% Effective classroom behaviour- 80%</p> <p>3A) By 2024, responses to the POS will increase in positive endorsement for: School improvement to 90% (from 65% in 2023) Managing bullying to 85% (from 77% in 2023)</p> <p>3B) By 2024 average absence days per full time equivalent student will be 10% below the state average (23.4 days in 2022).</p> |
| Has this 12-month target been met | Not Met |

| | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>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</p> | <p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p> |
| <p>Actions</p> | <p>Action 1: Sustain the fidelity of our Curriculum Instructional Models which have shown evidence of consistently improving student learning outcomes. Action 2: Build capacity to ensure all practitioners can be confident teachers of Mathematics, who offer students a high-level of differentiation, more challenge and who have a deeper grasp of content. Action 3: Develop a creative and functional solution to a crowded Mathematics curriculum; one which ensures students develop solid mathematical understandings/skills, in a limited amount of available teaching/learning time. Action 4: Work towards an excelling, system leading approach to intervention, which focuses on driving the need for Tier Three intervention down to 10% and ensuring all students, regardless of disability or disadvantage, achieve National Minimum Literacy Standards.</p> |
| <p>Delivery of the annual actions for this KIS</p> | |
| <p>Outcomes</p> | <p>Leaders will:</p> <p>A1</p> <ul style="list-style-type: none"> - refine the Curriculum Instructional Models (IMs) to better document vetted practices, which have lead to improved student learning outcomes. - continue to conduct extended observations to ensure consistency of practice, in line with our IMs. - improve school-wide consistency of data monitoring and reporting. - provide differentiated professional learning, including: <ul style="list-style-type: none"> - an induction for new staff into the Science of Reading and Writing. - whole school revision of previously taught concepts, particularly in Literacy. - elective, at point of need, learning for existing staff. - whole school PL for Mathematical teaching approaches listed in the IM, which have not yet been covered in depth. <p>A2</p> <ul style="list-style-type: none"> - support teachers through PL, planning and inquiry cycles, to better understand our IM, including the interplay of the four-proficiencies, desirable actions, mindset and the foundational building blocks of place-value and numeration. |

- continue to invest in LS, who have the expert knowledge to guide teachers in developing, sequencing and differentiating heavily researched lessons.
- continue to publish regular data reports for all areas of Mathematics, and use this information to monitor and respond to cohort performance against the AIP targets.
- refine our Mathematics Mastery Guides, to ensure better useability for differentiation, goal setting and moderation.
- conduct extended observations around the Mathematics IM and differentiate feedback and coaching.
- refine assessment practices, including:
 - revision of Show Me tasks for whole school consistency.
 - investigation into, and documentation of, further tiered Mathematics assessment (Tiers 2-4).

A3

- further develop a whole school scope and sequence to ensure the highest opportunities for transferability and interleaving between connected concepts.
- conduct an analysis of 'PAT Cut Points to Curriculum Expectations', to uncover areas of the curriculum which have a high impact indicator, for consistently pitching teaching above the expected level.
- develop a consistent approach to the Daily Review of mathematics.
- prioritise time spent teaching Mathematics, including investigating how to dedicate more program time to Mathematics within the senior school.
- invest human and program resources, and in-depth research, into the development of a Mathematics intervention program.
- develop a four-tiered referral process for the early detection and prevention of underachievement in Mathematics, including standardised communication with families.
- further refine our own originally developed and varied teaching responses to cohort data, including:
 - Blocked Teaching- cohort mastery <60%
 - Lets Master It- cohort mastery 60-79%
 - MathsShare- cohort mastery >70%

A4

- continue to invest in human resources (locally employed social worker, psychologist and speech pathologist).
- monitor and refine the use of Tier Four clinical testing kits, allowing us to assess and plan for specific learning disorders.
- continue and further refine our four-tiered referral process for the early detection and prevention of underachievement in Reading, including standardised communication with families.
- develop a four-tiered referral process for the early detection and prevention of underachievement in Writing, including standardised communication with families.
- refine data spreadsheets for tracking student participation and achievement, across tiers two-four of learning intervention.

- continue student support groups for students receiving Tier Four intervention.

Teachers will:

A1

- deliver learning programs which have a clear and consistent structure and which guarantee daily high levels of explicit teaching, differentiation, worked examples and feedback.
- have a clear understanding of student growth and achievement in and between reporting terms.
- display a 'forensic approach' to student learning outcomes; closely monitoring the impact of teaching and being responsive to regular data reports from the LS and Curriculum AP.
- solidify their understanding of Science of Reading and Writing theory and use this knowledge to improve their daily planning and teaching.
- articulate their own professional learning needs as they pertain to curriculum, and engage in optional learning provided by the leadership team, to further develop their professional craft.
- report greater levels of teacher confidence when utilising the Mathematics IM for planning, teaching and assessing.

A2

- articulate greater content knowledge and a theoretical understanding of the effective teaching of Mathematics.
- utilise lesson sequences and/or data reports supplied by the LS each week, to develop programs which are deeply informed by subject knowledge and student needs.
- utilise the Mathematics Mastery Guides, to plan, teach and assess based on developmental sequences and interconnected skills.
- engage with extended observations by self-identifying areas of challenge, actioning feedback and valuing peer observations as a part of the coaching process.
- consistently utilise and analyse whole school Show Me data, to inform planning and programs.
- effectively utilise information provided by tier 2-4 Mathematics assessments, to provide effective learning adjustments under the DI framework.

A3

- be able to articulate learning sequences and the interconnected nature of Mathematical skills, and use this knowledge to improve planning sequences and differentiation.
- plan for and deliver Mathematics programs which feature integrated teaching, interleaving and the development of overlapping 'big ideas', such as number sense and operations.
- engage with 'PAT Cut Points to Curriculum Expectations' analysis provided by the Curriculum AP, to provide informed levels of Mathematical challenge to students.
- provide students with a consistent, daily review of previously taught Mathematical concepts.

| | |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - provide a minimum of 6 hours of Mathematics instruction in any given full time week. - engage with the Mathematics intervention team and four-tier referral process, to provide early support to students who are underachieving in Mathematics. - respond to cohort level data appropriately, applying different teaching and learning methods, according to mastery percentages, post-unit. <p>A4</p> <ul style="list-style-type: none"> - consistently use the tiered referral process and implement standardised communication with families. - ensure no underperforming Foundation-Grade Two students miss being allocated to the appropriate tier of intervention (as outlined in the RTI Early Detection and Prevention Model). - utilise Inclusive Education reports published by the Curriculum AP, to provide effective learning adjustments for students under the DI framework, and informed by tier 2-4 assessment data. - keep Tier One data spreadsheets up to date, so that underperforming students can easily be identified by the PLC, LS and Curriculum AP. - participate in student support group/ DI meetings for students receiving Tier Four intervention and follow up on agreed actions. <p>Students will:</p> <p>A1-A3</p> <ul style="list-style-type: none"> - attain on average, higher levels of learning in English and Mathematics, when compared to previous years. - report (through focused feedback groups) higher levels of engagement in English and Mathematics programs, personalised learning and learner confidence. - report (through the ATOSS) increased levels of motivation and interest, learner stimulation, student voice and agency, and self-regulation and goal-setting. - articulate their learning goals as developing readers, writers and mathematicians. <p>A4</p> <ul style="list-style-type: none"> - actively engage with highly-differentiated intervention supports. - apply what they have learned in intervention sessions, back in the classroom. - participate in the review of their own learning data and regularly celebrate their achievements. - be involved in Student Support Group/DI meetings if accessing Tier Four intervention services. |
| <p>Success indicators</p> | <p>Early Indicators</p> <p>A1</p> <ul style="list-style-type: none"> - instructional models will clearly outline practices which are used regularly across the school and which reflect our distinctive approach to Science of Learning (SOL) based instruction. |

- evidence from extended observations will show that teachers and students understand the routines outlined in the IMs, and there is a clear maximisation of learning time.
- consistent data spreadsheets will be in use from F-6 and readily available to the LS and Curriculum AP.
- feedback from teachers will show high levels of confidence in the teaching of Reading and Writing and developing confidence in the area of Mathematics, along with an appreciation for accessible professional learning.
- formative assessment data will reflect consistent improvements in student learning outcomes, including when analysing a year-to-year comparison of program performance.

A2

- teachers will be equipped each week with suggested lesson sequences, and data reports (as appropriate) from the LS and Curriculum AP.
- planners will reflect use of the above; therefore capturing strong subject knowledge, mathematical teaching theory and an understanding of student needs.
- planning will reflect the new DI framework, with documented learning adjustments, informed by data reports.
- Mathematics Mastery Guides, will be regularly used in planning, PLCs and classrooms, to plan, teach and formatively assess.
- PLC inquiry cycles will show evidence of improving student learning outcomes in prioritised areas of Mathematics.
- all teachers will have been engaged in the extended observations, peer observations and coaching process, by the end of Term One.
- formative assessments including Show Me tasks, will be consistent across years F-6.
- a four-tier Mathematics assessment model will be in effect and the Curriculum AP will be monitoring it's effectiveness.

A3

- there will be a greater time allocation to the teaching of Mathematics within the weekly program schedule (F-6).
- there will be a draft documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes.
- a new Mathematics Scope and Sequence will be in draft form.
- PAT Cut Points to Curriculum Expectations analysis will be in regular use, as generated by the LS and Curriculum AP, ahead of any new unit.
- all teachers will be delivering a Daily Review in Mathematics.
- a well structured and strategic Mathematics intervention program will be active and the Curriculum AP will be monitoring it's effect.
- there will be regular evidence of PLCs utilising Blocked Teaching, Let's Master It sequences and MathsShare to respond to cohort level data, post-unit.

A4

- a four-tiered referral process will be documented and unpacked with staff, again in Term One.
- all 2024 Foundation-Grade One students will be profiled and allocated to appropriate tiers of intervention if required (as outlined in the RTI Early Detection and Prevention Model).
- TLI entry and progress letters will be sent home to families.
- student support group meetings for students receiving Tier Four intervention will be established.

Late Indicators

A1

- summative data sets, including TORCH, PAT-R, Comparative Judgement and NAPLAN, will show further increases in student achievement, as the school aims for aspirational long term goals of outperforming network, similar and state schools in all curriculum areas.

A2-A3

- teachers will report higher levels of Mathematical content knowledge and better articulate theoretical understandings about the effective teaching of Mathematics.
- teachers will articulate a greater understanding of the Mathematics IM- particularly the 'Ready for Maths' and 'Within The Task' components.
- lesson plans will show evidence of a balance and interplay of the four-proficiencies and the development of mindset and desirable actions.
- there will be consistency in the design, use of, and processing of Show Me assessment tasks.
- a new Mathematics Scope and Sequence (S&S) will be complete.
- PAT Cut Points to Curriculum Expectations analysis will be complete and a key part of the Mathematics S&S.
- all teachers will be using a consistent approach to the Daily Review of Mathematics.
- a program review of Blocked Teaching, Let's Master It sequences and MathsShare will have been completed by the Curriculum AP.
- the percentage of students achieving 12 months or more above the expected level in PAT will increase and the percentage of students achieving below expected level will decrease, as compared to previous years.
- the percentage of students achieving in the Strong and Exceeding NAPLAN levels for Mathematics will increase.
- there will be a refined Mathematics Intervention program in place, with all students in Grades F-1 profiled.
- Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra.
- AtoSS data will demonstrate improvements in stimulated learning, differentiated learning challenge etc.

A4

- there will be a consistent process for logging RTI attendance levels and comparing this against learning gains,

| | <p>across Tiers 2-4.</p> <ul style="list-style-type: none"> - Victorian Curriculum teacher judgements will show a decrease in the number of students working 12 Months below (and accessing Tiers 2-3 support) in Reading, across Grades F-2, as compared to previous years. - Compass logs will demonstrate consistent use of the referral process and RTI support allocation in line with Early Detection and Prevention Model, across Grades F-2. | | | |
|---------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Commentary on progress | | | | |
| Enablers | | | | |
| Barriers | | | | |
| OPTIONAL: Upload evidence | | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Enact a Professional Learning Schedule that continues the school's work around the Science of Reading and Writing, and which prioritises the development of knowledgeable and confident teachers of Mathematics. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader | from: Term 1 to: Term 4 | -1% |
| Activity 2 | Further refine the school's Instructional Models to better document vetted practices, which have lead to improved student learning outcomes over the past four years. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 2 | -1% |
| Activity 3 | Conduct Extended Classroom Observations focusing on embedding our IMs and ensuring personalised feedback, peer observation and a coaching process for all teachers. | <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 4 | -1% |

| | | | | |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| Activity 4 | Continue to engage Professional Learning Communities in the use of data, to differentiate and set challenging student learning goals. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 5 | Engage in effective inquiry cycles, with a focus on Mathematics; using data to make informed decisions, and to evaluate teacher impact on student learning outcomes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 6 | Refine all curriculum Mastery Guides from ABLES-Year 9 and embed the use of these in ongoing planning, assessment and progressive reporting practices. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 7 | Track and utilise quantifiable Essential Learning progressions, to monitor student learning and early progress towards the AIP targets. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders | from: Term 1 to: Term 4 | -1% |
| Activity 8 | Develop a documented plan to overcome a crowded curriculum and ensure high levels of Mathematical learning within a restricted number of teaching minutes. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) | from: Term 1 to: Term 2 | -1% |
| Activity 9 | Continue to embed the use of a four-tiered referral process for the early detection and prevention of underachievement in Reading. | <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | -1% |
| Activity 10 | Expand capacity of Intervention Program to include intervention for | <input checked="" type="checkbox"/> Principal | from: Term 1 | -1% |

| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|---------------|--|
| | Mathematics and Writing, and document a clear, tiered assessment and referral process. | <input checked="" type="checkbox"/> Assistant principal | to: Term 1 | |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | <p>Action 1: Expand School Wide Positive Behaviour Framework by refining Tier 2 supports and building the framework for Tier 3 (student-level support) alongside the rollout of the Disability Inclusion reform.</p> <p>Action 2: Build capacity of all practitioners to deliver a differentiated and authentic Social and Emotional Wellbeing Curriculum.</p> <p>Action 3. Maintain staged response to promoting and tracking whole-school attendance.</p> | | | |
| Delivery of the annual actions for this KIS | | | | |
| Outcomes | <p>Leaders will:</p> <p>A1</p> <ul style="list-style-type: none"> - coordinate the direction of the Wellbeing Strategic Team. - provide evidence based PL for staff around the SWPBS framework. - maintain regular communication with the Regional coach. - use data to evaluate the impact of SWPBS. - continue to conduct wellbeing walks and talks to ensure consistency of practice, in line with our whole school approach. - provide differentiated professional learning, including: <ul style="list-style-type: none"> - an induction for new staff into the Early Detection and Prevention Model for Mental Health and Wellbeing - whole school revision of previously taught evidence based approaches, particularly in classroom management and wellbeing high impact strategies. - elective, at point of need, learning for existing staff. - whole school PL for evidence based teaching strategies listed in our behaviour procedure, which have not yet been covered - renewed focus on PL surrounding commonly experienced specific learning, and mental health based | | | |

disorders, and how to effectively provide adjustments for these.

A2

- continue to conduct extended observations to ensure consistency of practice and differentiation in line with the SEW Curriculum.
- lead moderation across the school when reporting against the Personal & Social Capability, to ensure rigorous learning opportunities, growth tracking and intervention supports are in place.
- use student data to inform the planning of SEW lessons and make necessary adjustments for students within all learning spaces across the school.
- oversee and support staff to make social and emotional adjustments that require greater levels of support beyond quality differentiated teaching practice.
- oversee tiered referral processes for students that require Supplementary, Substantial or Extensive wellbeing based intervention.
- coordinate and lead Early Detection and Prevention Model for Mental Health and Wellbeing, including the management of the Wellbeing Intervention Team (social worker, psychologist, speech pathologist, student wellbeing support officer, education support team).
- liaise with Allied Health, paramedical and medical professionals to ensure the social and emotional wellbeing of students is prioritised and supports mobilised to improve learning ability and outcomes.

A3

- actively review attendance and absence patterns on a daily basis.
- consistently communicate the background narratives and student trends, in relation to absences, with staff.
- lead a staged response to addressing chronic absenteeism.
- understand and cater for the PL needs of staff.
- coordinate Attendance Support Group Meetings for students identified as having chronic absence.

Teachers will:

A1

- display knowledge and consistency in their approach to implementing SWPBS.
- further improve data and record keeping for all students (through student chronicle).
- continue to build knowledge and skills in relation to our early detection and prevention model for student mental health and wellbeing.
- explicitly teach expected behaviours and school values.

A2

- provide explicit learning opportunities to enhance students SEW skills.
- continue to differentiate their SEW (RR) program to cater for all students.

| | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - utilise data to inform teaching and use this data to track the progress of each student against the Personal and Social Capability/RR curriculum. - enact feedback to enhance teaching practice. - moderate student achievement against the Personal and Social Capability standards. - enact tiered referrals for any students requiring support that is greater to quality differentiated teaching practice. - action all recommendations for necessary student adjustments. <p>A3</p> <ul style="list-style-type: none"> - articulate their knowledge of the background narratives of student absences. - articulate their roles/responsibilities in monitoring & tracking student attendance. - possess the skills to support families in improving student attendance. - communicate with members of the Leadership/Wellbeing team to provide students who need it, with extra support. <p>Students will:</p> <p>A1</p> <ul style="list-style-type: none"> - show a reduction in problem behaviour. - articulate an awareness of SWPBS and how it translates into the school environment. - understand and demonstrate desired behaviours & school values <p>A2</p> <ul style="list-style-type: none"> - articulate their learning and value this curricular area. - demonstrate improved SEW proficiency. - display increased resilience and problem solving abilities. <p>A3</p> <ul style="list-style-type: none"> - value attendance and engage in whole school attendance promotions. - increase their own data literacy skills in relation to attendance. |
| <p>Success indicators</p> | <p>Early Indicators:</p> <ul style="list-style-type: none"> - professional learning schedule demonstrating priority foci, staff attendance at professional learning meetings and evidence of professional materials to support staff implementation of our whole school approach to Student Wellbeing (Tier 1, Tier 2, Tier 3). - intervention based timetables of support actioned for students requiring Supplementary, Substantial or Extensive wellbeing adjustments (psychologist, social worker, speech pathologist, student wellbeing support officer). - documentation for key approaches and processes relating to SWPBS, RRs and SEW (Tier 1, Tier 2). |

| | |
|---------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> - introduction of documentation and observational templates designed for use by visiting Allied Health staff (surrounding recommendation for adjustments for students with additional wellbeing needs). - whole school protocols which outline expectations, roles and responsibilities around monitoring, tracking and responding to student attendance rates (Tier 1, Tier 2, Tier 3). - clearly defined role descriptions for each member of the Wellbeing Team (Tier 1, Tier 2, Tier 3). - classroom observations and learning walks demonstrating consistent implementation of SWPBS Framework. - Compass Pulse data reports. - classroom observations and learning walks in SEW sessions showing improved, differentiated practice. - internal professional learning attendance and shared readings for staff surrounding behaviour support, positive behaviour support, trauma informed approaches and strategies used to support students with specific learning disorders (For example: Attention Deficit Hyperactive Disorder (ADHD), Autism Spectrum Disorder (ASD), Generalised Anxiety Disorder (GAD)). - shared PL goals documented in staff PDPs. - attendance termly absence report, which shows a detailed analysis of student absences. - examples of education for families around the importance of regular attendance. - examples of education for families/members of the community surrounding the rollout of the Disability Inclusion framework. <p>Late Indicators:</p> <ul style="list-style-type: none"> - reduction in Major and Minor behaviours (tracked through Compass Pulse). - reduction in amount of students requiring a BSP & Tier 2/3 based supports. - increase in students working at level in Personal and Social Capability. - panorama data which shows improved whole-school attendance rates. - successful disability inclusion profiles leading to student level support. - Compass logs will demonstrate consistent use of the referral process and wellbeing support allocation in line with Early Detection and Prevention Model for student Mental Health and Wellbeing, across F-6. |
| Commentary on progress | |
| Enablers | |
| Barriers | |
| OPTIONAL: Upload evidence | |

| Activities | Activity | Who | When | Percentage complete |
|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|---------------------|
| Activity 1 | Enact a Professional Learning Schedule which focuses on improving staff knowledge of the SWPBS and Disability Inclusion Framework (Tier 1, Tier 2 and Tier 3). | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | -1% |
| Activity 2 | Expand the capacity of the Wellbeing Team to provide therapeutic support to students requiring Supplementary, Substantial and Extensive based interventions, by the continued appointment of a school based psychologist, social worker and student wellbeing support officer. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | -1% |
| Activity 3 | Regular and ongoing analysis of student behaviour data to enhance our tiered approach to supporting all students (Tier 1, Tier 2, Tier 3). | <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |
| Activity 4 | Continue to upskill teachers and support staff to deliver effective and differentiated SEW (RR) learning opportunities for all students- including PL for staff around implementation of | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |

| | | | | |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | adjustments recommended by allied or medical health professionals. | | | |
| Activity 5 | Communicate, promote and provide education surrounding the Early Detection and Prevention Model for student mental health and wellbeing, with all stakeholders in the school community. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team | from: Term 1 to: Term 4 | -1% |
| Activity 6 | Continue to regularly analyse attendance data and action necessary responses in line with our Staged Response to Attendance. | <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 4 | -1% |
| Activity 7 | Develop whole school professional knowledge of the Disability Inclusion Framework and upskill all stakeholders to enact recommendations for necessary student adjustments. | <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health | from: Term 1 to: Term 4 | -1% |
| Activity 8 | Continue to embed the use of a four-tiered referral process for the early detection and prevention of mental health and wellbeing challenges. | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team | from: Term 1 to: Term 4 | -1% |
| Activity 9 | Conduct Extended Classroom Observations, focusing on embedding effective practices which lead to positive learning environments; including the | <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> School leadership team | from: Term 1 to: Term 4 | -1% |

| | | | | |
|-------------|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------|-----|
| | implementation of personal and social adjustments. | | | |
| Activity 10 | Increase our Education Support workforce to enable extensive support provision within every classroom across the school. | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal | from: Term 1 to: Term 4 | -1% |

| | |
|------------------------|--|
| Future planning | |
|------------------------|--|

Monitoring and Self-assessment - 2024

SEIL Feedback