**Monitoring and assessment - 2025**

Devon Meadows Primary School (3924)



Submitted for review by Bec Wrotny (School Principal) on 23 December, 2024 at 11:31 AM  
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 11 February, 2025 at 01:15 PM  
Term 1 Monitoring submitted by Elsa Roberts (School Principal) on 03 April, 2025 at 10:21 AM

**Monitoring and assessment - 2025**

**Term 1 monitoring (optional)**

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| Goal 1 | Improve student learning growth in English and Mathematics | | | |
| 12-month target 1.1 target | To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% Numeracy from 49% (2023) to 50%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 | | | |
| 12-month target 1.2 target | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:  Understand formative assessment from 67% (2023) to 68% Understand how to analyse data from 78% (2023) to 79% Discuss problems of practice from 78% (2023) to 79% | | | |
| 12-month target 1.3 target | To maintain or increase the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   Number and algebra to be at or above 80% | | | |
| 12-month target 1.4 target | To reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:  Writing from 25% to 24% | | | |
| 12-month target 1.5 target | To increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:  Reading and viewing from 14% to 15% Writing from 14% to 15% | | | |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed the Professional Learning Communities (PLC) initiative across the school. | | | |
| Actions | • Reset and revise whole staff understanding of the Professional Learning Communities (PLC) initiative • Build teacher capacity to implement PLC inquiry cycles using the improvement cycle • Revise the process of implementing and using norms and protocols for PLC meetings • Develop the capacity of middle leadership to effectively implement and drive PLCs • Develop a whole school observational feedback model | | | |
| Delivery of the annual actions for this KIS | Completed | | | |
| Outcomes | • Consistent approach to PLCs across the school • Teachers use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles • Teachers articulate the importance of formative assessment and how/when it is used throughout PLC cycles • Leaders consciously protect privileged time for PLC collaboration • Leaders frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Leaders provide professional development for staff focussing on data and evidence • Students participate in point of need learning tasks  • Students apply learning to complete formative assessment tasks | | | |
| Success indicators | Early Indicators: • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data • Mid year self assessment data for PLC teams to increase using the PLC Maturity Matrix • Meeting schedule reflecting a consistent approach to prioritising PLC time   Late Indicators: • PLC meeting documentation consistent across the school • Norm protocols and use evident through consistent documentation and minutes reflecting their practical use • Staff Survey positive increase in responses for factors: Discuss problems of practice; Understanding formative assessment; Understand how to analyse data  • End of year self assessment data for PLC teams to increase using the PLC Maturity Matrix • AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning | | | |
| Commentary on progress   * Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? * What is the evidence? | Reset and Revise Whole Staff Understanding of the PLC Initiative • The PLC Coordinator facilitated a PLC Leaders Planning Day at the end of 2024, providing: - New PLC Guiding Questions - Explanation of PLC Improvement Cycles - Example minutes from another school to support implementation • PLCs across the school spent Term 1 experimenting with answering the guiding questions, using Year 5/6 samples as a reference. • The PLC Maturity Matrix will be introduced in Semester 2 to track progress and identify areas for growth.  Build Teacher Capacity to Implement PLC Inquiry Cycles Using the Improvement Cycle • Each team implemented a Maths Inquiry Unit and worked through the full PLC Improvement Cycle. • Teams documented each stage of the cycle to ensure alignment and consistency. • PLC Leaders shared Inquiry Units at fortnightly meetings, enabling reflection and refinement of PLC processes. • PLC Leaders are now sharing agendas and minutes weekly to maintain consistency across teams.  Revise the Process of Implementing and Using Norms and Protocols for PLC Meetings • A new norm protocol was developed by the PLC Coordinator and rolled out across the school. • The Maths Team established clear meeting norms, emphasizing: - A school-improvement, student-focused mindset - Prioritizing maths student achievement data • PLCs adopted a consistent agenda template, ensuring discussions focus on teaching practice and student learning impact.  Develop the Capacity of Middle Leadership to Effectively Implement and Drive PLCs • The SIT Team met fortnightly, with PLC Leaders meeting on alternate weeks, ensuring alignment in PLC Inquiry Cycles. • PLC Leaders will share one of their PLC cycles with the broader PLC Leaders Group in Term 2 to strengthen leadership capacity.  Develop a Whole-School Observational Feedback Model • A whole-school observation model will be introduced in Term 2 to support ongoing professional learning and instructional improvement.  Additional Focus: English Team Reading Data Analysis • PAT reading data analysis identified two key areas for improvement: - Interpreting explicit information (locating and understanding directly stated details). - Making inferences (drawing conclusions and interpreting implied meanings). • These findings emphasize the need for targeted instructional strategies to improve student comprehension. | | | |
| Enablers   * What enablers are supporting the delivery of this KIS? | 🗹 School review has refocussed directions for the school  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * What barriers are impeding the delivery of this KIS? | 🗹 Time constraints i.e., not enough time allocated  🗹 Budget constraints | | | |
| OPTIONAL: Upload evidence | 1. [English Priority Strategy Plan 2025.pdf](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/1/56903/English%20Priority%20Strategy%20Plan%202025.pdf) (0.25 MB) | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Appoint a PLC Coordinator to lead the work around PLC reset and review. Schedule release from classroom to attend SIT and PLC Leaders meetings to drive the work. | 🗹 Principal | from: Term 1  to: Term 1 | 100% |
| Activity 2 | Schedule time for fortnightly meetings strategically planned through SIT to ensure upskilling of PLC Leaders and consistent implementation across the school. | 🗹 Leadership team  🗹 School improvement team  🗹 Principal | from: Term 1  to: Term 4 | 25% |
| Activity 3 | Schedule a 2025 PLC Leaders day and a SIT team planning day to reflect on past processes and plan for the year ahead. | 🗹 Principal  🗹 Leadership team | from: Term 1  to: Term 1 | 100% |
| Activity 4 | Refine the norms processes and protocols within the school including an update on the documentation school wide. | 🗹 PLC leaders  🗹 Leadership team  🗹 PLT leaders | from: Term 1  to: Term 4 | 100% |
| Activity 5 | Introduce peer observations processes to support PLC Leaders. | 🗹 School improvement team | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Organise Learning Walks to observe practices in chosen area of PLC focus. | 🗹 School improvement team  🗹 Leadership team | from: Term 3  to: Term 4 | -1% |
| Activity 7 | Organise Meeting structure to reflect the work from AIP to SIT to PLC Leaders. | 🗹 Leadership team  🗹 School improvement team  🗹 PLC leaders | from: Term 1  to: Term 4 | 25% |
| Activity 8 | School Improvement Team using a cycle of improvement schedule regularly review progress in the schools targeted PLC work. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Increasing time release for leaders to enable implementation of the AIP. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 10 | Appoint a Wellbeing and Engagement Leader to support students who at at risk emotionally, socially and academically. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 11 | Engage with an EIL to complete an audit our English program. | 🗹 School improvement team | from: Term 2  to: Term 4 | -1% |
| Activity 12 | Implement the VTLM 2.0 resources once released by DE. | 🗹 School improvement team | from: Term 3  to: Term 4 | -1% |

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| Goal 2 | Improve student engagement and wellbeing. | | | |
| 12-month target 2.1 target | To decrease the percentage of Year F to 6 students with 20 or more days absence from 43% (2023) to 41%. | | | |
| 12-month target 2.2 target | The percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:  High expectations of success from 78% (2023) to 80% | | | |
| 12-month target 2.3 target | To increase the percentage of staff responding positively to the School Staff Survey (SSS) in the following ‘School climate’ factor survey items:  Academic emphasis from 69% (2023) to 71% Trust in students and parents from 69% (2023) to 71% Students in this school seek extra work so they can improve their results’ from 35% (2023) to 40% | | | |
| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. | | | |
| Actions | • Students with emerging or acute wellbeing needs are identified and referred appropriately • Students with high rates of absence participate in a developing a range of supports and adjustments • Review and update where required, the school’s attendance policy and processes to ensure alignment with the DE’s guidelines for attendance | | | |
| Delivery of the annual actions for this KIS | Completed | | | |
| Outcomes | •Teachers regularly engage with attendance data and the MTSS tracking sheet •At-risk students will be identified and receive targeted support in a timely manner •Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use •Parents and students understand the importance of consistent attendance •Families of at-risk students will receive regular communication and support from the school | | | |
| Success indicators | Early indicators • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Attendance data • Documentation of referrals/communication processes • Student/staff/parent/carer/kin focus groups and interviews  Late indicators • AToSS results to positively increase in factors: Attitudes to attendance; Motivation and interests • Attendance data to positively increase across the school,  • Reduce the number of students with 20+ days | | | |
| Commentary on progress   * Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? * What is the evidence? | • Teachers have reviewed absence data and the MTSS tracking sheet fortnightly. • Students with a fortnightly attendance rate below 70% have been identified and teachers have implemented tier 1 strategies for these students. • School attendance team (Principal, Assistant Principal, Business Manager, MHWL, E&WL) have met with Senior Wellbeing and Engagement and Health and Wellbeing Officers from the department to review attendance procedures.  • Attendance improvement plans have been implemented for identified students requiring tier 2 intervention. • Assistant Principal and Engagement and Wellbeing Priority Team Leader meet regularly to review, analyse and monitor attendance data. • Mental Health and Wellbeing Leader involved in Student Support Group meetings. • Mental Health and Wellbeing Leader and Engagement and Wellbeing Priority Team Leader have led the implementation of the Mental Health Screener Tool through professional development, enabling staff to identify and address emerging wellbeing needs. • The team has also facilitated a whole-school approach to inclusion and anti-racism, ensuring consistent actions are taken to promote diversity and equity, including Harmony Day and Yarning Circle. • School Improvement Team (SIT) have commenced developing an action plan for dealing with Racism within the school.  • Mental Health and Wellbeing Leader has implemented and oversees the running of 'Green Zone', a designated space where students can receive support with their social and emotional learning needs. | | | |
| Enablers   * What enablers are supporting the delivery of this KIS? | 🗹 Sufficient time allocated  🗹 Key improvement strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well) | | | |
| Barriers   * What barriers are impeding the delivery of this KIS? | 🗹 Time constraints i.e., not enough time allocated | | | |
| OPTIONAL: Upload evidence | 1. [Absence Data Year to Date 2025.xlsx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/1/56085/Absence%20Data%20Year%20to%20Date%202025.xlsx) (0.09 MB) 2. [Absence Data- Staff 2025 Term 1 (1).xlsx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/1/56085/Absence%20Data-%20Staff%202025%20Term%201%20(1).xlsx) (0.08 MB) 3. [Kaylee Taranto Attendance Improvement Plan (1).docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/1/56085/Kaylee%20Taranto%20Attendance%20Improvement%20Plan%20(1).docx) (0.12 MB) | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Identify students with chronic absence rates and develop individual re-engagement plans | 🗹 Assistant principal  🗹 Wellbeing team | from: Term 1  to: Term 4 | 25% |
| Activity 2 | Leadership team and staff to conduct interviews with students and families to investigate reasons for absence | 🗹 Leadership team  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Develop an action plan and flow chart that outlines our attendance processes for staff and parents. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Clearly defined processes for the MTSS for attendance e.g. what rates of attendance for each tier. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 5 | Engage in a partnership with Area staff to audit school processes and lead the work around attendance | 🗹 Principal  🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 50% |
| Activity 6 | Employ a staff member as the leader of Disability and Inclusion | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 7 | Prioritise Attendance as a role and responsibility area for the AP to oversee with the Wellbeing and Engagement Leader | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 100% |
| Activity 8 | Extend our tutor program beyond what we are funded for to cater for student learning needs and improve engagement in school | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 9 | Employ additional ES to support student needs in the Foundation area due to complex needs and trend in high absence data. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |

**Monitoring and assessment - 2025**

**Mid-year monitoring**

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| Goal 1 | Improve student learning growth in English and Mathematics | | | |
| 12-month target 1.1 target | To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% Numeracy from 49% (2023) to 50%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 | | | |
| 12-month target 1.2 target | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:  Understand formative assessment from 67% (2023) to 68% Understand how to analyse data from 78% (2023) to 79% Discuss problems of practice from 78% (2023) to 79% | | | |
| 12-month target 1.3 target | To maintain or increase the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   Number and algebra to be at or above 80% | | | |
| 12-month target 1.4 target | To reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:  Writing from 25% to 24% | | | |
| 12-month target 1.5 target | To increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:  Reading and viewing from 14% to 15% Writing from 14% to 15% | | | |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed the Professional Learning Communities (PLC) initiative across the school. | | | |
| Actions | • Reset and revise whole staff understanding of the Professional Learning Communities (PLC) initiative • Build teacher capacity to implement PLC inquiry cycles using the improvement cycle • Revise the process of implementing and using norms and protocols for PLC meetings • Develop the capacity of middle leadership to effectively implement and drive PLCs • Develop a whole school observational feedback model | | | |
| Delivery of the annual actions for this KIS | Partially Completed | | | |
| Outcomes | • Consistent approach to PLCs across the school • Teachers use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles • Teachers articulate the importance of formative assessment and how/when it is used throughout PLC cycles • Leaders consciously protect privileged time for PLC collaboration • Leaders frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Leaders provide professional development for staff focussing on data and evidence • Students participate in point of need learning tasks  • Students apply learning to complete formative assessment tasks | | | |
| Success indicators | Early Indicators: • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data • Mid year self assessment data for PLC teams to increase using the PLC Maturity Matrix • Meeting schedule reflecting a consistent approach to prioritising PLC time   Late Indicators: • PLC meeting documentation consistent across the school • Norm protocols and use evident through consistent documentation and minutes reflecting their practical use • Staff Survey positive increase in responses for factors: Discuss problems of practice; Understanding formative assessment; Understand how to analyse data  • End of year self assessment data for PLC teams to increase using the PLC Maturity Matrix • AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning | | | |
| Commentary on progress   * Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? * What is the evidence? | Embed the Professional Learning Communities (PLC) initiative across the school. - Term 1 was spent with PLCs completing their own improvement cycles for units of work, using the PLC guiding questions and documentation provided.  - The PLC Coordinator ran Improvement Cycles in his 5/6 PLC and shared these with the PLC Leaders as the term progressed to provide regular insight into what cycles look that and the main points discussed in these meetings. - Teams self assessed their PLC Growth this year by completing the PLC Maturity Matrix.  - The PLC Coordinator will analyse the Maturity Matrix to come up with collective areas of strength and goals for Semester Two.  - PLC Leaders will receive feedback based on their self assessment with areas to celebrate and areas to focus on for Semester Two.  - PLC Leaders have began sharing one of their own improvement cycles with our PLC Leaders with the Prep team sharing first and showing an outstanding understanding of PLC Improvement cycles and how to use them to improve learning outcomes for our students. - These shared improvement cycles show that our PLC Leaders understand the concept of PLCs and are driving their teams analysis of data, planning, and teaching and learning implementation following my post unit analysis to capture key learnings. This will become the driver of our teaching and learning improvement in the coming years.  - PLC Leaders share their minutes amongst each other each week to help with consistently and to share ideas for check ins and key findings identified through the improvement cycles.  - The Acting English Priority Team leader has investigated Reading fluency programs to assist in our assessment of student reading ability and areas for improvement.   The Maths Team aligned with the school's PLC processes through the following actions: - The Maths 2.0 Curriculum, Assessment and Reporting has been implemented. The Maths team used a collaborative approach to identify the most authentic and practical process for assessment and reporting on student learning. A meeting with staff ensured a united approach to awarding progression points to students, based on a structured weighting scale, encompassing all Maths strands. - We revised the process of implementing and using norms and protocols for PLC Meetings. Clear meeting norms were set emphasizing: a school-improvement, student-focused mindset. - Maths student achievement data is a priority with a clear focus on students working above level.  - Extension programs have been implemented in Years 1-6, with each year level allocating a Point Of Need Day each week, ensuring students work in ability groups throughout each cohort.  - PLCs adopted a consistent agenda template, ensuring discussions around Mathematics focused on teaching practice and student learning. - Learning Walks and Observations are in the beginning phase. We will complete the first cycle by the end of Term Two.   Next steps: - The PLC Coordinator will analyse team Maturity Matrixes and determine goals for each PLC for Semester 2, providing a summary of which guiding questions their goals relate to, allowing leaders and team members to focus on developing these areas during Semester Two.  - Each term we will rotate around PLC Leaders, each sharing Improvement Cycle findings from one of our own cycles.  - PLC Leaders will continue to share our minutes weekly to continue the growth we have achieved with our consistency of approach. - Key learnings from Improvement Cycles to be shared among staff through Priority Teams as they arise.  - Guiding questions to be evaluated by PLC Leadership Team toward the end of Semester Two to prepare for 2026. - Peer observations to be established with PLC Leaders following on from the work completed with Bronwyn RJ. - Learning Walks processes to become embedded practice. - SIT team to continue to work on using Improvement Cycles to track their AIP priority areas.  Target progress: To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% - 2025 data indicates a growth to 72% Numeracy from 49% (2023) to 50% - 2025 data indicates a growth to 65%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024. - 2025 Reading NAS reduced from 9.9% to 9.65 of students - 2025 Numeracy NAS reduced from 7.1% to 4.8% of students  AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning - Differentiated learning challenge increased from 88% to 89% - Stimulated learning decreased from 80% to 77% | | | |
| Enablers   * What enablers are supporting the delivery of this KIS? | 🗹 Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key improvement strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * What barriers are impeding the delivery of this KIS? | 🗹 Time constraints i.e., not enough time allocated | | | |
| OPTIONAL: Upload evidence | 1. [2025 NORM Protocol.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/2025%20NORM%20Protocol.docx) (2.94 MB) 2. [DMPS PLC Guiding Questions.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/DMPS%20PLC%20Guiding%20Questions.docx) (0.03 MB) 3. [Maths Best Practice Elements Term 2 2025.xlsx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/Maths%20Best%20Practice%20Elements%20Term%202%202025.xlsx) (0.01 MB) 4. [Meeting Schedule Term 2 2025.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/Meeting%20Schedule%20Term%202%202025.docx) (0.58 MB) 5. [PLC Coordinator - Improvement Cycle - PLC process at DMPS.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/PLC%20Coordinator%20-%20Improvement%20Cycle%20-%20PLC%20process%20at%20DMPS.docx) (0.02 MB) 6. [PLC Coordinator Mid Year Monitoring reflection 2025.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/PLC%20Coordinator%20Mid%20Year%20Monitoring%20reflection%202025.docx) (1.45 MB) 7. [PLC Maturity Matrix - Team self assessments and Semester 2 Goals.pptx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/PLC%20Maturity%20Matrix%20-%20Team%20self%20assessments%20and%20Semester%202%20Goals.pptx) (1.60 MB) 8. [Term 2 2025 2.xlsx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/Term%202%202025%20%202.xlsx) (0.03 MB) 9. [Week 3 05.05.25 PLC LEADERS Meeting Agenda and Minutes .docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/Week%203%2005.05.25%20PLC%20LEADERS%20Meeting%20Agenda%20and%20Minutes%20.docx) (1.26 MB) 10. [Year 5\_6 PLC Improvement Cycle - Decimals - Completed.pptx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56903/Year%205_6%20PLC%20Improvement%20Cycle%20-%20Decimals%20-%20Completed.pptx) (1.17 MB) | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Appoint a PLC Coordinator to lead the work around PLC reset and review. Schedule release from classroom to attend SIT and PLC Leaders meetings to drive the work. | 🗹 Principal | from: Term 1  to: Term 1 | 100% |
| Activity 2 | Schedule time for fortnightly meetings strategically planned through SIT to ensure upskilling of PLC Leaders and consistent implementation across the school. | 🗹 Leadership team  🗹 School improvement team  🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 3 | Schedule a 2025 PLC Leaders day and a SIT team planning day to reflect on past processes and plan for the year ahead. | 🗹 Principal  🗹 Leadership team | from: Term 1  to: Term 1 | 100% |
| Activity 4 | Refine the norms processes and protocols within the school including an update on the documentation school wide. | 🗹 PLC leaders  🗹 Leadership team  🗹 PLT leaders | from: Term 1  to: Term 4 | 100% |
| Activity 5 | Introduce peer observations processes to support PLC Leaders. | 🗹 School improvement team | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Organise Learning Walks to observe practices in chosen area of PLC focus. | 🗹 School improvement team  🗹 Leadership team | from: Term 3  to: Term 4 | 25% |
| Activity 7 | Organise Meeting structure to reflect the work from AIP to SIT to PLC Leaders. | 🗹 Leadership team  🗹 School improvement team  🗹 PLC leaders | from: Term 1  to: Term 4 | 75% |
| Activity 8 | School Improvement Team using a cycle of improvement schedule regularly review progress in the schools targeted PLC work. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | 50% |
| Activity 9 | Increasing time release for leaders to enable implementation of the AIP. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 10 | Appoint a Wellbeing and Engagement Leader to support students who at at risk emotionally, socially and academically. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 11 | Engage with an EIL to complete an audit our English program. | 🗹 School improvement team | from: Term 2  to: Term 4 | -1% |
| Activity 12 | Implement the VTLM 2.0 resources once released by DE. | 🗹 School improvement team | from: Term 3  to: Term 4 | -1% |

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| 12-month target 2.2 target | The percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:  High expectations of success from 78% (2023) to 80% | | | |
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| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. | | | |
| Actions | • Students with emerging or acute wellbeing needs are identified and referred appropriately • Students with high rates of absence participate in a developing a range of supports and adjustments • Review and update where required, the school’s attendance policy and processes to ensure alignment with the DE’s guidelines for attendance | | | |
| Delivery of the annual actions for this KIS | Completed | | | |
| Outcomes | •Teachers regularly engage with attendance data and the MTSS tracking sheet •At-risk students will be identified and receive targeted support in a timely manner •Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use •Parents and students understand the importance of consistent attendance •Families of at-risk students will receive regular communication and support from the school | | | |
| Success indicators | Early indicators • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Attendance data • Documentation of referrals/communication processes • Student/staff/parent/carer/kin focus groups and interviews  Late indicators • AToSS results to positively increase in factors: Attitudes to attendance; Motivation and interests • Attendance data to positively increase across the school,  • Reduce the number of students with 20+ days | | | |
| Commentary on progress   * Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? * What is the evidence? | Reflection: • Teachers continue to review absence data and the MTSS tracking sheet on a fortnightly basis. • Teachers sent home ‘Every Day Counts Parent Attendance’ letters to Tier 2 identified students.  • Students with a fortnightly attendance rate below 70% have been identified, and Tier 1 strategies have been implemented to support these students. • The School Attendance Team (Principal, Assistant Principal, Business Manager, MHWL, and Engagement & Wellbeing Leader) have met twice with Senior Wellbeing and Engagement and Health and Wellbeing Officers from the Department to review and strengthen attendance procedures. • Attendance Escalation Plan has been developed and ratified in SIT, ready to be implemented beginning Week 10, Term 2.  • Attendance Action Plan has been developed and is being implemented. • Attendance Improvement Plans remain in place for identified students requiring Tier 2 intervention. • The Assistant Principal and Engagement & Wellbeing Priority Team Leader continue to meet regularly to analyse, monitor, and respond to attendance data trends. • The Mental Health and Wellbeing Leader has remained actively involved in Student Support Group meetings. • The Mental Health and Wellbeing Leader and Engagement & Wellbeing Priority Team Leader have led the implementation of the Mental Health Screener Tool (SDQ) through targeted professional development, supporting staff to identify and address emerging wellbeing needs. • The team has continued to embed a whole-school approach to inclusion and anti-racism, including coordinated events such as Harmony Day and Yarning Circle, promoting diversity, equity, and belonging. • Preparing to implement the Click Against Hate 8 week program in Term 3 amongst the 5/6 cohort. • A Reconciliation Action Plan (RAP) Working Group has been created and will be meeting next week for the first time.  • The School Improvement Team (SIT) has commenced development of an action plan for addressing racism within the school community. • The Mental Health and Wellbeing Leader has established and continues to oversee 'Green Zone', a dedicated space supporting students with social and emotional learning needs. • The Mental Health and Wellbeing Leader continues to implement the Seasons for Growth program to support students who have experienced grief, loss or change. • The school is confirming whether it is currently covered under the School Attendance Support Program (SASP). • The Department has provided staged response letter templates from PAL to ensure consistency and clarity in attendance-related communications. • Staff have been guided to use percentages when referring to attendance in internal communications, and days when communicating with parents, to improve understanding and impact. • The Leadership Team have reviewed Compass logging processes to ensure alignment with the school’s Attendance Plan, including more consistent use of Chronicles. • A Compass professional development session has been undertaken for the Business Manager and Office Staff to support accurate and consistent data entry. • The Leadership Team is exploring how attendance data can be better reflected in semester reports to raise awareness and encourage improvement. • The Office Staff and ES have sent transfer student details to the Department to confirm enrolment and attendance status. • The Business Manager and Leadership Team are cross-checking transfer student data across Compass and CASES to ensure alignment. • A review of late arrival and early departure procedures is scheduled for the next meeting with the Attendance Project Team to strengthen tracking and intervention measures.  Next Steps: • Finalise Attendance Action Plan for activities such as setting up Student Forums, Student Voice, etc. • Implement and Monitor the Attendance Escalation Process • Continue Attendance Improvement Project with DE Experts • Continue to analyse attendance data fortnightly, and Teachers will send home termly 'Every Day Counts' Parent Attendance Letters to identified students. • Analyse ATOSS data • Mental Health Leader will then work with SSS to develop social and emotional supports for vulnerable cohorts. • Investigate Psych in Schools | | | |
| Enablers   * What enablers are supporting the delivery of this KIS? | 🗹 Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key improvement strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * What barriers are impeding the delivery of this KIS? | 🗹 Workforce capability i.e., in use of data and evidence | | | |
| OPTIONAL: Upload evidence | 1. [Absence Data - Staff 2025 Term 2.xlsx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56085/Absence%20Data%20-%20Staff%202025%20Term%202.xlsx) (0.10 MB) 2. [Absence Data Year to Date 2025.xlsx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56085/Absence%20Data%20Year%20to%20Date%202025.xlsx) (0.18 MB) 3. [Attendance Escalation Process.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56085/Attendance%20Escalation%20Process.docx) (0.03 MB) 4. [Attendance Project Meeting 32 20th May.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56085/Attendance%20Project%20Meeting%2032%2020th%20May.docx) (0.04 MB) 5. [DMPS Attendance Action Plan Draft.xlsx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56085/DMPS%20Attendance%20Action%20Plan%20Draft.xlsx) (0.11 MB) 6. [Kaylee Taranto Attendance Improvement Plan.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56085/Kaylee%20Taranto%20Attendance%20Improvement%20Plan.docx) (0.12 MB) 7. [Term 2 2025 2.xlsx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56085/Term%202%202025%20%202.xlsx) (0.03 MB) 8. [\_Attendance Letter - K.P.docx](https://apps.edustar.vic.edu.au/SPOT/handlers/schoolfiles/schools/3924/monitoring/16023/terms/2/56085/_Attendance%20Letter%20-%20K.P.docx) (0.22 MB) | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Identify students with chronic absence rates and develop individual re-engagement plans | 🗹 Assistant principal  🗹 Wellbeing team | from: Term 1  to: Term 4 | 50% |
| Activity 2 | Leadership team and staff to conduct interviews with students and families to investigate reasons for absence | 🗹 Leadership team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 3 | Develop an action plan and flow chart that outlines our attendance processes for staff and parents. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | 75% |
| Activity 4 | Clearly defined processes for the MTSS for attendance e.g. what rates of attendance for each tier. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | 75% |
| Activity 5 | Engage in a partnership with Area staff to audit school processes and lead the work around attendance | 🗹 Principal  🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 100% |
| Activity 6 | Employ a staff member as the leader of Disability and Inclusion | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 7 | Prioritise Attendance as a role and responsibility area for the AP to oversee with the Wellbeing and Engagement Leader | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 100% |
| Activity 8 | Extend our tutor program beyond what we are funded for to cater for student learning needs and improve engagement in school | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 9 | Employ additional ES to support student needs in the Foundation area due to complex needs and trend in high absence data. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |

**Monitoring and assessment - 2025**

**Term 3 monitoring (optional)**

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| Goal 1 | Improve student learning growth in English and Mathematics | | | |
| 12-month target 1.1 target | To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% Numeracy from 49% (2023) to 50%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 | | | |
| 12-month target 1.2 target | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:  Understand formative assessment from 67% (2023) to 68% Understand how to analyse data from 78% (2023) to 79% Discuss problems of practice from 78% (2023) to 79% | | | |
| 12-month target 1.3 target | To maintain or increase the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   Number and algebra to be at or above 80% | | | |
| 12-month target 1.4 target | To reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:  Writing from 25% to 24% | | | |
| 12-month target 1.5 target | To increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:  Reading and viewing from 14% to 15% Writing from 14% to 15% | | | |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed the Professional Learning Communities (PLC) initiative across the school. | | | |
| Actions | • Reset and revise whole staff understanding of the Professional Learning Communities (PLC) initiative • Build teacher capacity to implement PLC inquiry cycles using the improvement cycle • Revise the process of implementing and using norms and protocols for PLC meetings • Develop the capacity of middle leadership to effectively implement and drive PLCs • Develop a whole school observational feedback model | | | |
| Delivery of the annual actions for this KIS | Completed | | | |
| Outcomes | • Consistent approach to PLCs across the school • Teachers use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles • Teachers articulate the importance of formative assessment and how/when it is used throughout PLC cycles • Leaders consciously protect privileged time for PLC collaboration • Leaders frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Leaders provide professional development for staff focussing on data and evidence • Students participate in point of need learning tasks  • Students apply learning to complete formative assessment tasks | | | |
| Success indicators | Early Indicators: • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data • Mid year self assessment data for PLC teams to increase using the PLC Maturity Matrix • Meeting schedule reflecting a consistent approach to prioritising PLC time   Late Indicators: • PLC meeting documentation consistent across the school • Norm protocols and use evident through consistent documentation and minutes reflecting their practical use • Staff Survey positive increase in responses for factors: Discuss problems of practice; Understanding formative assessment; Understand how to analyse data  • End of year self assessment data for PLC teams to increase using the PLC Maturity Matrix • AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning | | | |
| Commentary on progress   * Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? * What is the evidence? |  | | | |
| Enablers   * What enablers are supporting the delivery of this KIS? |  | | | |
| Barriers   * What barriers are impeding the delivery of this KIS? |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Appoint a PLC Coordinator to lead the work around PLC reset and review. Schedule release from classroom to attend SIT and PLC Leaders meetings to drive the work. | 🗹 Principal | from: Term 1  to: Term 1 | 100% |
| Activity 2 | Schedule time for fortnightly meetings strategically planned through SIT to ensure upskilling of PLC Leaders and consistent implementation across the school. | 🗹 Leadership team  🗹 School improvement team  🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 3 | Schedule a 2025 PLC Leaders day and a SIT team planning day to reflect on past processes and plan for the year ahead. | 🗹 Principal  🗹 Leadership team | from: Term 1  to: Term 1 | 100% |
| Activity 4 | Refine the norms processes and protocols within the school including an update on the documentation school wide. | 🗹 PLC leaders  🗹 Leadership team  🗹 PLT leaders | from: Term 1  to: Term 4 | 100% |
| Activity 5 | Introduce peer observations processes to support PLC Leaders. | 🗹 School improvement team | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Organise Learning Walks to observe practices in chosen area of PLC focus. | 🗹 School improvement team  🗹 Leadership team | from: Term 3  to: Term 4 | 25% |
| Activity 7 | Organise Meeting structure to reflect the work from AIP to SIT to PLC Leaders. | 🗹 Leadership team  🗹 School improvement team  🗹 PLC leaders | from: Term 1  to: Term 4 | 75% |
| Activity 8 | School Improvement Team using a cycle of improvement schedule regularly review progress in the schools targeted PLC work. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | 50% |
| Activity 9 | Increasing time release for leaders to enable implementation of the AIP. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 10 | Appoint a Wellbeing and Engagement Leader to support students who at at risk emotionally, socially and academically. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 11 | Engage with an EIL to complete an audit our English program. | 🗹 School improvement team | from: Term 2  to: Term 4 | -1% |
| Activity 12 | Implement the VTLM 2.0 resources once released by DE. | 🗹 School improvement team | from: Term 3  to: Term 4 | -1% |

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| Goal 2 | Improve student engagement and wellbeing. | | | |
| 12-month target 2.1 target | To decrease the percentage of Year F to 6 students with 20 or more days absence from 43% (2023) to 41%. | | | |
| 12-month target 2.2 target | The percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:  High expectations of success from 78% (2023) to 80% | | | |
| 12-month target 2.3 target | To increase the percentage of staff responding positively to the School Staff Survey (SSS) in the following ‘School climate’ factor survey items:  Academic emphasis from 69% (2023) to 71% Trust in students and parents from 69% (2023) to 71% Students in this school seek extra work so they can improve their results’ from 35% (2023) to 40% | | | |
| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. | | | |
| Actions | • Students with emerging or acute wellbeing needs are identified and referred appropriately • Students with high rates of absence participate in a developing a range of supports and adjustments • Review and update where required, the school’s attendance policy and processes to ensure alignment with the DE’s guidelines for attendance | | | |
| Delivery of the annual actions for this KIS | Completed | | | |
| Outcomes | •Teachers regularly engage with attendance data and the MTSS tracking sheet •At-risk students will be identified and receive targeted support in a timely manner •Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use •Parents and students understand the importance of consistent attendance •Families of at-risk students will receive regular communication and support from the school | | | |
| Success indicators | Early indicators • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Attendance data • Documentation of referrals/communication processes • Student/staff/parent/carer/kin focus groups and interviews  Late indicators • AToSS results to positively increase in factors: Attitudes to attendance; Motivation and interests • Attendance data to positively increase across the school,  • Reduce the number of students with 20+ days | | | |
| Commentary on progress   * Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? * What is the evidence? |  | | | |
| Enablers   * What enablers are supporting the delivery of this KIS? |  | | | |
| Barriers   * What barriers are impeding the delivery of this KIS? |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Identify students with chronic absence rates and develop individual re-engagement plans | 🗹 Assistant principal  🗹 Wellbeing team | from: Term 1  to: Term 4 | 50% |
| Activity 2 | Leadership team and staff to conduct interviews with students and families to investigate reasons for absence | 🗹 Leadership team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 3 | Develop an action plan and flow chart that outlines our attendance processes for staff and parents. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | 75% |
| Activity 4 | Clearly defined processes for the MTSS for attendance e.g. what rates of attendance for each tier. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | 75% |
| Activity 5 | Engage in a partnership with Area staff to audit school processes and lead the work around attendance | 🗹 Principal  🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 100% |
| Activity 6 | Employ a staff member as the leader of Disability and Inclusion | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 7 | Prioritise Attendance as a role and responsibility area for the AP to oversee with the Wellbeing and Engagement Leader | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 100% |
| Activity 8 | Extend our tutor program beyond what we are funded for to cater for student learning needs and improve engagement in school | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 9 | Employ additional ES to support student needs in the Foundation area due to complex needs and trend in high absence data. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |

**Monitoring and assessment - 2025**

**End-of-year monitoring**

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| Goal 1 | Improve student learning growth in English and Mathematics | | | |
| 12-month target 1.1 target | To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% Numeracy from 49% (2023) to 50%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 1.2 target | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:  Understand formative assessment from 67% (2023) to 68% Understand how to analyse data from 78% (2023) to 79% Discuss problems of practice from 78% (2023) to 79% | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 1.3 target | To maintain or increase the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   Number and algebra to be at or above 80% | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 1.4 target | To reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:  Writing from 25% to 24% | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 1.5 target | To increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:  Reading and viewing from 14% to 15% Writing from 14% to 15% | | | |
| Has this 12-month target been met | Not Met | | | |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed the Professional Learning Communities (PLC) initiative across the school. | | | |
| Actions | • Reset and revise whole staff understanding of the Professional Learning Communities (PLC) initiative • Build teacher capacity to implement PLC inquiry cycles using the improvement cycle • Revise the process of implementing and using norms and protocols for PLC meetings • Develop the capacity of middle leadership to effectively implement and drive PLCs • Develop a whole school observational feedback model | | | |
| Delivery of the annual actions for this KIS | Completed | | | |
| Outcomes | • Consistent approach to PLCs across the school • Teachers use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles • Teachers articulate the importance of formative assessment and how/when it is used throughout PLC cycles • Leaders consciously protect privileged time for PLC collaboration • Leaders frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Leaders provide professional development for staff focussing on data and evidence • Students participate in point of need learning tasks  • Students apply learning to complete formative assessment tasks | | | |
| Success indicators | Early Indicators: • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data • Mid year self assessment data for PLC teams to increase using the PLC Maturity Matrix • Meeting schedule reflecting a consistent approach to prioritising PLC time   Late Indicators: • PLC meeting documentation consistent across the school • Norm protocols and use evident through consistent documentation and minutes reflecting their practical use • Staff Survey positive increase in responses for factors: Discuss problems of practice; Understanding formative assessment; Understand how to analyse data  • End of year self assessment data for PLC teams to increase using the PLC Maturity Matrix • AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning | | | |
| Reflection on progress |  | | | |
| Enablers   * What enablers are supporting/supported the delivery of this KIS? |  | | | |
| Barriers   * What barriers are impeding/impeded the delivery of this KIS? |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Appoint a PLC Coordinator to lead the work around PLC reset and review. Schedule release from classroom to attend SIT and PLC Leaders meetings to drive the work. | 🗹 Principal | from: Term 1  to: Term 1 | 100% |
| Activity 2 | Schedule time for fortnightly meetings strategically planned through SIT to ensure upskilling of PLC Leaders and consistent implementation across the school. | 🗹 Leadership team  🗹 School improvement team  🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 3 | Schedule a 2025 PLC Leaders day and a SIT team planning day to reflect on past processes and plan for the year ahead. | 🗹 Principal  🗹 Leadership team | from: Term 1  to: Term 1 | 100% |
| Activity 4 | Refine the norms processes and protocols within the school including an update on the documentation school wide. | 🗹 PLC leaders  🗹 Leadership team  🗹 PLT leaders | from: Term 1  to: Term 4 | 100% |
| Activity 5 | Introduce peer observations processes to support PLC Leaders. | 🗹 School improvement team | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Organise Learning Walks to observe practices in chosen area of PLC focus. | 🗹 School improvement team  🗹 Leadership team | from: Term 3  to: Term 4 | 25% |
| Activity 7 | Organise Meeting structure to reflect the work from AIP to SIT to PLC Leaders. | 🗹 Leadership team  🗹 School improvement team  🗹 PLC leaders | from: Term 1  to: Term 4 | 75% |
| Activity 8 | School Improvement Team using a cycle of improvement schedule regularly review progress in the schools targeted PLC work. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | 50% |
| Activity 9 | Increasing time release for leaders to enable implementation of the AIP. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
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| Goal 2 | Improve student engagement and wellbeing. | | | |
| 12-month target 2.1 target | To decrease the percentage of Year F to 6 students with 20 or more days absence from 43% (2023) to 41%. | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 2.2 target | The percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:  High expectations of success from 78% (2023) to 80% | | | |
| Has this 12-month target been met | Not Met | | | |
| 12-month target 2.3 target | To increase the percentage of staff responding positively to the School Staff Survey (SSS) in the following ‘School climate’ factor survey items:  Academic emphasis from 69% (2023) to 71% Trust in students and parents from 69% (2023) to 71% Students in this school seek extra work so they can improve their results’ from 35% (2023) to 40% | | | |
| Has this 12-month target been met | Not Met | | | |
| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. | | | |
| Actions | • Students with emerging or acute wellbeing needs are identified and referred appropriately • Students with high rates of absence participate in a developing a range of supports and adjustments • Review and update where required, the school’s attendance policy and processes to ensure alignment with the DE’s guidelines for attendance | | | |
| Delivery of the annual actions for this KIS | Completed | | | |
| Outcomes | •Teachers regularly engage with attendance data and the MTSS tracking sheet •At-risk students will be identified and receive targeted support in a timely manner •Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use •Parents and students understand the importance of consistent attendance •Families of at-risk students will receive regular communication and support from the school | | | |
| Success indicators | Early indicators • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Attendance data • Documentation of referrals/communication processes • Student/staff/parent/carer/kin focus groups and interviews  Late indicators • AToSS results to positively increase in factors: Attitudes to attendance; Motivation and interests • Attendance data to positively increase across the school,  • Reduce the number of students with 20+ days | | | |
| Reflection on progress |  | | | |
| Enablers   * What enablers are supporting/supported the delivery of this KIS? |  | | | |
| Barriers   * What barriers are impeding/impeded the delivery of this KIS? |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
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| Activity 2 | Leadership team and staff to conduct interviews with students and families to investigate reasons for absence | 🗹 Leadership team  🗹 Teacher(s) | from: Term 1  to: Term 4 | 25% |
| Activity 3 | Develop an action plan and flow chart that outlines our attendance processes for staff and parents. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | 75% |
| Activity 4 | Clearly defined processes for the MTSS for attendance e.g. what rates of attendance for each tier. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | 75% |
| Activity 5 | Engage in a partnership with Area staff to audit school processes and lead the work around attendance | 🗹 Principal  🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 100% |
| Activity 6 | Employ a staff member as the leader of Disability and Inclusion | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 7 | Prioritise Attendance as a role and responsibility area for the AP to oversee with the Wellbeing and Engagement Leader | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | 100% |
| Activity 8 | Extend our tutor program beyond what we are funded for to cater for student learning needs and improve engagement in school | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 9 | Employ additional ES to support student needs in the Foundation area due to complex needs and trend in high absence data. | 🗹 Principal | from: Term 1  to: Term 4 | 100% |

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| Future planning |  |

**Monitoring and assessment - 2025**

**Mid Term 1 monitoring**

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| Goal 1 | Improve student learning growth in English and Mathematics | | | |
| 12-month target 1.1 target | To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% Numeracy from 49% (2023) to 50%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 | | | |
| 12-month target 1.2 target | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:  Understand formative assessment from 67% (2023) to 68% Understand how to analyse data from 78% (2023) to 79% Discuss problems of practice from 78% (2023) to 79% | | | |
| 12-month target 1.3 target | To maintain or increase the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   Number and algebra to be at or above 80% | | | |
| 12-month target 1.4 target | To reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:  Writing from 25% to 24% | | | |
| 12-month target 1.5 target | To increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:  Reading and viewing from 14% to 15% Writing from 14% to 15% | | | |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed the Professional Learning Communities (PLC) initiative across the school. | | | |
| Actions | • Reset and revise whole staff understanding of the Professional Learning Communities (PLC) initiative • Build teacher capacity to implement PLC inquiry cycles using the improvement cycle • Revise the process of implementing and using norms and protocols for PLC meetings • Develop the capacity of middle leadership to effectively implement and drive PLCs • Develop a whole school observational feedback model | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | • Consistent approach to PLCs across the school • Teachers use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles • Teachers articulate the importance of formative assessment and how/when it is used throughout PLC cycles • Leaders consciously protect privileged time for PLC collaboration • Leaders frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Leaders provide professional development for staff focussing on data and evidence • Students participate in point of need learning tasks  • Students apply learning to complete formative assessment tasks | | | |
| Success indicators | Early Indicators: • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data • Mid year self assessment data for PLC teams to increase using the PLC Maturity Matrix • Meeting schedule reflecting a consistent approach to prioritising PLC time   Late Indicators: • PLC meeting documentation consistent across the school • Norm protocols and use evident through consistent documentation and minutes reflecting their practical use • Staff Survey positive increase in responses for factors: Discuss problems of practice; Understanding formative assessment; Understand how to analyse data  • End of year self assessment data for PLC teams to increase using the PLC Maturity Matrix • AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Appoint a PLC Coordinator to lead the work around PLC reset and review. Schedule release from classroom to attend SIT and PLC Leaders meetings to drive the work. | 🗹 Principal | from: Term 1  to: Term 1 | -1% |
| Activity 2 | Schedule time for fortnightly meetings strategically planned through SIT to ensure upskilling of PLC Leaders and consistent implementation across the school. | 🗹 Leadership team  🗹 School improvement team  🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Schedule a 2025 PLC Leaders day and a SIT team planning day to reflect on past processes and plan for the year ahead. | 🗹 Principal  🗹 Leadership team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Refine the norms processes and protocols within the school including an update on the documentation school wide. | 🗹 PLC leaders  🗹 Leadership team  🗹 PLT leaders | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Introduce peer observations processes to support PLC Leaders. | 🗹 School improvement team | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Organise Learning Walks to observe practices in chosen area of PLC focus. | 🗹 School improvement team  🗹 Leadership team | from: Term 3  to: Term 4 | -1% |
| Activity 7 | Organise Meeting structure to reflect the work from AIP to SIT to PLC Leaders. | 🗹 Leadership team  🗹 School improvement team  🗹 PLC leaders | from: Term 1  to: Term 4 | -1% |
| Activity 8 | School Improvement Team using a cycle of improvement schedule regularly review progress in the schools targeted PLC work. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Increasing time release for leaders to enable implementation of the AIP. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 10 | Appoint a Wellbeing and Engagement Leader to support students who at at risk emotionally, socially and academically. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 11 | Engage with an EIL to complete an audit our English program. | 🗹 School improvement team | from: Term 2  to: Term 4 | -1% |
| Activity 12 | Implement the VTLM 2.0 resources once released by DE. | 🗹 School improvement team | from: Term 3  to: Term 4 | -1% |

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| Goal 2 | Improve student engagement and wellbeing. | | | |
| 12-month target 2.1 target | To decrease the percentage of Year F to 6 students with 20 or more days absence from 43% (2023) to 41%. | | | |
| 12-month target 2.2 target | The percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:  High expectations of success from 78% (2023) to 80% | | | |
| 12-month target 2.3 target | To increase the percentage of staff responding positively to the School Staff Survey (SSS) in the following ‘School climate’ factor survey items:  Academic emphasis from 69% (2023) to 71% Trust in students and parents from 69% (2023) to 71% Students in this school seek extra work so they can improve their results’ from 35% (2023) to 40% | | | |
| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. | | | |
| Actions | • Students with emerging or acute wellbeing needs are identified and referred appropriately • Students with high rates of absence participate in a developing a range of supports and adjustments • Review and update where required, the school’s attendance policy and processes to ensure alignment with the DE’s guidelines for attendance | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | •Teachers regularly engage with attendance data and the MTSS tracking sheet •At-risk students will be identified and receive targeted support in a timely manner •Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use •Parents and students understand the importance of consistent attendance •Families of at-risk students will receive regular communication and support from the school | | | |
| Success indicators | Early indicators • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Attendance data • Documentation of referrals/communication processes • Student/staff/parent/carer/kin focus groups and interviews  Late indicators • AToSS results to positively increase in factors: Attitudes to attendance; Motivation and interests • Attendance data to positively increase across the school,  • Reduce the number of students with 20+ days | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Identify students with chronic absence rates and develop individual re-engagement plans | 🗹 Assistant principal  🗹 Wellbeing team | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Leadership team and staff to conduct interviews with students and families to investigate reasons for absence | 🗹 Leadership team  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Develop an action plan and flow chart that outlines our attendance processes for staff and parents. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Clearly defined processes for the MTSS for attendance e.g. what rates of attendance for each tier. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 5 | Engage in a partnership with Area staff to audit school processes and lead the work around attendance | 🗹 Principal  🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | -1% |
| Activity 6 | Employ a staff member as the leader of Disability and Inclusion | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 7 | Prioritise Attendance as a role and responsibility area for the AP to oversee with the Wellbeing and Engagement Leader | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | -1% |
| Activity 8 | Extend our tutor program beyond what we are funded for to cater for student learning needs and improve engagement in school | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Employ additional ES to support student needs in the Foundation area due to complex needs and trend in high absence data. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |

**Monitoring and assessment - 2025**

**Mid Term 2 monitoring**

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| Goal 1 | Improve student learning growth in English and Mathematics | | | |
| 12-month target 1.1 target | To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% Numeracy from 49% (2023) to 50%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 | | | |
| 12-month target 1.2 target | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:  Understand formative assessment from 67% (2023) to 68% Understand how to analyse data from 78% (2023) to 79% Discuss problems of practice from 78% (2023) to 79% | | | |
| 12-month target 1.3 target | To maintain or increase the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   Number and algebra to be at or above 80% | | | |
| 12-month target 1.4 target | To reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:  Writing from 25% to 24% | | | |
| 12-month target 1.5 target | To increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:  Reading and viewing from 14% to 15% Writing from 14% to 15% | | | |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed the Professional Learning Communities (PLC) initiative across the school. | | | |
| Actions | • Reset and revise whole staff understanding of the Professional Learning Communities (PLC) initiative • Build teacher capacity to implement PLC inquiry cycles using the improvement cycle • Revise the process of implementing and using norms and protocols for PLC meetings • Develop the capacity of middle leadership to effectively implement and drive PLCs • Develop a whole school observational feedback model | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | • Consistent approach to PLCs across the school • Teachers use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles • Teachers articulate the importance of formative assessment and how/when it is used throughout PLC cycles • Leaders consciously protect privileged time for PLC collaboration • Leaders frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Leaders provide professional development for staff focussing on data and evidence • Students participate in point of need learning tasks  • Students apply learning to complete formative assessment tasks | | | |
| Success indicators | Early Indicators: • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data • Mid year self assessment data for PLC teams to increase using the PLC Maturity Matrix • Meeting schedule reflecting a consistent approach to prioritising PLC time   Late Indicators: • PLC meeting documentation consistent across the school • Norm protocols and use evident through consistent documentation and minutes reflecting their practical use • Staff Survey positive increase in responses for factors: Discuss problems of practice; Understanding formative assessment; Understand how to analyse data  • End of year self assessment data for PLC teams to increase using the PLC Maturity Matrix • AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Appoint a PLC Coordinator to lead the work around PLC reset and review. Schedule release from classroom to attend SIT and PLC Leaders meetings to drive the work. | 🗹 Principal | from: Term 1  to: Term 1 | -1% |
| Activity 2 | Schedule time for fortnightly meetings strategically planned through SIT to ensure upskilling of PLC Leaders and consistent implementation across the school. | 🗹 Leadership team  🗹 School improvement team  🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Schedule a 2025 PLC Leaders day and a SIT team planning day to reflect on past processes and plan for the year ahead. | 🗹 Principal  🗹 Leadership team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Refine the norms processes and protocols within the school including an update on the documentation school wide. | 🗹 PLC leaders  🗹 Leadership team  🗹 PLT leaders | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Introduce peer observations processes to support PLC Leaders. | 🗹 School improvement team | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Organise Learning Walks to observe practices in chosen area of PLC focus. | 🗹 School improvement team  🗹 Leadership team | from: Term 3  to: Term 4 | -1% |
| Activity 7 | Organise Meeting structure to reflect the work from AIP to SIT to PLC Leaders. | 🗹 Leadership team  🗹 School improvement team  🗹 PLC leaders | from: Term 1  to: Term 4 | -1% |
| Activity 8 | School Improvement Team using a cycle of improvement schedule regularly review progress in the schools targeted PLC work. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Increasing time release for leaders to enable implementation of the AIP. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 10 | Appoint a Wellbeing and Engagement Leader to support students who at at risk emotionally, socially and academically. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 11 | Engage with an EIL to complete an audit our English program. | 🗹 School improvement team | from: Term 2  to: Term 4 | -1% |
| Activity 12 | Implement the VTLM 2.0 resources once released by DE. | 🗹 School improvement team | from: Term 3  to: Term 4 | -1% |

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| Goal 2 | Improve student engagement and wellbeing. | | | |
| 12-month target 2.1 target | To decrease the percentage of Year F to 6 students with 20 or more days absence from 43% (2023) to 41%. | | | |
| 12-month target 2.2 target | The percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:  High expectations of success from 78% (2023) to 80% | | | |
| 12-month target 2.3 target | To increase the percentage of staff responding positively to the School Staff Survey (SSS) in the following ‘School climate’ factor survey items:  Academic emphasis from 69% (2023) to 71% Trust in students and parents from 69% (2023) to 71% Students in this school seek extra work so they can improve their results’ from 35% (2023) to 40% | | | |
| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. | | | |
| Actions | • Students with emerging or acute wellbeing needs are identified and referred appropriately • Students with high rates of absence participate in a developing a range of supports and adjustments • Review and update where required, the school’s attendance policy and processes to ensure alignment with the DE’s guidelines for attendance | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | •Teachers regularly engage with attendance data and the MTSS tracking sheet •At-risk students will be identified and receive targeted support in a timely manner •Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use •Parents and students understand the importance of consistent attendance •Families of at-risk students will receive regular communication and support from the school | | | |
| Success indicators | Early indicators • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Attendance data • Documentation of referrals/communication processes • Student/staff/parent/carer/kin focus groups and interviews  Late indicators • AToSS results to positively increase in factors: Attitudes to attendance; Motivation and interests • Attendance data to positively increase across the school,  • Reduce the number of students with 20+ days | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Identify students with chronic absence rates and develop individual re-engagement plans | 🗹 Assistant principal  🗹 Wellbeing team | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Leadership team and staff to conduct interviews with students and families to investigate reasons for absence | 🗹 Leadership team  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Develop an action plan and flow chart that outlines our attendance processes for staff and parents. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Clearly defined processes for the MTSS for attendance e.g. what rates of attendance for each tier. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 5 | Engage in a partnership with Area staff to audit school processes and lead the work around attendance | 🗹 Principal  🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | -1% |
| Activity 6 | Employ a staff member as the leader of Disability and Inclusion | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 7 | Prioritise Attendance as a role and responsibility area for the AP to oversee with the Wellbeing and Engagement Leader | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | -1% |
| Activity 8 | Extend our tutor program beyond what we are funded for to cater for student learning needs and improve engagement in school | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Employ additional ES to support student needs in the Foundation area due to complex needs and trend in high absence data. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |

**Monitoring and assessment - 2025**

**Mid Term 3 monitoring**

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| Goal 1 | Improve student learning growth in English and Mathematics | | | |
| 12-month target 1.1 target | To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% Numeracy from 49% (2023) to 50%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 | | | |
| 12-month target 1.2 target | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:  Understand formative assessment from 67% (2023) to 68% Understand how to analyse data from 78% (2023) to 79% Discuss problems of practice from 78% (2023) to 79% | | | |
| 12-month target 1.3 target | To maintain or increase the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   Number and algebra to be at or above 80% | | | |
| 12-month target 1.4 target | To reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:  Writing from 25% to 24% | | | |
| 12-month target 1.5 target | To increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:  Reading and viewing from 14% to 15% Writing from 14% to 15% | | | |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed the Professional Learning Communities (PLC) initiative across the school. | | | |
| Actions | • Reset and revise whole staff understanding of the Professional Learning Communities (PLC) initiative • Build teacher capacity to implement PLC inquiry cycles using the improvement cycle • Revise the process of implementing and using norms and protocols for PLC meetings • Develop the capacity of middle leadership to effectively implement and drive PLCs • Develop a whole school observational feedback model | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | • Consistent approach to PLCs across the school • Teachers use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles • Teachers articulate the importance of formative assessment and how/when it is used throughout PLC cycles • Leaders consciously protect privileged time for PLC collaboration • Leaders frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Leaders provide professional development for staff focussing on data and evidence • Students participate in point of need learning tasks  • Students apply learning to complete formative assessment tasks | | | |
| Success indicators | Early Indicators: • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data • Mid year self assessment data for PLC teams to increase using the PLC Maturity Matrix • Meeting schedule reflecting a consistent approach to prioritising PLC time   Late Indicators: • PLC meeting documentation consistent across the school • Norm protocols and use evident through consistent documentation and minutes reflecting their practical use • Staff Survey positive increase in responses for factors: Discuss problems of practice; Understanding formative assessment; Understand how to analyse data  • End of year self assessment data for PLC teams to increase using the PLC Maturity Matrix • AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Appoint a PLC Coordinator to lead the work around PLC reset and review. Schedule release from classroom to attend SIT and PLC Leaders meetings to drive the work. | 🗹 Principal | from: Term 1  to: Term 1 | -1% |
| Activity 2 | Schedule time for fortnightly meetings strategically planned through SIT to ensure upskilling of PLC Leaders and consistent implementation across the school. | 🗹 Leadership team  🗹 School improvement team  🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Schedule a 2025 PLC Leaders day and a SIT team planning day to reflect on past processes and plan for the year ahead. | 🗹 Principal  🗹 Leadership team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Refine the norms processes and protocols within the school including an update on the documentation school wide. | 🗹 PLC leaders  🗹 Leadership team  🗹 PLT leaders | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Introduce peer observations processes to support PLC Leaders. | 🗹 School improvement team | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Organise Learning Walks to observe practices in chosen area of PLC focus. | 🗹 School improvement team  🗹 Leadership team | from: Term 3  to: Term 4 | -1% |
| Activity 7 | Organise Meeting structure to reflect the work from AIP to SIT to PLC Leaders. | 🗹 Leadership team  🗹 School improvement team  🗹 PLC leaders | from: Term 1  to: Term 4 | -1% |
| Activity 8 | School Improvement Team using a cycle of improvement schedule regularly review progress in the schools targeted PLC work. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Increasing time release for leaders to enable implementation of the AIP. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 10 | Appoint a Wellbeing and Engagement Leader to support students who at at risk emotionally, socially and academically. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 11 | Engage with an EIL to complete an audit our English program. | 🗹 School improvement team | from: Term 2  to: Term 4 | -1% |
| Activity 12 | Implement the VTLM 2.0 resources once released by DE. | 🗹 School improvement team | from: Term 3  to: Term 4 | -1% |

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| Goal 2 | Improve student engagement and wellbeing. | | | |
| 12-month target 2.1 target | To decrease the percentage of Year F to 6 students with 20 or more days absence from 43% (2023) to 41%. | | | |
| 12-month target 2.2 target | The percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:  High expectations of success from 78% (2023) to 80% | | | |
| 12-month target 2.3 target | To increase the percentage of staff responding positively to the School Staff Survey (SSS) in the following ‘School climate’ factor survey items:  Academic emphasis from 69% (2023) to 71% Trust in students and parents from 69% (2023) to 71% Students in this school seek extra work so they can improve their results’ from 35% (2023) to 40% | | | |
| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. | | | |
| Actions | • Students with emerging or acute wellbeing needs are identified and referred appropriately • Students with high rates of absence participate in a developing a range of supports and adjustments • Review and update where required, the school’s attendance policy and processes to ensure alignment with the DE’s guidelines for attendance | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | •Teachers regularly engage with attendance data and the MTSS tracking sheet •At-risk students will be identified and receive targeted support in a timely manner •Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use •Parents and students understand the importance of consistent attendance •Families of at-risk students will receive regular communication and support from the school | | | |
| Success indicators | Early indicators • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Attendance data • Documentation of referrals/communication processes • Student/staff/parent/carer/kin focus groups and interviews  Late indicators • AToSS results to positively increase in factors: Attitudes to attendance; Motivation and interests • Attendance data to positively increase across the school,  • Reduce the number of students with 20+ days | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Identify students with chronic absence rates and develop individual re-engagement plans | 🗹 Assistant principal  🗹 Wellbeing team | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Leadership team and staff to conduct interviews with students and families to investigate reasons for absence | 🗹 Leadership team  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Develop an action plan and flow chart that outlines our attendance processes for staff and parents. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Clearly defined processes for the MTSS for attendance e.g. what rates of attendance for each tier. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 5 | Engage in a partnership with Area staff to audit school processes and lead the work around attendance | 🗹 Principal  🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | -1% |
| Activity 6 | Employ a staff member as the leader of Disability and Inclusion | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 7 | Prioritise Attendance as a role and responsibility area for the AP to oversee with the Wellbeing and Engagement Leader | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | -1% |
| Activity 8 | Extend our tutor program beyond what we are funded for to cater for student learning needs and improve engagement in school | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Employ additional ES to support student needs in the Foundation area due to complex needs and trend in high absence data. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |

**Monitoring and assessment - 2025**

**Mid Term 4 monitoring**

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| --- | --- | --- | --- | --- |
| Goal 1 | Improve student learning growth in English and Mathematics | | | |
| 12-month target 1.1 target | To increase the percentage of Year 5 students in the NAPLAN ‘Exceeding and Strong’ proficiency levels in:  Writing from 62% (2023) to 63% Numeracy from 49% (2023) to 50%  By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024 | | | |
| 12-month target 1.2 target | By 2028, the percentage of staff responding positively to the School Staff Survey (SSS) will increase in the following factors:  Understand formative assessment from 67% (2023) to 68% Understand how to analyse data from 78% (2023) to 79% Discuss problems of practice from 78% (2023) to 79% | | | |
| 12-month target 1.3 target | To maintain or increase the percentage of Year 1-6 students achieving at and above expected growth against the Victorian Curriculum in:   Number and algebra to be at or above 80% | | | |
| 12-month target 1.4 target | To reduce the percentage of Year 1-6 students achieving below expected growth against the Victorian Curriculum in:  Writing from 25% to 24% | | | |
| 12-month target 1.5 target | To increase the percentage of Year 1-6 students achieving above expected growth against the Victorian Curriculum in:  Reading and viewing from 14% to 15% Writing from 14% to 15% | | | |
| KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed the Professional Learning Communities (PLC) initiative across the school. | | | |
| Actions | • Reset and revise whole staff understanding of the Professional Learning Communities (PLC) initiative • Build teacher capacity to implement PLC inquiry cycles using the improvement cycle • Revise the process of implementing and using norms and protocols for PLC meetings • Develop the capacity of middle leadership to effectively implement and drive PLCs • Develop a whole school observational feedback model | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | • Consistent approach to PLCs across the school • Teachers use the Improvement Cycle to collaboratively implement PLC Inquiry Cycles • Teachers articulate the importance of formative assessment and how/when it is used throughout PLC cycles • Leaders consciously protect privileged time for PLC collaboration • Leaders frequently review PLC implementation practices to identify barriers and enablers for effective PLC implementation • Leaders provide professional development for staff focussing on data and evidence • Students participate in point of need learning tasks  • Students apply learning to complete formative assessment tasks | | | |
| Success indicators | Early Indicators: • Observational notes from PLC meetings and learning walks reflecting the collection and analysis of data and evidence to inform planning and assess student learning growth • Meeting minutes reflecting the collection and analysis of formative assessment tasks and planning as a result of the analysis of data • Mid year self assessment data for PLC teams to increase using the PLC Maturity Matrix • Meeting schedule reflecting a consistent approach to prioritising PLC time   Late Indicators: • PLC meeting documentation consistent across the school • Norm protocols and use evident through consistent documentation and minutes reflecting their practical use • Staff Survey positive increase in responses for factors: Discuss problems of practice; Understanding formative assessment; Understand how to analyse data  • End of year self assessment data for PLC teams to increase using the PLC Maturity Matrix • AToSS positive increase in responses for factors: Differentiated learning challenge; Stimulated learning | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Appoint a PLC Coordinator to lead the work around PLC reset and review. Schedule release from classroom to attend SIT and PLC Leaders meetings to drive the work. | 🗹 Principal | from: Term 1  to: Term 1 | -1% |
| Activity 2 | Schedule time for fortnightly meetings strategically planned through SIT to ensure upskilling of PLC Leaders and consistent implementation across the school. | 🗹 Leadership team  🗹 School improvement team  🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Schedule a 2025 PLC Leaders day and a SIT team planning day to reflect on past processes and plan for the year ahead. | 🗹 Principal  🗹 Leadership team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Refine the norms processes and protocols within the school including an update on the documentation school wide. | 🗹 PLC leaders  🗹 Leadership team  🗹 PLT leaders | from: Term 1  to: Term 4 | -1% |
| Activity 5 | Introduce peer observations processes to support PLC Leaders. | 🗹 School improvement team | from: Term 1  to: Term 2 | -1% |
| Activity 6 | Organise Learning Walks to observe practices in chosen area of PLC focus. | 🗹 School improvement team  🗹 Leadership team | from: Term 3  to: Term 4 | -1% |
| Activity 7 | Organise Meeting structure to reflect the work from AIP to SIT to PLC Leaders. | 🗹 Leadership team  🗹 School improvement team  🗹 PLC leaders | from: Term 1  to: Term 4 | -1% |
| Activity 8 | School Improvement Team using a cycle of improvement schedule regularly review progress in the schools targeted PLC work. | 🗹 Principal  🗹 School improvement team | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Increasing time release for leaders to enable implementation of the AIP. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 10 | Appoint a Wellbeing and Engagement Leader to support students who at at risk emotionally, socially and academically. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 11 | Engage with an EIL to complete an audit our English program. | 🗹 School improvement team | from: Term 2  to: Term 4 | -1% |
| Activity 12 | Implement the VTLM 2.0 resources once released by DE. | 🗹 School improvement team | from: Term 3  to: Term 4 | -1% |

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| Goal 2 | Improve student engagement and wellbeing. | | | |
| 12-month target 2.1 target | To decrease the percentage of Year F to 6 students with 20 or more days absence from 43% (2023) to 41%. | | | |
| 12-month target 2.2 target | The percentage of parents responding positively to the Parent, Caregiver and Guardian Opinion Survey (PCGOS) will increase in the following factor:  High expectations of success from 78% (2023) to 80% | | | |
| 12-month target 2.3 target | To increase the percentage of staff responding positively to the School Staff Survey (SSS) in the following ‘School climate’ factor survey items:  Academic emphasis from 69% (2023) to 71% Trust in students and parents from 69% (2023) to 71% Students in this school seek extra work so they can improve their results’ from 35% (2023) to 40% | | | |
| KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed a whole-school approach to improving attendance rates. | | | |
| Actions | • Students with emerging or acute wellbeing needs are identified and referred appropriately • Students with high rates of absence participate in a developing a range of supports and adjustments • Review and update where required, the school’s attendance policy and processes to ensure alignment with the DE’s guidelines for attendance | | | |
| Delivery of the annual actions for this KIS |  | | | |
| Outcomes | •Teachers regularly engage with attendance data and the MTSS tracking sheet •At-risk students will be identified and receive targeted support in a timely manner •Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use •Parents and students understand the importance of consistent attendance •Families of at-risk students will receive regular communication and support from the school | | | |
| Success indicators | Early indicators • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Attendance data • Documentation of referrals/communication processes • Student/staff/parent/carer/kin focus groups and interviews  Late indicators • AToSS results to positively increase in factors: Attitudes to attendance; Motivation and interests • Attendance data to positively increase across the school,  • Reduce the number of students with 20+ days | | | |
| Commentary on progress |  | | | |
| Enablers |  | | | |
| Barriers |  | | | |
| OPTIONAL: Upload evidence |  | | | |
| Activities | Activity | Who | When | Percentage complete |
| Activity 1 | Identify students with chronic absence rates and develop individual re-engagement plans | 🗹 Assistant principal  🗹 Wellbeing team | from: Term 1  to: Term 4 | -1% |
| Activity 2 | Leadership team and staff to conduct interviews with students and families to investigate reasons for absence | 🗹 Leadership team  🗹 Teacher(s) | from: Term 1  to: Term 4 | -1% |
| Activity 3 | Develop an action plan and flow chart that outlines our attendance processes for staff and parents. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 4 | Clearly defined processes for the MTSS for attendance e.g. what rates of attendance for each tier. | 🗹 Leadership team  🗹 Wellbeing team  🗹 School improvement team | from: Term 1  to: Term 1 | -1% |
| Activity 5 | Engage in a partnership with Area staff to audit school processes and lead the work around attendance | 🗹 Principal  🗹 Assistant principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | -1% |
| Activity 6 | Employ a staff member as the leader of Disability and Inclusion | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 7 | Prioritise Attendance as a role and responsibility area for the AP to oversee with the Wellbeing and Engagement Leader | 🗹 Assistant principal  🗹 Principal  🗹 Student wellbeing co-ordinator | from: Term 1  to: Term 4 | -1% |
| Activity 8 | Extend our tutor program beyond what we are funded for to cater for student learning needs and improve engagement in school | 🗹 Principal | from: Term 1  to: Term 4 | -1% |
| Activity 9 | Employ additional ES to support student needs in the Foundation area due to complex needs and trend in high absence data. | 🗹 Principal | from: Term 1  to: Term 4 | -1% |

**Monitoring and Self-assessment - 2025**

SEIL Feedback