

Monitoring and assessment - 2024

Canterbury Girls Secondary College (7690)



Submitted for review by Mary Cannon (School Principal) on 15 December, 2023 at 02:55 PM

Endorsed by Eva McMaster (Senior Education Improvement Leader) on 04 January, 2024 at 03:21 PM

Awaiting endorsement by School Council President

Term 2 Monitoring submitted by Mary Cannon (School Principal) on 26 June, 2024 at 09:04 AM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 2	To maximise student learning growth.
12-month target 2.1 target	By the end of 2024, increase the percentage of students achieving at or above benchmark growth in NAPLAN for: Reading to 83 percent Writing to 88 percent Numeracy to 78 percent
12-month target 2.2 target	By the end of 2024, increase the VCE all study scores mean to 31.8.
12-month target 2.3 target	By the end of 2024, increase the percentage of VCE study scores 40 or above to 14.7 percent
12-month target 2.4 target	By the end of 2024, increase the VCE mean study score across studies of VCE English for: English to 31.8 English Language to 31.65 Literature to 29.2
12-month target 2.5 target	By the end of 2024, increase the VCE mean study score across studies of VCE Mathematics for: General Maths to 33.36 Mathematics Methods to 29.25 Specialist Mathematics to 28.4
12-month target 2.6 target	By the end of 2024, increase the percentage of positive endorsement for the School Staff Survey factors: Academic emphasis to 68 percent Collective efficacy to 72 percent Staff trust in colleagues to 74 percent

	Instructional leadership to 55 percent Teacher collaboration to 56 percent
12-month target 2.7 target	By the end of 2024, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Differentiated learning challenge to 52 percent Stimulating learning to 55 percent Motivation and interest to 60 percent
KIS 2.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	Embed a data informed inquiry cycle within in staff collaborative time.
Actions	<ol style="list-style-type: none"> 1. Develop and implement a professional learning plan for all teachers to support the implementation of a whole school inquiry cycle drawing on the work of the PLC team 2. Build the inquiry cycle work into the current collaborative meeting structure 3. Identify the focus for each inquiry cycle drawing on student data 4. Undertake each cycle of inquiry 5. Embed the cycle of inquiry model into the whole school teaching and learning model
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide time for the inquiry cycle • provide relevant whole school data • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • understand the cycle of inquiry process and structure • undertake the cycle(s) of inquiry relevant to their students and their student data • implement appropriate teaching practices related to student point of learning • use data extensively to make decisions regarding the learning needs of individual students

	<p>Students will:</p> <ul style="list-style-type: none"> • understand be able to identify their learning needs
Success indicators	<ul style="list-style-type: none"> • Student Attitudes to School factor data - Differentiated learning challenge, Stimulating learning and Motivation • Staff survey data - Academic emphasis, Collective efficacy, Staff trust in colleagues, Instructional leadership and Teacher collaboration • NAPLAN results • VCE results • Artefacts - updated Teaching and Learning model to incorporate the cycle of inquiry process
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What</i> 	

<p><i>changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in cycles of inquiry	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 2	Undertake cycles of inquiry across the year within PLT time	<input checked="" type="checkbox"/> All staff	from: Term 1	-1%

			to: Term 4	
Activity 3	Professional learning in data analysis, the tracking of student progress and identifying and acting on points of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Data leader	from: Term 1 to: Term 4	-1%

Goal 3	To increase student wellbeing, engagement and connectedness to the school and their learning.			
12-month target 3.1 target	By the end of 2024, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Self-regulation and goal setting to 63 percent Sense of confidence to 54 percent Sense of connectedness to 50 percent Student voice and agency to 43 percent			
12-month target 3.2 target	By the end of 2024, increase the percentage of positive endorsement for the Parent Opinion Survey factors: Student connectedness to 86 percent Student motivation and support to 65 percent Confidence and resiliency skills to 75 percent Student agency and voice to 70 percent			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Building student capacity to construct and achieve challenging learning goals and monitor their own growth.			
Actions	1. Develop with teachers and students an agreed approach to the setting of student goals, the reflection on the goals and the setting of new goals 2. Work with students to increase their understanding on the role of goal setting, how to set relevant personal goals and how to			

	reflect on and develop the next learning goal
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide modelling of goal setting and revision through inviting teachers to observe classes • provide feedback to teachers through observing their classes • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • undertake relevant professional learning to increase their understanding of goal setting • work collaboratively in both PLT and cross curricular teams to share resources and strategies • implement the agreed goal setting approach in their classes <p>Students will:</p> <ul style="list-style-type: none"> • be able to set challenging goals, reflect on them and re-write them to reflect their learning needs and aspirations
Success indicators	<ul style="list-style-type: none"> • Student Attitudes to School factor data - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency • Parent survey data - Student connectedness, Student motivation and support, Confidence and resiliency and Student agency and voice • Artefacts - goal setting examples, updated Teaching and Learning model to incorporate goal setting strategies
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
Barriers	<input checked="" type="checkbox"/> Other

<ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<p>There are no barriers to the delivery of this KIS. It is on track with all teachers involved in the professional learning and implementation.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>There is already a goal setting program and expectations in the school for teachers. However, it has not involved student input into designing and developing the program, and it is not well documented. Over the first half of the year, teachers have shared in their teams what they do in working with students to set goals, and what they do to re-visit goals and set new ones. They have drawn up a set of guidelines which they will all follow. Teachers have undertaken professional learning on the role goal setting plays in student learning and outcomes. Teachers are keen to develop their knowledge and have participated in the professional learning as well as sharing their classroom practices.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>The next step is to involve students in the development of the goal setting program. This will involve focus groups of students providing input into what they see as the purpose of setting goals, what they think would work for them and how they would like to re-visit and re-set goals.</p>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in effective goal setting to increase student learning confidence and agency over their own learning growth	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Development and implementation of a whole school approach to goal setting, goal revision, goal re-writing	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Provision of support for students through the implementation of school and Department of Education targeted programs	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Literacy support	from: Term 1 to: Term 4	-1%
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build all staff capacity to respond to the learning and wellbeing needs of students.			
Actions	1. Develop and implement effective individual learning plans, with teachers, families and students, to assist students in their learning 2. Implement the whole school wellbeing program, including the implementation of Compass Chronicle, to respond to individual and cohort student wellbeing issues, to address wellbeing matters before they become a concern, and to increase student resilience and confidence			

Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide families, teachers and students time and resources for the development of individual learning plans • provide time and resources for programs to assist student wellbeing and connectedness to peers and the school • provide professional learning on the implementation of strategies detailed in individual learning plans <p>Teachers will:</p> <ul style="list-style-type: none"> • understand and implement individual learning plans to assist student learning • participate actively in programs to increase student resilience • work effectively within the whole school wellbeing program <p>Students will:</p> <ul style="list-style-type: none"> • be able to proactively seek support for wellbeing matters and be able to identify supports they may need
Success indicators	<ul style="list-style-type: none"> • Parent Opinion Survey factors - Student connectedness, Student motivation and support, Confidence and resiliency skills and Student agency and voice • Attitudes to School Survey factors - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency • Artifacts – Samples of individual learning plans, details of wellbeing programs, details student programs to increase connectedness eg House program
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>There are no barriers to the delivery of this KIS. It is on track.</p>

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Whole school wellbeing program - the wellbeing program has been implemented and will continue to be a focus. The inclusion and Tier 2 funding has meant we have been able to provide additional programs to students and parents, building on programs (such as consent workshops) offered in previous years. Compass Chronicle has been introduced, starting with one program. A team, under the leadership of one of the Assistant Principals, is currently investigating further programs which will enable the gathering of information about students to assist their wellbeing and learning.</p> <p>Individual learning plans - there are a number of students with individual learning plans. One of the Assistant Principals has conducted professional learning for all year level co-ordinators and Heads of sub-schools on how to write individual learning plans and how to review them and re-write if necessary. Time has now been allocated to all year level co-ordinators, through the inclusion funding, to assist with the work related to individual learning plans. School Support Group meetings for individual students are conducted as required.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Whole school wellbeing program - the next step is to investigate the Compass modules and decide which, if any, will assist students.</p> <p>Individual learning plans - The next step is to provide professional learning for teachers on implementing the recommendations contained in individual learning plans. Teachers understand how to read them and are able to adjust student work and assessments if necessary to respond to the needs of students, but further professional learning will assist in further developing their skills.</p>
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in effective implementation of individual learning and wellbeing plans	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Individual learning plans - increased teacher understanding through professional learning and resources, write appropriate individual learning plans involving students and families, undertake student assessments, implement effectively	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Implementation of wellbeing programs aimed at supporting and assisting students with their wellbeing needs. Implementation of proactive wellbeing programs for students.	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 2	To maximise student learning growth.
12-month target 2.1 target	By the end of 2024, increase the percentage of students achieving at or above benchmark growth in NAPLAN for: Reading to 83 percent Writing to 88 percent Numeracy to 78 percent
12-month target 2.2 target	By the end of 2024, increase the VCE all study scores mean to 31.8.
12-month target 2.3 target	By the end of 2024, increase the percentage of VCE study scores 40 or above to 14.7 percent
12-month target 2.4 target	By the end of 2024, increase the VCE mean study score across studies of VCE English for: English to 31.8 English Language to 31.65 Literature to 29.2
12-month target 2.5 target	By the end of 2024, increase the VCE mean study score across studies of VCE Mathematics for: General Maths to 33.36 Mathematics Methods to 29.25 Specialist Mathematics to 28.4
12-month target 2.6 target	By the end of 2024, increase the percentage of positive endorsement for the School Staff Survey factors: Academic emphasis to 68 percent Collective efficacy to 72 percent Staff trust in colleagues to 74 percent

	Instructional leadership to 55 percent Teacher collaboration to 56 percent
12-month target 2.7 target	By the end of 2024, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Differentiated learning challenge to 52 percent Stimulating learning to 55 percent Motivation and interest to 60 percent
KIS 2.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	Embed a data informed inquiry cycle within in staff collaborative time.
Actions	<ol style="list-style-type: none"> 1. Develop and implement a professional learning plan for all teachers to support the implementation of a whole school inquiry cycle drawing on the work of the PLC team 2. Build the inquiry cycle work into the current collaborative meeting structure 3. Identify the focus for each inquiry cycle drawing on student data 4. Undertake each cycle of inquiry 5. Embed the cycle of inquiry model into the whole school teaching and learning model
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide time for the inquiry cycle • provide relevant whole school data • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • understand the cycle of inquiry process and structure • undertake the cycle(s) of inquiry relevant to their students and their student data • implement appropriate teaching practices related to student point of learning • use data extensively to make decisions regarding the learning needs of individual students

	<p>Students will:</p> <ul style="list-style-type: none"> • understand be able to identify their learning needs
Success indicators	<ul style="list-style-type: none"> • Student Attitudes to School factor data - Differentiated learning challenge, Stimulating learning and Motivation • Staff survey data - Academic emphasis, Collective efficacy, Staff trust in colleagues, Instructional leadership and Teacher collaboration • NAPLAN results • VCE results • Artefacts - updated Teaching and Learning model to incorporate the cycle of inquiry process
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence
Commentary on progress <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What</i> 	<p>Leadership Team members undertook the Professional Learning Community training across last year. This developed an undertaking of the inquiry cycle framework. This information was shared with all teachers. Throughout Semester 1, the Data Coach has met with Year 12 teachers to analyse their data looking at the student outcomes for each section of the exam and what, if changes might need to be made this year. He has also presented to all teachers regarding the assessments at Year 12 and the way in which data is used to provide student study scores. He has met individually with teachers as needed. This has certainly enhanced teacher understanding of VCE data. All teachers have access to the analytics section of Compass which details student NAPLAN results and other testing data as well as their progress reports outcomes. This assists teachers to understand where students are at in their learning and it supplements class work outcomes, learning task data and teacher judgments. Teachers meet in their PLT teams to moderate work, and assess students to determine academic awards and finalise data for VCAA.</p>

<p><i>changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>The Professional Learning Teams have begun working with a year level team to develop and implement a cycle of inquiry focussed on an identified student learning area - a skill or concept. The inquiry cycle includes the identification of the focus, drawing on known data, a strategy to implement to develop student knowledge and the tracking of outcome data. This will enable an identification of any changes that need to be made and will then inform the teaching and learning model for that unit of work. The cycle will be then be expanded more broadly across all professional learning teams. The PLT Leaders have identified the initial area of learning to be focussed on and are working with their teams on implementation. Protocols and norms are guiding the inquiry cycle approach ensuring all voices are heard and the inquiry moves past surface assumptions.</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Professional learning in cycles of inquiry</p>	<p><input checked="" type="checkbox"/> PLC leaders</p>	<p>from: Term 1 to: Term 4</p>	<p>25%</p>
<p>Activity 2</p>	<p>Undertake cycles of inquiry across the year within PLT time</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p>from: Term 1</p>	<p>25%</p>

			to: Term 4	
Activity 3	Professional learning in data analysis, the tracking of student progress and identifying and acting on points of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Data leader	from: Term 1 to: Term 4	50%

Goal 3	To increase student wellbeing, engagement and connectedness to the school and their learning.			
12-month target 3.1 target	By the end of 2024, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Self-regulation and goal setting to 63 percent Sense of confidence to 54 percent Sense of connectedness to 50 percent Student voice and agency to 43 percent			
12-month target 3.2 target	By the end of 2024, increase the percentage of positive endorsement for the Parent Opinion Survey factors: Student connectedness to 86 percent Student motivation and support to 65 percent Confidence and resiliency skills to 75 percent Student agency and voice to 70 percent			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Building student capacity to construct and achieve challenging learning goals and monitor their own growth.			
Actions	1. Develop with teachers and students an agreed approach to the setting of student goals, the reflection on the goals and the setting of new goals 2. Work with students to increase their understanding on the role of goal setting, how to set relevant personal goals and how to			

	reflect on and develop the next learning goal
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide modelling of goal setting and revision through inviting teachers to observe classes • provide feedback to teachers through observing their classes • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • undertake relevant professional learning to increase their understanding of goal setting • work collaboratively in both PLT and cross curricular teams to share resources and strategies • implement the agreed goal setting approach in their classes <p>Students will:</p> <ul style="list-style-type: none"> • be able to set challenging goals, reflect on them and re-write them to reflect their learning needs and aspirations
Success indicators	<ul style="list-style-type: none"> • Student Attitudes to School factor data - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency • Parent survey data - Student connectedness, Student motivation and support, Confidence and resiliency and Student agency and voice • Artefacts - goal setting examples, updated Teaching and Learning model to incorporate goal setting strategies
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<input checked="" type="checkbox"/> Other

<ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<p>There are no barriers to the delivery of this KIS. It is on track with teachers involved in professional learning and implementation.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>There is already a goal setting program and expectations in the school for teachers. However, it has not involved student input into designing and developing the program, and it is not well documented. Over the first half of the year, teachers have shared in their teams what they do in working with students to set goals, and what they do to re-visit goals and set new ones. They have drawn up a set of guidelines which they will all follow. Teachers have undertaken professional learning on the role goal setting plays in student learning and outcomes.</p> <p>Teachers are keen to develop their knowledge and have participated in the professional learning as well as sharing their classroom practices. A range of goal setting strategies and resources have been shared and stored on Moodle, the learning management system.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>The next step is to involve students in the development of the goal setting program. This will involve focus groups of students providing input into what they see as the purpose of setting goals, what they think would work for them and how they would like to re-visit and re-set goals. We will also consider how we can involve parents/carers in the goal setting process and evaluation.</p> <p>After meeting with students about the goal-setting program, the feedback will be documented and passed back to collegiate teams to further develop the school-wise goal-setting guide. The guide will be developed to suit all subjects and levels of student learning.</p>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in effective goal setting to increase student learning confidence and agency over their own learning growth	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Development and implementation of a whole school approach to goal setting, goal revision, goal re-writing	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	Provision of support for students through the implementation of school and Department of Education targeted programs	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Literacy support	from: Term 1 to: Term 4	50%
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build all staff capacity to respond to the learning and wellbeing needs of students.			
Actions	1. Develop and implement effective individual learning plans, with teachers, families and students, to assist students in their learning 2. Implement the whole school wellbeing program, including the implementation of Compass Chronicle, to respond to individual and cohort student wellbeing issues, to address wellbeing matters before they become a concern, and to increase student resilience and confidence			

<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide families, teachers and students time and resources for the development of individual learning plans • provide time and resources for programs to assist student wellbeing and connectedness to peers and the school • provide professional learning on the implementation of strategies detailed in individual learning plans <p>Teachers will:</p> <ul style="list-style-type: none"> • understand and implement individual learning plans to assist student learning • participate actively in programs to increase student resilience • work effectively within the whole school wellbeing program <p>Students will:</p> <ul style="list-style-type: none"> • be able to proactively seek support for wellbeing matters and be able to identify supports they may need
<p>Success indicators</p>	<ul style="list-style-type: none"> • Parent Opinion Survey factors - Student connectedness, Student motivation and support, Confidence and resiliency skills and Student agency and voice • Attitudes to School Survey factors - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency • Artifacts – Samples of individual learning plans, details of wellbeing programs, details student programs to increase connectedness eg House program
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>There are no barriers to the implementation of this KIS.</p>

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Whole school wellbeing program - the wellbeing program has been implemented and will continue to be a focus. The Inclusion funding, the wellbeing boost funding and Tier 2 funding has meant we have been able to provide additional programs to students and parents, building on programs (such as consent workshops) offered in previous years and introduce new programs such the cyber safety workshops for Year 7, 8 and 9 students and parents. The funding has also enabled the time fraction of the Mental Health Practitioner to be increased as well as employ an additional Social Worker and provide a time allowance for year level co-ordinators working on individual learning plans. Compass Chronicle has been introduced, starting with two features. A team, under the leadership of one of the Assistant Principals, is currently investigating further programs which will enable the gathering of information about students to assist their wellbeing and learning.</p> <p>Individual learning plans - there are a number of students with individual learning plans. One of the Assistant Principals has conducted professional learning for all year level co-ordinators and Heads of sub-schools on how to write individual learning plans and how to review them and re-write if necessary. Time has now been allocated to all year level co-ordinators, through the inclusion funding, to assist with the work related to individual learning plans. School Support Group meetings for individual students are conducted as required. The individual learning plans were updated this year to reflect templates provided by the Department of Education. The goals in the individual learning plans are SMART and use the terminology that is part of the National Consistent Collection Data program.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Whole school wellbeing program - the next step is to investigate the features of Chronicle and decide which, if any, will assist students.</p> <p>Individual learning plans - The next step is to provide professional learning for teachers on implementing the recommendations contained in individual learning plans. Teachers understand how to read them and are able to adjust student work and assessments if necessary to respond to the needs of students, but more targeted professional learning will assist in further developing their skills so they can differentiate appropriately for students.</p> <p>The next step also includes ensuring all teachers are prepared for the new disability inclusion procedures. This will include providing professional learning on the NCCP and disability inclusion. Professional learning may include presentations, podcasts and access to eLearning modules.</p>
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in effective implementation of individual learning and wellbeing plans	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Individual learning plans - increased teacher understanding through professional learning and resources, write appropriate individual learning plans involving students and families, undertake student assessments, implement effectively	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 3	Implementation of wellbeing programs aimed at supporting and assisting students with their wellbeing needs. Implementation of proactive wellbeing programs for students.	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 2	To maximise student learning growth.
12-month target 2.1 target	By the end of 2024, increase the percentage of students achieving at or above benchmark growth in NAPLAN for: Reading to 83 percent Writing to 88 percent Numeracy to 78 percent
12-month target 2.2 target	By the end of 2024, increase the VCE all study scores mean to 31.8.
12-month target 2.3 target	By the end of 2024, increase the percentage of VCE study scores 40 or above to 14.7 percent
12-month target 2.4 target	By the end of 2024, increase the VCE mean study score across studies of VCE English for: English to 31.8 English Language to 31.65 Literature to 29.2
12-month target 2.5 target	By the end of 2024, increase the VCE mean study score across studies of VCE Mathematics for: General Maths to 33.36 Mathematics Methods to 29.25 Specialist Mathematics to 28.4
12-month target 2.6 target	By the end of 2024, increase the percentage of positive endorsement for the School Staff Survey factors: Academic emphasis to 68 percent Collective efficacy to 72 percent Staff trust in colleagues to 74 percent

	Instructional leadership to 55 percent Teacher collaboration to 56 percent
12-month target 2.7 target	By the end of 2024, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Differentiated learning challenge to 52 percent Stimulating learning to 55 percent Motivation and interest to 60 percent
KIS 2.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	Embed a data informed inquiry cycle within in staff collaborative time.
Actions	<ol style="list-style-type: none"> 1. Develop and implement a professional learning plan for all teachers to support the implementation of a whole school inquiry cycle drawing on the work of the PLC team 2. Build the inquiry cycle work into the current collaborative meeting structure 3. Identify the focus for each inquiry cycle drawing on student data 4. Undertake each cycle of inquiry 5. Embed the cycle of inquiry model into the whole school teaching and learning model
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide time for the inquiry cycle • provide relevant whole school data • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • understand the cycle of inquiry process and structure • undertake the cycle(s) of inquiry relevant to their students and their student data • implement appropriate teaching practices related to student point of learning • use data extensively to make decisions regarding the learning needs of individual students

	<p>Students will:</p> <ul style="list-style-type: none"> • understand be able to identify their learning needs
<p>Success indicators</p>	<ul style="list-style-type: none"> • Student Attitudes to School factor data - Differentiated learning challenge, Stimulating learning and Motivation • Staff survey data - Academic emphasis, Collective efficacy, Staff trust in colleagues, Instructional leadership and Teacher collaboration • NAPLAN results • VCE results • Artefacts - updated Teaching and Learning model to incorporate the cycle of inquiry process
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What</i> 	

<p><i>changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in cycles of inquiry	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	25%
Activity 2	Undertake cycles of inquiry across the year within PLT time	<input checked="" type="checkbox"/> All staff	from: Term 1	25%

			to: Term 4	
Activity 3	Professional learning in data analysis, the tracking of student progress and identifying and acting on points of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Data leader	from: Term 1 to: Term 4	50%

Goal 3	To increase student wellbeing, engagement and connectedness to the school and their learning.			
12-month target 3.1 target	By the end of 2024, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Self-regulation and goal setting to 63 percent Sense of confidence to 54 percent Sense of connectedness to 50 percent Student voice and agency to 43 percent			
12-month target 3.2 target	By the end of 2024, increase the percentage of positive endorsement for the Parent Opinion Survey factors: Student connectedness to 86 percent Student motivation and support to 65 percent Confidence and resiliency skills to 75 percent Student agency and voice to 70 percent			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Building student capacity to construct and achieve challenging learning goals and monitor their own growth.			
Actions	1. Develop with teachers and students an agreed approach to the setting of student goals, the reflection on the goals and the setting of new goals 2. Work with students to increase their understanding on the role of goal setting, how to set relevant personal goals and how to			

	reflect on and develop the next learning goal
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide modelling of goal setting and revision through inviting teachers to observe classes • provide feedback to teachers through observing their classes • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • undertake relevant professional learning to increase their understanding of goal setting • work collaboratively in both PLT and cross curricular teams to share resources and strategies • implement the agreed goal setting approach in their classes <p>Students will:</p> <ul style="list-style-type: none"> • be able to set challenging goals, reflect on them and re-write them to reflect their learning needs and aspirations
Success indicators	<ul style="list-style-type: none"> • Student Attitudes to School factor data - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency • Parent survey data - Student connectedness, Student motivation and support, Confidence and resiliency and Student agency and voice • Artefacts - goal setting examples, updated Teaching and Learning model to incorporate goal setting strategies
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers	

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

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in effective goal setting to increase student learning confidence and agency over their own learning growth	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Development and implementation of a whole school approach to goal setting, goal revision, goal re-writing	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	Provision of support for students through the implementation of school and Department of Education targeted programs	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Literacy support	from: Term 1 to: Term 4	50%
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build all staff capacity to respond to the learning and wellbeing needs of students.			
Actions	1. Develop and implement effective individual learning plans, with teachers, families and students, to assist students in their learning 2. Implement the whole school wellbeing program, including the implementation of Compass Chronicle, to respond to individual and cohort student wellbeing issues, to address wellbeing matters before they become a concern, and to increase student resilience and confidence			

<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide families, teachers and students time and resources for the development of individual learning plans • provide time and resources for programs to assist student wellbeing and connectedness to peers and the school • provide professional learning on the implementation of strategies detailed in individual learning plans <p>Teachers will:</p> <ul style="list-style-type: none"> • understand and implement individual learning plans to assist student learning • participate actively in programs to increase student resilience • work effectively within the whole school wellbeing program <p>Students will:</p> <ul style="list-style-type: none"> • be able to proactively seek support for wellbeing matters and be able to identify supports they may need
<p>Success indicators</p>	<ul style="list-style-type: none"> • Parent Opinion Survey factors - Student connectedness, Student motivation and support, Confidence and resiliency skills and Student agency and voice • Attitudes to School Survey factors - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency • Artifacts – Samples of individual learning plans, details of wellbeing programs, details student programs to increase connectedness eg House program
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	

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

Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in effective implementation of individual learning and wellbeing plans	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Individual learning plans - increased teacher understanding through professional learning and resources, write appropriate individual learning plans involving students and families, undertake student assessments, implement effectively	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 3	Implementation of wellbeing programs aimed at supporting and assisting students with their wellbeing needs. Implementation of proactive wellbeing programs for students.	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Year level co-ordinator(s)	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 2	To maximise student learning growth.
12-month target 2.1 target	By the end of 2024, increase the percentage of students achieving at or above benchmark growth in NAPLAN for: Reading to 83 percent Writing to 88 percent Numeracy to 78 percent
Has this 12-month target been met	Not Met
12-month target 2.2 target	By the end of 2024, increase the VCE all study scores mean to 31.8.
Has this 12-month target been met	Not Met
12-month target 2.3 target	By the end of 2024, increase the percentage of VCE study scores 40 or above to 14.7 percent
Has this 12-month target been met	Not Met
12-month target 2.4 target	By the end of 2024, increase the VCE mean study score across studies of VCE English for: English to 31.8 English Language to 31.65 Literature to 29.2
Has this 12-month target been met	Not Met

12-month target 2.5 target	By the end of 2024, increase the VCE mean study score across studies of VCE Mathematics for: General Maths to 33.36 Mathematics Methods to 29.25 Specialist Mathematics to 28.4
Has this 12-month target been met	Not Met
12-month target 2.6 target	By the end of 2024, increase the percentage of positive endorsement for the School Staff Survey factors: Academic emphasis to 68 percent Collective efficacy to 72 percent Staff trust in colleagues to 74 percent Instructional leadership to 55 percent Teacher collaboration to 56 percent
Has this 12-month target been met	Not Met
12-month target 2.7 target	By the end of 2024, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Differentiated learning challenge to 52 percent Stimulating learning to 55 percent Motivation and interest to 60 percent
Has this 12-month target been met	Not Met
KIS 2.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	Embed a data informed inquiry cycle within in staff collaborative time.

Actions	<ol style="list-style-type: none"> 1. Develop and implement a professional learning plan for all teachers to support the implementation of a whole school inquiry cycle drawing on the work of the PLC team 2. Build the inquiry cycle work into the current collaborative meeting structure 3. Identify the focus for each inquiry cycle drawing on student data 4. Undertake each cycle of inquiry 5. Embed the cycle of inquiry model into the whole school teaching and learning model
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide time for the inquiry cycle • provide relevant whole school data • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • understand the cycle of inquiry process and structure • undertake the cycle(s) of inquiry relevant to their students and their student data • implement appropriate teaching practices related to student point of learning • use data extensively to make decisions regarding the learning needs of individual students <p>Students will:</p> <ul style="list-style-type: none"> • understand be able to identify their learning needs
Success indicators	<ul style="list-style-type: none"> • Student Attitudes to School factor data - Differentiated learning challenge, Stimulating learning and Motivation • Staff survey data - Academic emphasis, Collective efficacy, Staff trust in colleagues, Instructional leadership and Teacher collaboration • NAPLAN results • VCE results • Artefacts - updated Teaching and Learning model to incorporate the cycle of inquiry process
Reflection on progress	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in cycles of inquiry	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	25%
Activity 2	Undertake cycles of inquiry across the year within PLT time	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
Activity 3	Professional learning in data analysis, the tracking of student progress and identifying and acting on points of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Data leader	from: Term 1 to: Term 4	50%

Goal 3	To increase student wellbeing, engagement and connectedness to the school and their learning.
12-month target 3.1 target	By the end of 2024, increase the percentage of positive endorsement for the Attitudes to School Survey factors: Self-regulation and goal setting to 63 percent Sense of confidence to 54 percent Sense of connectedness to 50 percent Student voice and agency to 43 percent
Has this 12-month target been met	Not Met
12-month target 3.2 target	By the end of 2024, increase the percentage of positive endorsement for the Parent Opinion Survey factors: Student connectedness to 86 percent Student motivation and support to 65 percent Confidence and resiliency skills to 75 percent Student agency and voice to 70 percent
Has this 12-month target been met	Not Met
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Building student capacity to construct and achieve challenging learning goals and monitor their own growth.
Actions	1. Develop with teachers and students an agreed approach to the setting of student goals, the reflection on the goals and the setting of new goals 2. Work with students to increase their understanding on the role of goal setting, how to set relevant personal goals and how to reflect on and develop the next learning goal

Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide modelling of goal setting and revision through inviting teachers to observe classes • provide feedback to teachers through observing their classes • provide time and expertise for professional learning <p>Teachers will:</p> <ul style="list-style-type: none"> • undertake relevant professional learning to increase their understanding of goal setting • work collaboratively in both PLT and cross curricular teams to share resources and strategies • implement the agreed goal setting approach in their classes <p>Students will:</p> <ul style="list-style-type: none"> • be able to set challenging goals, reflect on them and re-write them to reflect their learning needs and aspirations
Success indicators	<ul style="list-style-type: none"> • Student Attitudes to School factor data - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency • Parent survey data - Student connectedness, Student motivation and support, Confidence and resiliency and Student agency and voice • Artefacts - goal setting examples, updated Teaching and Learning model to incorporate goal setting strategies
Reflection on progress	
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	
Barriers	

<ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in effective goal setting to increase student learning confidence and agency over their own learning growth	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Development and implementation of a whole school approach to goal setting, goal revision, goal re-writing	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	Provision of support for students through the implementation of school and Department of Education targeted programs	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Literacy support	from: Term 1 to: Term 4	50%
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Build all staff capacity to respond to the learning and wellbeing needs of students.			

Actions	<p>1. Develop and implement effective individual learning plans, with teachers, families and students, to assist students in their learning</p> <p>2. Implement the whole school wellbeing program, including the implementation of Compass Chronicle, to respond to individual and cohort student wellbeing issues, to address wellbeing matters before they become a concern, and to increase student resilience and confidence</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • provide families, teachers and students time and resources for the development of individual learning plans • provide time and resources for programs to assist student wellbeing and connectedness to peers and the school • provide professional learning on the implementation of strategies detailed in individual learning plans <p>Teachers will:</p> <ul style="list-style-type: none"> • understand and implement individual learning plans to assist student learning • participate actively in programs to increase student resilience • work effectively within the whole school wellbeing program <p>Students will:</p> <ul style="list-style-type: none"> • be able to proactively seek support for wellbeing matters and be able to identify supports they may need
Success indicators	<ul style="list-style-type: none"> • Parent Opinion Survey factors - Student connectedness, Student motivation and support, Confidence and resiliency skills and Student agency and voice • Attitudes to School Survey factors - Self-regulation and goal setting, Sense of confidence, Sense of connectedness and Student voice and agency • Artifacts – Samples of individual learning plans, details of wellbeing programs, details student programs to increase connectedness eg House program
Reflection on progress	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional learning in effective implementation of individual learning and wellbeing plans	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Individual learning plans - increased teacher understanding through professional learning and resources, write appropriate individual learning plans involving students and families, undertake student assessments, implement effectively	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 3	Implementation of wellbeing programs aimed at supporting and assisting students with their wellbeing needs.	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal	from: Term 1	50%

	Implementation of proactive wellbeing programs for students.	<input checked="" type="checkbox"/> Year level co-ordinator(s)	to: Term 4	
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Future planning	
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Monitoring and Self-assessment - 2024

SEIL Feedback