

Monitoring and assessment - 2024

Frankston Primary School (1464)



Submitted for review by Renee Kennedy (School Principal) on 10 December, 2023 at 05:59 PM

Endorsed by Michael Devine (Senior Education Improvement Leader) on 18 January, 2024 at 03:52 PM

Endorsed by Chad Wilson (School Council President) on 05 March, 2024 at 06:52 AM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	ATOS: * Stimulated Learning - maintain 85% and above endorsement. * Sense of Confidence - maintain 85% and above endorsement.
12-month target 2.2 target	NA
12-month target 2.3 target	NA
12-month target 2.4 target	PAT Achievement Target: Decrease the percentage of students achieving below the 50th percentile of the norm reference data: Reading * Year 2 - from 42% 2023. * Year 4 - from 76% 2023. * Year 6 - from 51% 2023. Mathematics * Year 2 - from 30% in 2023. * Year 4 - from 88% in 2023. * Year 6 - from 47% in 2023.
12-month target 2.5 target	PAT Achievement Target: Increase the percentage of students achieving above the 75th percentile of the norm reference data: Reading * Year 2 - from 33% in 2023. * Year 4 - from 4% in 2023. * Year 6 - from 19% in 2023.

	<p>Mathematics</p> <ul style="list-style-type: none"> * Year 2 - from 20% in 2023. * Year 4 - from 0% in 2023. * Year 6 - from 13% in 2023.
12-month target 2.6 target	TBD on receiving 2023 teacher judgement data
<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Enhance teacher knowledge and practice in evidence-based instruction.
Actions	<p>Enhance Teacher Knowledge and Practice in Evidence Based Instruction - Numeracy:</p> <ul style="list-style-type: none"> * Strengthen teacher capacity in evidence-based numeracy instruction within the school instructional model. * Build staff capacity in differentiation in mathematics in order to meet individual student learning needs.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will build and enhance teacher instructional practice through professional learning. Leaders will support teaching staff to build and strengthen knowledge of the Mathematics Curriculum. Leaders and Teachers will embed PLC structures to support teacher collaboration and strengthen teaching practice in Mathematics. Teachers will use evidence-based instructional practice in the support of high quality classroom practice. Teachers will build their knowledge of Mathematics Curriculum to inform differentiated planning and learning and teaching - focus on enabling, extending and challenge to meet student learning needs. Students in need of targeted support or intervention in mathematics will be identified and supported.</p>
Success indicators	<p>Evidence based Practice - Numeracy: Early indicators: Learning Walk evidence will demonstrate teacher practice in evidence based instruction within instructional model</p>

	<p>Team planning documentation and evidence from Learning Walks will show evidence of differentiated learning activities in Numeracy.</p> <p>Number pre – post test data will show mid-high student learning growth.</p> <p>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Feedback from student focus groups will be documented and analysed to inform and adjust teaching practice.</p> <p>Late indicators:</p> <p>Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6.</p> <p>The percentage of students achieving at 75th percentile PAT norm reference data will increase.</p> <p>The percentage of students achieving at the 50th percentile and below PAT norm reference data will decrease.</p> <p>SSS factors:</p> <p>Instructional leadership – maintain 93% or above as per 2022 & 2023.</p> <p>AtoSS factors:</p> <ul style="list-style-type: none"> * Stimulated learning – maintain 85% and above. * Sense of Confidence - maintain 90% or above. * Differentiated Learning Challenge - maintain 90% or above. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <p>* Develop a plan for professional learning to build the capacity of numeracy teaching practice - revisiting and building key aspects including hook, explicit teaching (LI & SC), robust</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>problem solving learning tasks, use of hands-on resources in supporting student learning.</p> <p>* Develop a plan for professional learning that supports teacher knowledge and understanding to develop strategies for differentiation.</p> <p>* Develop a plan that supports the building of teacher knowledge and understanding to implement the 'Big Ideas of Numeracy', including 'Assessment of Common Misunderstandings' in Numeracy.</p> <p>Leadership of Numeracy Focus:</p> <p>* Develop a rapid action plan for building school-wide Numeracy improvement, including supporting teacher knowledge and understanding of Mathematics 2.0 Curriculum.</p>			
Activity 2	<p>Coaching, Peer Observation & Feedback:</p> <p>* Participate in Growth Coaching Impact Cycle professional learning.</p> <p>* Review coaching, peer observation & feedback model, refresh and enhance in support of strengthening the focus on building teacher capacity - incorporating coaching feedback within the cycle.</p>	<p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p>	<p>from: Term 1 to: Term 4</p>	<p>-1%</p>

Activity 3	<p>Learning Walks:</p> <ul style="list-style-type: none"> * Organise Learning Walks to observe teacher practice of high impact evidence-based instruction in Numeracy lessons and differentiated learning and teaching. * Organise Learning Walks and student focus groups to collect data on student experiences in mathematics differentiation to inform and adjust teaching practice. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s) 	from: Term 1 to: Term 4	-1%
Activity 4	<p>PLC Focus:</p> <ul style="list-style-type: none"> * Embed structures in PLC Teams that focus on building teacher capability in Numeracy instruction. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	from: Term 1 to: Term 4	-1%
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Enhance teacher capability in the use of data to inform responsive teaching.			
Actions	<p>Use of Data to Inform Responsive Teaching:</p> <ul style="list-style-type: none"> * Strengthen teacher use of data in PLC to build responsive teaching practice. * Strengthen teacher use of data in Team collaborative planning to inform and support responsive differentiation. * Strengthen leader, teacher and tutor collaboration in diagnosing student learning point of need and monitoring of student growth in short cycles. 			
Delivery of the annual actions for this KIS				

<p>Outcomes</p>	<p>Leaders will build and strengthen teachers in effectively responding to summative and formative assessment through professional learning and high quality implementation of the PLC implement and monitor PLC cycle. Teachers will engage in and build their PLC practice to enhance use of data in responsive teaching. Teachers will plan collaboratively to implement differentiated teaching and learning to meet individual student needs using data from pre-post tests and a variety of formative and summative data sets . Teachers will utilise formative assessment in each Maths lesson to respond to student learning needs. Tutors and leaders use data from formative assessments to engage in regular conversation about student learning growth, including developing new learning goals and identifying students for TLI support. Tutors and leaders maintain an accurate record of student data and learning growth within the TLI program. Student learning needs will be met through differentiated learning tasks.</p>
<p>Success indicators</p>	<p>Responsive Teaching: Early indicators: PLC Teams share growing positive endorsement of building data literacy knowledge, assessment and responsive teaching practice through 5 Weekly Data Reviews and Termly feedback ‘Pulse Checks’. PLC documentation and data from formative assessments. Numeracy pre-post tests clearly indicating student progress. Data Wall clearly indicating student progress – mid year. Team Mathematics collaborative planners to reflect differentiated student learning needs and learning tasks. Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/leader/teacher collaboration time and tutor planning timetabled. Learning Walk evidence will demonstrate observations of small group intervention and evidence based instruction within TLI program.</p> <p>Late indicators: Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6. Increase the percentage of students achieving at or above the 75th percentile of the norm reference data. Decrease the percentage of students achieving below the 50th percentile of the norm reference data. Data Wall clearly indicating student progress – end year.</p> <p>SSS factors: Academic Emphasis – from 65% 2023 to 74%. Collective Focus on Student Learning – from 88% 2023 to 92%. Teaching & Learning – Evaluation – to maintain 92% 2022 or above. Moderate Assessment Tasks Together – from 87% 2023 2022 to 90%. Understand formative assessment – from 87% 2023 to 90%.</p>

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <ul style="list-style-type: none"> * Refresh teacher knowledge and understanding and introduce new staff to formative and summative assessment schedule, including responsive teaching strategies to enhancing student learning outcomes. * Participate in Bronwyn Rylie-Jones professional learning on responsive teaching (introduction to new staff and build and strengthen existing staff practice) - booked 3 x 1.5 hour sessions in building staff capacity. * Build and extend use of Triangulation Tables (Number and Reading) in support of strengthening teacher judgement for student learning and student achievement. * Continue building staff capacity in utilising assessment data and evidence 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Disability inclusion coordinator 	<p>from: Term 1 to: Term 4</p>	-1%

	to inform learning and teaching - focus on collaborative planning and catering for differentiation.			
Activity 2	<p>PLC Focus:</p> <p>* Embed and strengthen PLC work featuring responsive teaching - further strengthen the implement and monitor cycle in order to enhance best practice teaching and student learning outcomes</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Leadership Focus:</p> <p>* Review and strengthen types of assessments utilised across the school, refine whole school assessment schedule - utilising BPA Data Triangulation learning.</p> <p>* Build and extend use of Triangulation Tables (Number and Reading) in support of strengthening teacher judgement for student learning and student achievement.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> All staff	<p>from: Term 1 to: Term 4</p>	-1%
Activity 4	<p>TLI Focus:</p> <p>* Develop clear TLI role statements to outline roles and responsibilities for Literacy and Numeracy TLI focus in 2024.</p> <p>* Develop clear evidence-based teacher practice for the TLI Literacy and Numeracy TLI program.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Literacy network teacher	<p>from: Term 1 to: Term 4</p>	-1%

	<ul style="list-style-type: none"> * Review and refine whole school processes for assessment schedule, record-keeping and data-tracking within TLI program. * Tutors to identify and access TLI professional learning that supports their identified needs. * Organise TLI staff to share records of student learning growth at Team Meetings and Staff Meetings. * Survey students to collect feedback regarding their participation in TLI small group intervention. * Schedule time for TLI and Leaders to analyse student feedback and student achievement records to identify opportunities to refine the TLI small group intervention. * Develop plan for Tier 2 cash expenditure supporting student learning. 			
<p>KIS 2.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</p>	<p>Strengthen the instructional leadership approach to learning and wellbeing.</p>			
<p>Actions</p>	<p>Instructional Leadership Approach to Student Learning and Wellbeing: * Strengthen key learning and wellbeing leadership team members instructional leadership implementation through engagement in</p>			

	<p>Responsive Implementation for School Improvement professional learning. * Strengthen PLC leadership to implement and lead high quality Team PLC practice.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>School Improvement Team will successfully develop and implement responsive implementation for school improvement strategies reflecting positive impact on annual implementation plan actions and activities. PLC Leaders will regularly review the school's PLC progress against the PLC Matrix and adopt responsive actions in embedding high quality PLC practice across the school - evidenced through PLC minutes and termly staff feedback. Teacher feedback will reflect active participation and strong understanding of the purpose of PLC Inquiry Cycles. Teachers will articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle. Specialist Team will implement PLC structures and processes to support positive student engagement and wellbeing. Students targeted in the PLC process will show positive student learning, wellbeing and engagement data growth.</p>
Success indicators	<p>PLC Structures: Early indicators: Positive teacher endorsement of PLC work through 5 Week Pulse Checks and school-based teacher survey. PLC Team Inquiry Planners – reflecting minutes of work within PLC and following structures and processes of planner. Targeted students in PLC will reflect positive student learning and wellbeing data growth.</p> <p>Late indicators: SSS factors: Instructional Leadership - maintain 93% or above. Collective Efficacy – from 81% in 2023 to 83%. Teacher Collaboration – from 84% in 2023 to 86%. Collective Focus on Student Learning - improve from 88% 2023 to 92%.</p>
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>PLC Professional Learning:</p> <ul style="list-style-type: none"> * Build and strengthen staff knowledge and understanding of each PLC cycle of inquiry. * Build and strengthen staff knowledge and understanding of the importance of formative assessment and it is used throughout a PLC inquiry cycle. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 2	<p>Leadership Focus:</p> <p>School Improvement Team -</p> <ul style="list-style-type: none"> * Engage in Responsive Implementation for School Improvement professional learning - Simon Breakspear. * Develop Responsive Leadership implementation rapid action plan, in support of implementing responsive leadership strategies as a SIT Team - learning and teaching and wellbeing. * Utilise SIT meeting times to reflect, develop, implement, review and monitor responsive leadership strategies through AIP implement work through 2024 <p>PLC -</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	-1%

	<ul style="list-style-type: none"> * Embed structures in driving, embedding and building PLC implementation including regular review of PLC Matrix. * Develop PLC 2024 Rapid Action Plan for implementation 2024. * Build Vision, Values and Culture - PLC Leadership Coaching and visit to link school showcase with a focus on strengthening leadership * Deep dive into department PLC videos show casing best practice (Ben Allen advice). * Implement PLC focus within Specialist Team. 			
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Goal 3	To enhance student wellbeing outcomes.
12-month target 3.1 target	<p>Student Absence Data</p> <ul style="list-style-type: none"> * Reduce the percentage of students with 20 or more absence days from 28% Dec 2023) to 25%.
12-month target 3.2 target	<p>ATOS:</p> <ul style="list-style-type: none"> * Student Voice and Agency - maintain 85% and above endorsement. * Perseverance - maintain 85% and above endorsement. * Effort - maintain 90% and above endorsement.
12-month target 3.3 target	<p>ATOS:</p> <ul style="list-style-type: none"> * Managing Bullying - maintain 90% and above endorsement.
KIS 3.b	Enhance the school's approach to student wellbeing.

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Actions</p>	<p>Enhance the School's Approach to Student Wellbeing - Build and Strengthen Positive School Culture through:</p> <ul style="list-style-type: none"> * Develop leaders' and teachers' understanding of the Berry Street Educational Model - responding and supporting students through a trauma informed lens * Enhance a positive school culture through Restorative Practice and mobilising school wellbeing supports. * Strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and monitoring in short cycles for impact.
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will support staff to build their knowledge and implementation of the Berry Street Education Model. Leaders and teachers will utilise Berry Street Education Model philosophies and practice in building positive and orderly environments supporting best practice student engagement and student wellbeing strategies. Leaders and teachers will utilise Restorative Practice philosophies and practice in connecting and building positive relationships and school environments. Leaders and teachers will have reviewed and refined the FPS whole school documented approach - ensuring clearly defined school philosophy, structures and processes that supports positive student wellbeing. Teachers will use consistent language to discuss positive behaviours, and major and minor behaviours. Students will reflect increased student connectedness and management of bullying.</p>
<p>Success indicators</p>	<p>Early indicators: Leaders and staff using consistent language Berry Street trauma-informed language. Leaders and staff using consistent positive restorative language. Learning Walk evidence will demonstrate observations of Berry Street Model strategies and language utilised across all school environments. Positive endorsement from student focus groups – connectedness and management of bullying.</p> <p>Late indicators: Revised and refined school documentation clearly outlining whole school framework that includes overarching philosophy, structures</p>

	<p>and processes that supports positive student wellbeing. Staff reflect an increased positive endorsement reviewing school practice on FISO 2.0 continua. Staff Opinion factors: Academic Emphasis" * 'orderly and focused environment' - improves from 67% endorsement to 70% * overall Academic Emphasis - improves from 65% in 2023 to 70% Collective Efficacy - improves from 81% to 83% (particular focus on student behaviour endorsement questions) POS factors: Promoting Positive Behaviour – maintain 90% or above. ATOS factors: Sense of Connectedness – maintain 90% or above. Managing Bullying – from 89% to 91%.</p>			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Learning Focus: * Develop a plan for professional learning to build staff understanding of the Berry Street Educational Model, with a focus on building capacity and strategies to respond and support students through a trauma informed lens and connection to Wellbeing HITs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%

	<p>* Strengthen staff understanding of restorative practice through professional learning and connection to trauma informed lens - Kristy Elliot professional learning.</p>			
Activity 2	<p>Learning Walks:</p> <p>* Organise Learning Walks to observe teacher practice of Berry Street Education Model strategies within classroom, school environment and inter-school visits.</p> <p>* Organise Learning Walks and student focus groups to collect data on student experiences surrounding safe and orderly environment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Team leader(s) 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Disability and Inclusion Focus:</p> <p>* Establish and implement clear processes to strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and using evidence in monitoring for impact in short cycles.</p> <p>* Inclusion Outreach Partnership - build a partnership plan that will develop a whole school implementation plan that supports school and teacher practice for Tier 1 disability and inclusion, with a focus on inclusive classroom environments, quality differentiated</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>curriculum planning and enhanced teaching instruction.</p> <ul style="list-style-type: none"> * Develop clear processes and structures that supports the completion and implementation of Termly IEPs and SSG Meetings for all identified students within Tier 1, Tier 2 and Tier 3. * School RTI Tiered Model is updated on a termly basis. * Successful completion of DIPS requirements and Profile Meetings for all identified students leading to successful school funding. * Develop plan for expending cash expenditure for literacy and numeracy resources in support of student learning. 			
Activity 4	<p>Leadership Action Focus:</p> <ul style="list-style-type: none"> * Addressing 'bullying' - development and implementation of what is bullying and addressing 'bullying' with whole school plan. * Student focus groups - student voice supporting building of ATOS areas. * Revisiting and refining whole school documented approach in line with Berry Street Model. <p>Employment and Mobilisation: NSWP</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 2 to: Term 4</p>	<p>-1%</p>

	<ul style="list-style-type: none"> * Employ School Wellbeing Officer through NSW funding. * Develop clear role and responsibility descriptions for SWO within their work. * Develop clear rapid action plan for implementation and mobilising SWO in effective supports for students. <p>Mental Health Initiative Funding</p> <ul style="list-style-type: none"> * Increase teacher time-fraction - 0.2 Student Mental Health Support. * Develop clear role and responsibility description for teacher in the role of MHI within their work. * Develop clear rapid action plan for implementation and mobilising MHI teacher in effective supports for students. * Develop clear data tracking cycles based on data and student feedback to inform evidence of positive impact. * Develop plan for funding expenditure from the Mental Health menu for positive impact on students. 			
Activity 5	<p>Spending of Funding - Equity Funding</p> <ul style="list-style-type: none"> * LS Coaching Release (0.4) * Peer Obs Release (0.2) * Literacy Specialist - Rebecca Joyce 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<p>-1%</p>

	<ul style="list-style-type: none"> * Reduce Class Sizes * Professional Learning - consultants * CRT - teacher release * Learning & Teaching Support expenditure - sub programs 			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving attendance rates.			
Actions	* Develop and implement clear whole school school's structures, processes and approaches that supports positive student attendance.			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will clearly communicate and support whole school structures, processes and approaches that supports positive student attendance - including student, teacher, parent and whole school action plans. Leaders and teachers will have a clear understanding of school's structures, processes and approaches that supports positive student attendance at a whole school and classroom level. Leaders and teachers will have a clear understanding of roles and responsibilities in supporting positive student attendance. Students identified with high absence in 2023 will reflect an increase in school attendance in 2024.			
Success indicators	Early indicators: Leaders and teachers will implement the agreed structures, processes and approaches that supports positive student attendance. Termly SSG Meeting minutes on Sentral reflect parent engagement and support of increasing student attendance. Decrease in student attendance reflecting at 20 days absence. Connected parent engagement will be reflected in improved student attendance of targeted families. Panorama YTD will reflect increased high school attendance data at 0.5 -10 days absence. Panorama YTD will reflect less students absent at 20 days plus. Late indicators:			

	<p>Panorama YTD reflect a decrease in student absence reflecting at 20 days or more. Panorama reflect increased school attendance data at 0.5 -10 days absence for 2023.</p> <p>AToS: factors: Attitudes to Attendance – maintain 90% and above. Student Connectedness – maintain 90% and above.</p>			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Improve Student Attendance:</p> <ul style="list-style-type: none"> * Plan and schedule for leaders to implement clear structures, processes and approaches that supports positive student attendance - including teacher, parent and whole school action plans. * Leaders and teachers will develop relevant Attendance Plans for identified students and hold termly SSG Meetings. * School RTLI Tiered Model reflect updated student attendance concerns on a termly basis. 	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	ATOS: * Stimulated Learning - maintain 85% and above endorsement. * Sense of Confidence - maintain 85% and above endorsement.
12-month target 2.2 target	NA
12-month target 2.3 target	NA
12-month target 2.4 target	PAT Achievement Target: Decrease the percentage of students achieving below the 50th percentile of the norm reference data: Reading * Year 2 - from 42% 2023. * Year 4 - from 76% 2023. * Year 6 - from 51% 2023. Mathematics * Year 2 - from 30% in 2023. * Year 4 - from 88% in 2023. * Year 6 - from 47% in 2023.
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	<p>Mathematics</p> <ul style="list-style-type: none"> * Year 2 - from 20% in 2023. * Year 4 - from 0% in 2023. * Year 6 - from 13% in 2023.
12-month target 2.6 target	TBD on receiving 2023 teacher judgement data
<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Enhance teacher knowledge and practice in evidence-based instruction.
Actions	<p>Enhance Teacher Knowledge and Practice in Evidence Based Instruction - Numeracy:</p> <ul style="list-style-type: none"> * Strengthen teacher capacity in evidence-based numeracy instruction within the school instructional model. * Build staff capacity in differentiation in mathematics in order to meet individual student learning needs.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will build and enhance teacher instructional practice through professional learning. Leaders will support teaching staff to build and strengthen knowledge of the Mathematics Curriculum. Leaders and Teachers will embed PLC structures to support teacher collaboration and strengthen teaching practice in Mathematics. Teachers will use evidence-based instructional practice in the support of high quality classroom practice. Teachers will build their knowledge of Mathematics Curriculum to inform differentiated planning and learning and teaching - focus on enabling, extending and challenge to meet student learning needs. Students in need of targeted support or intervention in mathematics will be identified and supported.</p>
Success indicators	<p>Evidence based Practice - Numeracy: Early indicators: Learning Walk evidence will demonstrate teacher practice in evidence based instruction within instructional model</p>

	<p>Team planning documentation and evidence from Learning Walks will show evidence of differentiated learning activities in Numeracy.</p> <p>Number pre – post test data will show mid-high student learning growth.</p> <p>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Feedback from student focus groups will be documented and analysed to inform and adjust teaching practice.</p> <p>Late indicators:</p> <p>Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6.</p> <p>The percentage of students achieving at 75th percentile PAT norm reference data will increase.</p> <p>The percentage of students achieving at the 50th percentile and below PAT norm reference data will decrease.</p> <p>SSS factors:</p> <p>Instructional leadership – maintain 93% or above as per 2022 & 2023.</p> <p>AtoSS factors:</p> <ul style="list-style-type: none"> * Stimulated learning – maintain 85% and above. * Sense of Confidence - maintain 90% or above. * Differentiated Learning Challenge - maintain 90% or above. 			
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Commentary on progress				
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OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <p>* Develop a plan for professional learning to build the capacity of numeracy teaching practice - revisiting and building key aspects including hook, explicit teaching (LI & SC), robust</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>problem solving learning tasks, use of hands-on resources in supporting student learning.</p> <p>* Develop a plan for professional learning that supports teacher knowledge and understanding to develop strategies for differentiation.</p> <p>* Develop a plan that supports the building of teacher knowledge and understanding to implement the 'Big Ideas of Numeracy', including 'Assessment of Common Misunderstandings' in Numeracy.</p> <p>Leadership of Numeracy Focus:</p> <p>* Develop a rapid action plan for building school-wide Numeracy improvement, including supporting teacher knowledge and understanding of Mathematics 2.0 Curriculum.</p>			
Activity 2	<p>Coaching, Peer Observation & Feedback:</p> <p>* Participate in Growth Coaching Impact Cycle professional learning.</p> <p>* Review coaching, peer observation & feedback model, refresh and enhance in support of strengthening the focus on building teacher capacity - incorporating coaching feedback within the cycle.</p>	<p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p>	<p>from: Term 1 to: Term 4</p>	<p>-1%</p>

Activity 3	<p>Learning Walks:</p> <ul style="list-style-type: none"> * Organise Learning Walks to observe teacher practice of high impact evidence-based instruction in Numeracy lessons and differentiated learning and teaching. * Organise Learning Walks and student focus groups to collect data on student experiences in mathematics differentiation to inform and adjust teaching practice. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s) 	from: Term 1 to: Term 4	-1%
Activity 4	<p>PLC Focus:</p> <ul style="list-style-type: none"> * Embed structures in PLC Teams that focus on building teacher capability in Numeracy instruction. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	from: Term 1 to: Term 4	-1%
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Enhance teacher capability in the use of data to inform responsive teaching.			
Actions	<p>Use of Data to Inform Responsive Teaching:</p> <ul style="list-style-type: none"> * Strengthen teacher use of data in PLC to build responsive teaching practice. * Strengthen teacher use of data in Team collaborative planning to inform and support responsive differentiation. * Strengthen leader, teacher and tutor collaboration in diagnosing student learning point of need and monitoring of student growth in short cycles. 			
Delivery of the annual actions for this KIS				

<p>Outcomes</p>	<p>Leaders will build and strengthen teachers in effectively responding to summative and formative assessment through professional learning and high quality implementation of the PLC implement and monitor PLC cycle. Teachers will engage in and build their PLC practice to enhance use of data in responsive teaching. Teachers will plan collaboratively to implement differentiated teaching and learning to meet individual student needs using data from pre-post tests and a variety of formative and summative data sets . Teachers will utilise formative assessment in each Maths lesson to respond to student learning needs. Tutors and leaders use data from formative assessments to engage in regular conversation about student learning growth, including developing new learning goals and identifying students for TLI support. Tutors and leaders maintain an accurate record of student data and learning growth within the TLI program. Student learning needs will be met through differentiated learning tasks.</p>
<p>Success indicators</p>	<p>Responsive Teaching: Early indicators: PLC Teams share growing positive endorsement of building data literacy knowledge, assessment and responsive teaching practice through 5 Weekly Data Reviews and Termly feedback ‘Pulse Checks’. PLC documentation and data from formative assessments. Numeracy pre-post tests clearly indicating student progress. Data Wall clearly indicating student progress – mid year. Team Mathematics collaborative planners to reflect differentiated student learning needs and learning tasks. Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/leader/teacher collaboration time and tutor planning timetabled. Learning Walk evidence will demonstrate observations of small group intervention and evidence based instruction within TLI program.</p> <p>Late indicators: Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6. Increase the percentage of students achieving at or above the 75th percentile of the norm reference data. Decrease the percentage of students achieving below the 50th percentile of the norm reference data. Data Wall clearly indicating student progress – end year.</p> <p>SSS factors: Academic Emphasis – from 65% 2023 to 74%. Collective Focus on Student Learning – from 88% 2023 to 92%. Teaching & Learning – Evaluation – to maintain 92% 2022 or above. Moderate Assessment Tasks Together – from 87% 2023 2022 to 90%. Understand formative assessment – from 87% 2023 to 90%.</p>

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <ul style="list-style-type: none"> * Refresh teacher knowledge and understanding and introduce new staff to formative and summative assessment schedule, including responsive teaching strategies to enhancing student learning outcomes. * Participate in Bronwyn Ryrrie-Jones professional learning on responsive teaching (introduction to new staff and build and strengthen existing staff practice) - booked 3 x 1.5 hour sessions in building staff capacity. * Build and extend use of Triangulation Tables (Number and Reading) in support of strengthening teacher judgement for student learning and student achievement. * Continue building staff capacity in utilising assessment data and evidence 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Disability inclusion coordinator 	<p>from: Term 1 to: Term 4</p>	-1%

	to inform learning and teaching - focus on collaborative planning and catering for differentiation.			
Activity 2	<p>PLC Focus:</p> <p>* Embed and strengthen PLC work featuring responsive teaching - further strengthen the implement and monitor cycle in order to enhance best practice teaching and student learning outcomes</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Leadership Focus:</p> <p>* Review and strengthen types of assessments utilised across the school, refine whole school assessment schedule - utilising BPA Data Triangulation learning.</p> <p>* Build and extend use of Triangulation Tables (Number and Reading) in support of strengthening teacher judgement for student learning and student achievement.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> All staff	<p>from: Term 1 to: Term 4</p>	-1%
Activity 4	<p>TLI Focus:</p> <p>* Develop clear TLI role statements to outline roles and responsibilities for Literacy and Numeracy TLI focus in 2024.</p> <p>* Develop clear evidence-based teacher practice for the TLI Literacy and Numeracy TLI program.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Literacy network teacher	<p>from: Term 1 to: Term 4</p>	-1%

	<ul style="list-style-type: none"> * Review and refine whole school processes for assessment schedule, record-keeping and data-tracking within TLI program. * Tutors to identify and access TLI professional learning that supports their identified needs. * Organise TLI staff to share records of student learning growth at Team Meetings and Staff Meetings. * Survey students to collect feedback regarding their participation in TLI small group intervention. * Schedule time for TLI and Leaders to analyse student feedback and student achievement records to identify opportunities to refine the TLI small group intervention. * Develop plan for Tier 2 cash expenditure supporting student learning. 			
<p>KIS 2.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</p>	<p>Strengthen the instructional leadership approach to learning and wellbeing.</p>			
<p>Actions</p>	<p>Instructional Leadership Approach to Student Learning and Wellbeing: * Strengthen key learning and wellbeing leadership team members instructional leadership implementation through engagement in</p>			

	<p>Responsive Implementation for School Improvement professional learning. * Strengthen PLC leadership to implement and lead high quality Team PLC practice.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>School Improvement Team will successfully develop and implement responsive implementation for school improvement strategies reflecting positive impact on annual implementation plan actions and activities. PLC Leaders will regularly review the school's PLC progress against the PLC Matrix and adopt responsive actions in embedding high quality PLC practice across the school - evidenced through PLC minutes and termly staff feedback. Teacher feedback will reflect active participation and strong understanding of the purpose of PLC Inquiry Cycles. Teachers will articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle. Specialist Team will implement PLC structures and processes to support positive student engagement and wellbeing. Students targeted in the PLC process will show positive student learning, wellbeing and engagement data growth.</p>
Success indicators	<p>PLC Structures: Early indicators: Positive teacher endorsement of PLC work through 5 Week Pulse Checks and school-based teacher survey. PLC Team Inquiry Planners – reflecting minutes of work within PLC and following structures and processes of planner. Targeted students in PLC will reflect positive student learning and wellbeing data growth.</p> <p>Late indicators: SSS factors: Instructional Leadership - maintain 93% or above. Collective Efficacy – from 81% in 2023 to 83%. Teacher Collaboration – from 84% in 2023 to 86%. Collective Focus on Student Learning - improve from 88% 2023 to 92%.</p>
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>PLC Professional Learning:</p> <ul style="list-style-type: none"> * Build and strengthen staff knowledge and understanding of each PLC cycle of inquiry. * Build and strengthen staff knowledge and understanding of the importance of formative assessment and it is used throughout a PLC inquiry cycle. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 2	<p>Leadership Focus:</p> <p>School Improvement Team -</p> <ul style="list-style-type: none"> * Engage in Responsive Implementation for School Improvement professional learning - Simon Breakspear. * Develop Responsive Leadership implementation rapid action plan, in support of implementing responsive leadership strategies as a SIT Team - learning and teaching and wellbeing. * Utilise SIT meeting times to reflect, develop, implement, review and monitor responsive leadership strategies through AIP implement work through 2024 <p>PLC -</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	-1%

	<ul style="list-style-type: none"> * Embed structures in driving, embedding and building PLC implementation including regular review of PLC Matrix. * Develop PLC 2024 Rapid Action Plan for implementation 2024. * Build Vision, Values and Culture - PLC Leadership Coaching and visit to link school showcase with a focus on strengthening leadership * Deep dive into department PLC videos show casing best practice (Ben Allen advice). * Implement PLC focus within Specialist Team. 			
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Goal 3	To enhance student wellbeing outcomes.
12-month target 3.1 target	Student Absence Data * Reduce the percentage of students with 20 or more absence days from 28% (Dec 2023) to 25%.
12-month target 3.2 target	ATOS: * Student Voice and Agency - maintain 85% and above endorsement. * Perseverance - maintain 85% and above endorsement. * Effort - maintain 90% and above endorsement.
12-month target 3.3 target	ATOS: * Managing Bullying - maintain 90% and above endorsement.
KIS 3.b	Enhance the school's approach to student wellbeing.

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Actions</p>	<p>Enhance the School's Approach to Student Wellbeing - Build and Strengthen Positive School Culture through:</p> <ul style="list-style-type: none"> * Develop leaders' and teachers' understanding of the Berry Street Educational Model - responding and supporting students through a trauma informed lens * Enhance a positive school culture through Restorative Practice and mobilising school wellbeing supports. * Strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and monitoring in short cycles for impact.
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will support staff to build their knowledge and implementation of the Berry Street Education Model. Leaders and teachers will utilise Berry Street Education Model philosophies and practice in building positive and orderly environments supporting best practice student engagement and student wellbeing strategies. Leaders and teachers will utilise Restorative Practice philosophies and practice in connecting and building positive relationships and school environments. Leaders and teachers will have reviewed and refined the FPS whole school documented approach - ensuring clearly defined school philosophy, structures and processes that supports positive student wellbeing. Teachers will use consistent language to discuss positive behaviours, and major and minor behaviours. Students will reflect increased student connectedness and management of bullying.</p>
<p>Success indicators</p>	<p>Early indicators: Leaders and staff using consistent language Berry Street trauma-informed language. Leaders and staff using consistent positive restorative language. Learning Walk evidence will demonstrate observations of Berry Street Model strategies and language utilised across all school environments. Positive endorsement from student focus groups – connectedness and management of bullying.</p> <p>Late indicators: Revised and refined school documentation clearly outlining whole school framework that includes overarching philosophy, structures</p>

	<p>and processes that supports positive student wellbeing. Staff reflect an increased positive endorsement reviewing school practice on FISO 2.0 continua. Staff Opinion factors: Academic Emphasis" * 'orderly and focused environment' - improves from 67% endorsement to 70% * overall Academic Emphasis - improves from 65% in 2023 to 70% Collective Efficacy - improves from 81% to 83% (particular focus on student behaviour endorsement questions) POS factors: Promoting Positive Behaviour – maintain 90% or above. ATOS factors: Sense of Connectedness – maintain 90% or above. Managing Bullying – from 89% to 91%.</p>			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Learning Focus: * Develop a plan for professional learning to build staff understanding of the Berry Street Educational Model, with a focus on building capacity and strategies to respond and support students through a trauma informed lens and connection to Wellbeing HITs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%

	<p>* Strengthen staff understanding of restorative practice through professional learning and connection to trauma informed lens - Kristy Elliot professional learning.</p>			
Activity 2	<p>Learning Walks:</p> <p>* Organise Learning Walks to observe teacher practice of Berry Street Education Model strategies within classroom, school environment and inter-school visits.</p> <p>* Organise Learning Walks and student focus groups to collect data on student experiences surrounding safe and orderly environment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Team leader(s) 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Disability and Inclusion Focus:</p> <p>* Establish and implement clear processes to strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and using evidence in monitoring for impact in short cycles.</p> <p>* Inclusion Outreach Partnership - build a partnership plan that will develop a whole school implementation plan that supports school and teacher practice for Tier 1 disability and inclusion, with a focus on inclusive classroom environments, quality differentiated</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>curriculum planning and enhanced teaching instruction.</p> <ul style="list-style-type: none"> * Develop clear processes and structures that supports the completion and implementation of Termly IEPs and SSG Meetings for all identified students within Tier 1, Tier 2 and Tier 3. * School RTI Tiered Model is updated on a termly basis. * Successful completion of DIPS requirements and Profile Meetings for all identified students leading to successful school funding. * Develop plan for expending cash expenditure for literacy and numeracy resources in support of student learning. 			
Activity 4	<p>Leadership Action Focus:</p> <ul style="list-style-type: none"> * Addressing 'bullying' - development and implementation of what is bullying and addressing 'bullying' with whole school plan. * Student focus groups - student voice supporting building of ATOS areas. * Revisiting and refining whole school documented approach in line with Berry Street Model. <p>Employment and Mobilisation: NSWP</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 2 to: Term 4</p>	-1%

	<ul style="list-style-type: none"> * Employ School Wellbeing Officer through NSW funding. * Develop clear role and responsibility descriptions for SWO within their work. * Develop clear rapid action plan for implementation and mobilising SWO in effective supports for students. <p>Mental Health Initiative Funding</p> <ul style="list-style-type: none"> * Increase teacher time-fraction - 0.2 Student Mental Health Support. * Develop clear role and responsibility description for teacher in the role of MHI within their work. * Develop clear rapid action plan for implementation and mobilising MHI teacher in effective supports for students. * Develop clear data tracking cycles based on data and student feedback to inform evidence of positive impact. * Develop plan for funding expenditure from the Mental Health menu for positive impact on students. 			
Activity 5	<p>Spending of Funding - Equity Funding</p> <ul style="list-style-type: none"> * LS Coaching Release (0.4) * Peer Obs Release (0.2) * Literacy Specialist - Rebecca Joyce 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<p>-1%</p>

	<ul style="list-style-type: none"> * Reduce Class Sizes * Professional Learning - consultants * CRT - teacher release * Learning & Teaching Support expenditure - sub programs 			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving attendance rates.			
Actions	* Develop and implement clear whole school school's structures, processes and approaches that supports positive student attendance.			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will clearly communicate and support whole school structures, processes and approaches that supports positive student attendance - including student, teacher, parent and whole school action plans. Leaders and teachers will have a clear understanding of school's structures, processes and approaches that supports positive student attendance at a whole school and classroom level. Leaders and teachers will have a clear understanding of roles and responsibilities in supporting positive student attendance. Students identified with high absence in 2023 will reflect an increase in school attendance in 2024.			
Success indicators	Early indicators: Leaders and teachers will implement the agreed structures, processes and approaches that supports positive student attendance. Termly SSG Meeting minutes on Sentral reflect parent engagement and support of increasing student attendance. Decrease in student attendance reflecting at 20 days absence. Connected parent engagement will be reflected in improved student attendance of targeted families. Panorama YTD will reflect increased high school attendance data at 0.5 -10 days absence. Panorama YTD will reflect less students absent at 20 days plus. Late indicators:			

	<p>Panorama YTD reflect a decrease in student absence reflecting at 20 days or more. Panorama reflect increased school attendance data at 0.5 -10 days absence for 2023.</p> <p>AToS: factors: Attitudes to Attendance – maintain 90% and above. Student Connectedness – maintain 90% and above.</p>			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Improve Student Attendance:</p> <ul style="list-style-type: none"> * Plan and schedule for leaders to implement clear structures, processes and approaches that supports positive student attendance - including teacher, parent and whole school action plans. * Leaders and teachers will develop relevant Attendance Plans for identified students and hold termly SSG Meetings. * School RTLI Tiered Model reflect updated student attendance concerns on a termly basis. 	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	ATOS: * Stimulated Learning - maintain 85% and above endorsement. * Sense of Confidence - maintain 85% and above endorsement.
12-month target 2.2 target	NA
12-month target 2.3 target	NA
12-month target 2.4 target	PAT Achievement Target: Decrease the percentage of students achieving below the 50th percentile of the norm reference data: Reading * Year 2 - from 42% 2023. * Year 4 - from 76% 2023. * Year 6 - from 51% 2023. Mathematics * Year 2 - from 30% in 2023. * Year 4 - from 88% in 2023. * Year 6 - from 47% in 2023.
12-month target 2.5 target	PAT Achievement Target: Increase the percentage of students achieving above the 75th percentile of the norm reference data: Reading * Year 2 - from 33% in 2023. * Year 4 - from 4% in 2023. * Year 6 - from 19% in 2023.

	<p>Mathematics</p> <ul style="list-style-type: none"> * Year 2 - from 20% in 2023. * Year 4 - from 0% in 2023. * Year 6 - from 13% in 2023.
12-month target 2.6 target	TBD on receiving 2023 teacher judgement data
<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	Enhance teacher knowledge and practice in evidence-based instruction.
Actions	<p>Enhance Teacher Knowledge and Practice in Evidence Based Instruction - Numeracy:</p> <ul style="list-style-type: none"> * Strengthen teacher capacity in evidence-based numeracy instruction within the school instructional model. * Build staff capacity in differentiation in mathematics in order to meet individual student learning needs.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will build and enhance teacher instructional practice through professional learning. Leaders will support teaching staff to build and strengthen knowledge of the Mathematics Curriculum. Leaders and Teachers will embed PLC structures to support teacher collaboration and strengthen teaching practice in Mathematics. Teachers will use evidence-based instructional practice in the support of high quality classroom practice. Teachers will build their knowledge of Mathematics Curriculum to inform differentiated planning and learning and teaching - focus on enabling, extending and challenge to meet student learning needs. Students in need of targeted support or intervention in mathematics will be identified and supported.</p>
Success indicators	<p>Evidence based Practice - Numeracy: Early indicators: Learning Walk evidence will demonstrate teacher practice in evidence based instruction within instructional model</p>

	<p>Team planning documentation and evidence from Learning Walks will show evidence of differentiated learning activities in Numeracy.</p> <p>Number pre – post test data will show mid-high student learning growth.</p> <p>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Feedback from student focus groups will be documented and analysed to inform and adjust teaching practice.</p> <p>Late indicators:</p> <p>Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6.</p> <p>The percentage of students achieving at 75th percentile PAT norm reference data will increase.</p> <p>The percentage of students achieving at the 50th percentile and below PAT norm reference data will decrease.</p> <p>SSS factors:</p> <p>Instructional leadership – maintain 93% or above as per 2022 & 2023.</p> <p>AtoSS factors:</p> <ul style="list-style-type: none"> * Stimulated learning – maintain 85% and above. * Sense of Confidence - maintain 90% or above. * Differentiated Learning Challenge - maintain 90% or above. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <p>* Develop a plan for professional learning to build the capacity of numeracy teaching practice - revisiting and building key aspects including hook, explicit teaching (LI & SC), robust</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>problem solving learning tasks, use of hands-on resources in supporting student learning.</p> <p>* Develop a plan for professional learning that supports teacher knowledge and understanding to develop strategies for differentiation.</p> <p>* Develop a plan that supports the building of teacher knowledge and understanding to implement the 'Big Ideas of Numeracy', including 'Assessment of Common Misunderstandings' in Numeracy.</p> <p>Leadership of Numeracy Focus:</p> <p>* Develop a rapid action plan for building school-wide Numeracy improvement, including supporting teacher knowledge and understanding of Mathematics 2.0 Curriculum.</p>			
Activity 2	<p>Coaching, Peer Observation & Feedback:</p> <p>* Participate in Growth Coaching Impact Cycle professional learning.</p> <p>* Review coaching, peer observation & feedback model, refresh and enhance in support of strengthening the focus on building teacher capacity - incorporating coaching feedback within the cycle.</p>	<p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p>	<p>from: Term 1 to: Term 4</p>	<p>-1%</p>

Activity 3	<p>Learning Walks:</p> <ul style="list-style-type: none"> * Organise Learning Walks to observe teacher practice of high impact evidence-based instruction in Numeracy lessons and differentiated learning and teaching. * Organise Learning Walks and student focus groups to collect data on student experiences in mathematics differentiation to inform and adjust teaching practice. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s) 	from: Term 1 to: Term 4	-1%
Activity 4	<p>PLC Focus:</p> <ul style="list-style-type: none"> * Embed structures in PLC Teams that focus on building teacher capability in Numeracy instruction. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	from: Term 1 to: Term 4	-1%
<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	Enhance teacher capability in the use of data to inform responsive teaching.			
Actions	<p>Use of Data to Inform Responsive Teaching:</p> <ul style="list-style-type: none"> * Strengthen teacher use of data in PLC to build responsive teaching practice. * Strengthen teacher use of data in Team collaborative planning to inform and support responsive differentiation. * Strengthen leader, teacher and tutor collaboration in diagnosing student learning point of need and monitoring of student growth in short cycles. 			
Delivery of the annual actions for this KIS				

<p>Outcomes</p>	<p>Leaders will build and strengthen teachers in effectively responding to summative and formative assessment through professional learning and high quality implementation of the PLC implement and monitor PLC cycle. Teachers will engage in and build their PLC practice to enhance use of data in responsive teaching. Teachers will plan collaboratively to implement differentiated teaching and learning to meet individual student needs using data from pre-post tests and a variety of formative and summative data sets . Teachers will utilise formative assessment in each Maths lesson to respond to student learning needs. Tutors and leaders use data from formative assessments to engage in regular conversation about student learning growth, including developing new learning goals and identifying students for TLI support. Tutors and leaders maintain an accurate record of student data and learning growth within the TLI program. Student learning needs will be met through differentiated learning tasks.</p>
<p>Success indicators</p>	<p>Responsive Teaching: Early indicators: PLC Teams share growing positive endorsement of building data literacy knowledge, assessment and responsive teaching practice through 5 Weekly Data Reviews and Termly feedback ‘Pulse Checks’. PLC documentation and data from formative assessments. Numeracy pre-post tests clearly indicating student progress. Data Wall clearly indicating student progress – mid year. Team Mathematics collaborative planners to reflect differentiated student learning needs and learning tasks. Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/leader/teacher collaboration time and tutor planning timetabled. Learning Walk evidence will demonstrate observations of small group intervention and evidence based instruction within TLI program.</p> <p>Late indicators: Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6. Increase the percentage of students achieving at or above the 75th percentile of the norm reference data. Decrease the percentage of students achieving below the 50th percentile of the norm reference data. Data Wall clearly indicating student progress – end year.</p> <p>SSS factors: Academic Emphasis – from 65% 2023 to 74%. Collective Focus on Student Learning – from 88% 2023 to 92%. Teaching & Learning – Evaluation – to maintain 92% 2022 or above. Moderate Assessment Tasks Together – from 87% 2023 2022 to 90%. Understand formative assessment – from 87% 2023 to 90%.</p>

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <ul style="list-style-type: none"> * Refresh teacher knowledge and understanding and introduce new staff to formative and summative assessment schedule, including responsive teaching strategies to enhancing student learning outcomes. * Participate in Bronwyn Ryrrie-Jones professional learning on responsive teaching (introduction to new staff and build and strengthen existing staff practice) - booked 3 x 1.5 hour sessions in building staff capacity. * Build and extend use of Triangulation Tables (Number and Reading) in support of strengthening teacher judgement for student learning and student achievement. * Continue building staff capacity in utilising assessment data and evidence 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Disability inclusion coordinator 	<p>from: Term 1 to: Term 4</p>	-1%

	to inform learning and teaching - focus on collaborative planning and catering for differentiation.			
Activity 2	<p>PLC Focus:</p> <p>* Embed and strengthen PLC work featuring responsive teaching - further strengthen the implement and monitor cycle in order to enhance best practice teaching and student learning outcomes</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Leadership Focus:</p> <p>* Review and strengthen types of assessments utilised across the school, refine whole school assessment schedule - utilising BPA Data Triangulation learning.</p> <p>* Build and extend use of Triangulation Tables (Number and Reading) in support of strengthening teacher judgement for student learning and student achievement.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> All staff	<p>from: Term 1 to: Term 4</p>	-1%
Activity 4	<p>TLI Focus:</p> <p>* Develop clear TLI role statements to outline roles and responsibilities for Literacy and Numeracy TLI focus in 2024.</p> <p>* Develop clear evidence-based teacher practice for the TLI Literacy and Numeracy TLI program.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Literacy network teacher	<p>from: Term 1 to: Term 4</p>	-1%

	<ul style="list-style-type: none"> * Review and refine whole school processes for assessment schedule, record-keeping and data-tracking within TLI program. * Tutors to identify and access TLI professional learning that supports their identified needs. * Organise TLI staff to share records of student learning growth at Team Meetings and Staff Meetings. * Survey students to collect feedback regarding their participation in TLI small group intervention. * Schedule time for TLI and Leaders to analyse student feedback and student achievement records to identify opportunities to refine the TLI small group intervention. * Develop plan for Tier 2 cash expenditure supporting student learning. 			
<p>KIS 2.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</p>	<p>Strengthen the instructional leadership approach to learning and wellbeing.</p>			
<p>Actions</p>	<p>Instructional Leadership Approach to Student Learning and Wellbeing: * Strengthen key learning and wellbeing leadership team members instructional leadership implementation through engagement in</p>			

	<p>Responsive Implementation for School Improvement professional learning. * Strengthen PLC leadership to implement and lead high quality Team PLC practice.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>School Improvement Team will successfully develop and implement responsive implementation for school improvement strategies reflecting positive impact on annual implementation plan actions and activities. PLC Leaders will regularly review the school's PLC progress against the PLC Matrix and adopt responsive actions in embedding high quality PLC practice across the school - evidenced through PLC minutes and termly staff feedback. Teacher feedback will reflect active participation and strong understanding of the purpose of PLC Inquiry Cycles. Teachers will articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle. Specialist Team will implement PLC structures and processes to support positive student engagement and wellbeing. Students targeted in the PLC process will show positive student learning, wellbeing and engagement data growth.</p>
Success indicators	<p>PLC Structures: Early indicators: Positive teacher endorsement of PLC work through 5 Week Pulse Checks and school-based teacher survey. PLC Team Inquiry Planners – reflecting minutes of work within PLC and following structures and processes of planner. Targeted students in PLC will reflect positive student learning and wellbeing data growth.</p> <p>Late indicators: SSS factors: Instructional Leadership - maintain 93% or above. Collective Efficacy – from 81% in 2023 to 83%. Teacher Collaboration – from 84% in 2023 to 86%. Collective Focus on Student Learning - improve from 88% 2023 to 92%.</p>
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>PLC Professional Learning:</p> <ul style="list-style-type: none"> * Build and strengthen staff knowledge and understanding of each PLC cycle of inquiry. * Build and strengthen staff knowledge and understanding of the importance of formative assessment and it is used throughout a PLC inquiry cycle. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 2	<p>Leadership Focus:</p> <p>School Improvement Team -</p> <ul style="list-style-type: none"> * Engage in Responsive Implementation for School Improvement professional learning - Simon Breakspear. * Develop Responsive Leadership implementation rapid action plan, in support of implementing responsive leadership strategies as a SIT Team - learning and teaching and wellbeing. * Utilise SIT meeting times to reflect, develop, implement, review and monitor responsive leadership strategies through AIP implement work through 2024 <p>PLC -</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders 	<p>from: Term 1 to: Term 4</p>	-1%

	<ul style="list-style-type: none"> * Embed structures in driving, embedding and building PLC implementation including regular review of PLC Matrix. * Develop PLC 2024 Rapid Action Plan for implementation 2024. * Build Vision, Values and Culture - PLC Leadership Coaching and visit to link school showcase with a focus on strengthening leadership * Deep dive into department PLC videos show casing best practice (Ben Allen advice). * Implement PLC focus within Specialist Team. 			
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Goal 3	To enhance student wellbeing outcomes.
12-month target 3.1 target	<p>Student Absence Data</p> <ul style="list-style-type: none"> * Reduce the percentage of students with 20 or more absence days from 28% Dec 2023) to 25%.
12-month target 3.2 target	<p>ATOS:</p> <ul style="list-style-type: none"> * Student Voice and Agency - maintain 85% and above endorsement. * Perseverance - maintain 85% and above endorsement. * Effort - maintain 90% and above endorsement.
12-month target 3.3 target	<p>ATOS:</p> <ul style="list-style-type: none"> * Managing Bullying - maintain 90% and above endorsement.
KIS 3.b	Enhance the school's approach to student wellbeing.

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Actions</p>	<p>Enhance the School's Approach to Student Wellbeing - Build and Strengthen Positive School Culture through:</p> <ul style="list-style-type: none"> * Develop leaders' and teachers' understanding of the Berry Street Educational Model - responding and supporting students through a trauma informed lens * Enhance a positive school culture through Restorative Practice and mobilising school wellbeing supports. * Strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and monitoring in short cycles for impact.
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will support staff to build their knowledge and implementation of the Berry Street Education Model. Leaders and teachers will utilise Berry Street Education Model philosophies and practice in building positive and orderly environments supporting best practice student engagement and student wellbeing strategies. Leaders and teachers will utilise Restorative Practice philosophies and practice in connecting and building positive relationships and school environments. Leaders and teachers will have reviewed and refined the FPS whole school documented approach - ensuring clearly defined school philosophy, structures and processes that supports positive student wellbeing. Teachers will use consistent language to discuss positive behaviours, and major and minor behaviours. Students will reflect increased student connectedness and management of bullying.</p>
<p>Success indicators</p>	<p>Early indicators: Leaders and staff using consistent language Berry Street trauma-informed language. Leaders and staff using consistent positive restorative language. Learning Walk evidence will demonstrate observations of Berry Street Model strategies and language utilised across all school environments. Positive endorsement from student focus groups – connectedness and management of bullying.</p> <p>Late indicators: Revised and refined school documentation clearly outlining whole school framework that includes overarching philosophy, structures</p>

	<p>and processes that supports positive student wellbeing. Staff reflect an increased positive endorsement reviewing school practice on FISO 2.0 continua. Staff Opinion factors: Academic Emphasis" * 'orderly and focused environment' - improves from 67% endorsement to 70% * overall Academic Emphasis - improves from 65% in 2023 to 70% Collective Efficacy - improves from 81% to 83% (particular focus on student behaviour endorsement questions) POS factors: Promoting Positive Behaviour – maintain 90% or above. ATOS factors: Sense of Connectedness – maintain 90% or above. Managing Bullying – from 89% to 91%.</p>			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Learning Focus: * Develop a plan for professional learning to build staff understanding of the Berry Street Educational Model, with a focus on building capacity and strategies to respond and support students through a trauma informed lens and connection to Wellbeing HITs.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%

	<p>* Strengthen staff understanding of restorative practice through professional learning and connection to trauma informed lens - Kristy Elliot professional learning.</p>			
Activity 2	<p>Learning Walks:</p> <p>* Organise Learning Walks to observe teacher practice of Berry Street Education Model strategies within classroom, school environment and inter-school visits.</p> <p>* Organise Learning Walks and student focus groups to collect data on student experiences surrounding safe and orderly environment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Team leader(s) 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Disability and Inclusion Focus:</p> <p>* Establish and implement clear processes to strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and using evidence in monitoring for impact in short cycles.</p> <p>* Inclusion Outreach Partnership - build a partnership plan that will develop a whole school implementation plan that supports school and teacher practice for Tier 1 disability and inclusion, with a focus on inclusive classroom environments, quality differentiated</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>curriculum planning and enhanced teaching instruction.</p> <ul style="list-style-type: none"> * Develop clear processes and structures that supports the completion and implementation of Termly IEPs and SSG Meetings for all identified students within Tier 1, Tier 2 and Tier 3. * School RTI Tiered Model is updated on a termly basis. * Successful completion of DIPS requirements and Profile Meetings for all identified students leading to successful school funding. * Develop plan for expending cash expenditure for literacy and numeracy resources in support of student learning. 			
Activity 4	<p>Leadership Action Focus:</p> <ul style="list-style-type: none"> * Addressing 'bullying' - development and implementation of what is bullying and addressing 'bullying' with whole school plan. * Student focus groups - student voice supporting building of ATOS areas. * Revisiting and refining whole school documented approach in line with Berry Street Model. <p>Employment and Mobilisation: NSWP</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 2 to: Term 4</p>	-1%

	<ul style="list-style-type: none"> * Employ School Wellbeing Officer through NSW funding. * Develop clear role and responsibility descriptions for SWO within their work. * Develop clear rapid action plan for implementation and mobilising SWO in effective supports for students. <p>Mental Health Initiative Funding</p> <ul style="list-style-type: none"> * Increase teacher time-fraction - 0.2 Student Mental Health Support. * Develop clear role and responsibility description for teacher in the role of MHI within their work. * Develop clear rapid action plan for implementation and mobilising MHI teacher in effective supports for students. * Develop clear data tracking cycles based on data and student feedback to inform evidence of positive impact. * Develop plan for funding expenditure from the Mental Health menu for positive impact on students. 			
Activity 5	<p>Spending of Funding - Equity Funding</p> <ul style="list-style-type: none"> * LS Coaching Release (0.4) * Peer Obs Release (0.2) * Literacy Specialist - Rebecca Joyce 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	<p>-1%</p>

	<ul style="list-style-type: none"> * Reduce Class Sizes * Professional Learning - consultants * CRT - teacher release * Learning & Teaching Support expenditure - sub programs 			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to improving attendance rates.			
Actions	* Develop and implement clear whole school school's structures, processes and approaches that supports positive student attendance.			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will clearly communicate and support whole school structures, processes and approaches that supports positive student attendance - including student, teacher, parent and whole school action plans. Leaders and teachers will have a clear understanding of school's structures, processes and approaches that supports positive student attendance at a whole school and classroom level. Leaders and teachers will have a clear understanding of roles and responsibilities in supporting positive student attendance. Students identified with high absence in 2023 will reflect an increase in school attendance in 2024.			
Success indicators	Early indicators: Leaders and teachers will implement the agreed structures, processes and approaches that supports positive student attendance. Termly SSG Meeting minutes on Sentral reflect parent engagement and support of increasing student attendance. Decrease in student attendance reflecting at 20 days absence. Connected parent engagement will be reflected in improved student attendance of targeted families. Panorama YTD will reflect increased high school attendance data at 0.5 -10 days absence. Panorama YTD will reflect less students absent at 20 days plus. Late indicators:			

	<p>Panorama YTD reflect a decrease in student absence reflecting at 20 days or more. Panorama reflect increased school attendance data at 0.5 -10 days absence for 2023.</p> <p>AToS: factors: Attitudes to Attendance – maintain 90% and above. Student Connectedness – maintain 90% and above.</p>			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Improve Student Attendance:</p> <ul style="list-style-type: none"> * Plan and schedule for leaders to implement clear structures, processes and approaches that supports positive student attendance - including teacher, parent and whole school action plans. * Leaders and teachers will develop relevant Attendance Plans for identified students and hold termly SSG Meetings. * School RTLI Tiered Model reflect updated student attendance concerns on a termly basis. 	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	ATOS: * Stimulated Learning - maintain 85% and above endorsement. * Sense of Confidence - maintain 85% and above endorsement.
Has this 12-month target been met	Not Met
12-month target 2.2 target	NA
Has this 12-month target been met	Not Met
12-month target 2.3 target	NA
Has this 12-month target been met	Not Met
12-month target 2.4 target	PAT Achievement Target: Decrease the percentage of students achieving below the 50th percentile of the norm reference data: Reading * Year 2 - from 42% 2023. * Year 4 - from 76% 2023. * Year 6 - from 51% 2023. Mathematics * Year 2 - from 30% in 2023. * Year 4 - from 88% in 2023.

	* Year 6 - from 47% in 2023.
Has this 12-month target been met	Not Met
12-month target 2.5 target	<p>PAT Achievement Target: Increase the percentage of students achieving above the 75th percentile of the norm reference data:</p> <p>Reading * Year 2 - from 33% in 2023. * Year 4 - from 4% in 2023. * Year 6 - from 19% in 2023.</p> <p>Mathematics * Year 2 - from 20% in 2023. * Year 4 - from 0% in 2023. * Year 6 - from 13% in 2023.</p>
Has this 12-month target been met	Not Met
12-month target 2.6 target	TBD on receiving 2023 teacher judgement data
Has this 12-month target been met	Not Met
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher knowledge and practice in evidence-based instruction.
Actions	Enhance Teacher Knowledge and Practice in Evidence Based Instruction - Numeracy:

	<ul style="list-style-type: none"> * Strengthen teacher capacity in evidence-based numeracy instruction within the school instructional model. * Build staff capacity in differentiation in mathematics in order to meet individual student learning needs.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will build and enhance teacher instructional practice through professional learning.</p> <p>Leaders will support teaching staff to build and strengthen knowledge of the Mathematics Curriculum.</p> <p>Leaders and Teachers will embed PLC structures to support teacher collaboration and strengthen teaching practice in Mathematics.</p> <p>Teachers will use evidence-based instructional practice in the support of high quality classroom practice.</p> <p>Teachers will build their knowledge of Mathematics Curriculum to inform differentiated planning and learning and teaching - focus on enabling, extending and challenge to meet student learning needs.</p> <p>Students in need of targeted support or intervention in mathematics will be identified and supported.</p>
Success indicators	<p>Evidence based Practice - Numeracy:</p> <p>Early indicators:</p> <p>Learning Walk evidence will demonstrate teacher practice in evidence based instruction within instructional model</p> <p>Team planning documentation and evidence from Learning Walks will show evidence of differentiated learning activities in Numeracy.</p> <p>Number pre – post test data will show mid-high student learning growth.</p> <p>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Feedback from student focus groups will be documented and analysed to inform and adjust teaching practice.</p> <p>Late indicators:</p> <p>Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6.</p> <p>The percentage of students achieving at 75th percentile PAT norm reference data will increase.</p> <p>The percentage of students achieving at the 50th percentile and below PAT norm reference data will decrease.</p> <p>SSS factors:</p> <p>Instructional leadership – maintain 93% or above as per 2022 & 2023.</p> <p>AtoSS factors:</p> <ul style="list-style-type: none"> * Stimulated learning – maintain 85% and above. * Sense of Confidence - maintain 90% or above. * Differentiated Learning Challenge - maintain 90% or above.
Commentary on progress	

Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <ul style="list-style-type: none"> * Develop a plan for professional learning to build the capacity of numeracy teaching practice - revisiting and building key aspects including hook, explicit teaching (LI & SC), robust problem solving learning tasks, use of hands-on resources in supporting student learning. * Develop a plan for professional learning that supports teacher knowledge and understanding to develop strategies for differentiation. * Develop a plan that supports the building of teacher knowledge and understanding to implement the 'Big Ideas of Numeracy', including 'Assessment of Common Misunderstandings' in Numeracy. <p>Leadership of Numeracy Focus:</p> <ul style="list-style-type: none"> * Develop a rapid action plan for building school-wide Numeracy improvement, including supporting teacher knowledge 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	-1%

	and understanding of Mathematics 2.0 Curriculum.			
Activity 2	<p>Coaching, Peer Observation & Feedback:</p> <p>* Participate in Growth Coaching Impact Cycle professional learning.</p> <p>* Review coaching, peer observation & feedback model, refresh and enhance in support of strengthening the focus on building teacher capacity - incorporating coaching feedback within the cycle.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s)	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Learning Walks:</p> <p>* Organise Learning Walks to observe teacher practice of high impact evidence-based instruction in Numeracy lessons and differentiated learning and teaching.</p> <p>* Organise Learning Walks and student focus groups to collect data on student experiences in mathematics differentiation to inform and adjust teaching practice.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Team leader(s)	<p>from: Term 1 to: Term 4</p>	-1%
Activity 4	<p>PLC Focus:</p> <p>* Embed structures in PLC Teams that focus on building teacher capability in Numeracy instruction.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	<p>from: Term 1 to: Term 4</p>	-1%

<p>KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	<p>Enhance teacher capability in the use of data to inform responsive teaching.</p>
<p>Actions</p>	<p>Use of Data to Inform Responsive Teaching: * Strengthen teacher use of data in PLC to build responsive teaching practice. * Strengthen teacher use of data in Team collaborative planning to inform and support responsive differentiation. * Strengthen leader, teacher and tutor collaboration in diagnosing student learning point of need and monitoring of student growth in short cycles.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will build and strengthen teachers in effectively responding to summative and formative assessment through professional learning and high quality implementation of the PLC implement and monitor PLC cycle. Teachers will engage in and build their PLC practice to enhance use of data in responsive teaching. Teachers will plan collaboratively to implement differentiated teaching and learning to meet individual student needs using data from pre-post tests and a variety of formative and summative data sets . Teachers will utilise formative assessment in each Maths lesson to respond to student learning needs. Tutors and leaders use data from formative assessments to engage in regular conversation about student learning growth, including developing new learning goals and identifying students for TLI support. Tutors and leaders maintain an accurate record of student data and learning growth within the TLI program. Student learning needs will be met through differentiated learning tasks.</p>
<p>Success indicators</p>	<p>Responsive Teaching: Early indicators: PLC Teams share growing positive endorsement of building data literacy knowledge, assessment and responsive teaching practice through 5 Weekly Data Reviews and Termly feedback 'Pulse Checks'. PLC documentation and data from formative assessments. Numeracy pre-post tests clearly indicating student progress. Data Wall clearly indicating student progress – mid year. Team Mathematics collaborative planners to reflect differentiated student learning needs and learning tasks. Timetabling reflects TLI as a priority, with TLI small group intervention, tutor/leader/teacher collaboration time and tutor planning</p>

	<p>timetabled. Learning Walk evidence will demonstrate observations of small group intervention and evidence based instruction within TLI program.</p> <p>Late indicators: Teacher judgements in Victorian Curriculum Semester Two will show increased learning growth in Number and Algebra P – 6. Increase the percentage of students achieving at or above the 75th percentile of the norm reference data. Decrease the percentage of students achieving below the 50th percentile of the norm reference data. Data Wall clearly indicating student progress – end year. SSS factors: Academic Emphasis – from 65% 2023 to 74%. Collective Focus on Student Learning – from 88% 2023 to 92%. Teaching & Learning – Evaluation – to maintain 92% 2022 or above. Moderate Assessment Tasks Together – from 87% 2023 2022 to 90%. Understand formative assessment – from 87% 2023 to 90%.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <p>* Refresh teacher knowledge and understanding and introduce new staff to formative and summative assessment schedule, including responsive teaching strategies to enhancing student learning outcomes.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Disability inclusion coordinator 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>* Participate in Bronwyn Ryrie-Jones professional learning on responsive teaching (introduction to new staff and build and strengthen existing staff practice) - booked 3 x 1.5 hour sessions in building staff capacity.</p> <p>* Build and extend use of Triangulation Tables (Number and Reading) in support of strengthening teacher judgement for student learning and student achievement.</p> <p>* Continue building staff capacity in utilising assessment data and evidence to inform learning and teaching - focus on collaborative planning and catering for differentiation.</p>			
Activity 2	<p>PLC Focus:</p> <p>* Embed and strengthen PLC work featuring responsive teaching - further strengthen the implement and monitor cycle in order to enhance best practice teaching and student learning outcomes</p>	<p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> PLC leaders</p>	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Leadership Focus:</p> <p>* Review and strengthen types of assessments utilised across the school, refine whole school assessment schedule - utilising BPA Data Triangulation learning.</p> <p>* Build and extend use of Triangulation Tables (Number and Reading) in</p>	<p><input checked="" type="checkbox"/> Principal</p> <p><input checked="" type="checkbox"/> Learning specialist(s)</p> <p><input checked="" type="checkbox"/> All staff</p>	<p>from: Term 1 to: Term 4</p>	-1%

	support of strengthening teacher judgement for student learning and student achievement.			
Activity 4	<p>TLI Focus:</p> <ul style="list-style-type: none"> * Develop clear TLI role statements to outline roles and responsibilities for Literacy and Numeracy TLI focus in 2024. * Develop clear evidence-based teacher practice for the TLI Literacy and Numeracy TLI program. * Review and refine whole school processes for assessment schedule, record-keeping and data-tracking within TLI program. * Tutors to identify and access TLI professional learning that supports their identified needs. * Organise TLI staff to share records of student learning growth at Team Meetings and Staff Meetings. * Survey students to collect feedback regarding their participation in TLI small group intervention. * Schedule time for TLI and Leaders to analyse student feedback and student achievement records to identify opportunities to refine the TLI small 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy support <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> Literacy network teacher 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>group intervention.</p> <p>* Develop plan for Tier 2 cash expenditure supporting student learning.</p>			
<p>KIS 2.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</p>	<p>Strengthen the instructional leadership approach to learning and wellbeing.</p>			
<p>Actions</p>	<p>Instructional Leadership Approach to Student Learning and Wellbeing: * Strengthen key learning and wellbeing leadership team members instructional leadership implementation through engagement in Responsive Implementation for School Improvement professional learning. * Strengthen PLC leadership to implement and lead high quality Team PLC practice.</p>			
<p>Delivery of the annual actions for this KIS</p>				
<p>Outcomes</p>	<p>School Improvement Team will successfully develop and implement responsive implementation for school improvement strategies reflecting positive impact on annual implementation plan actions and activities. PLC Leaders will regularly review the school's PLC progress against the PLC Matrix and adopt responsive actions in embedding high quality PLC practice across the school - evidenced through PLC minutes and termly staff feedback. Teacher feedback will reflect active participation and strong understanding of the purpose of PLC Inquiry Cycles. Teachers will articulate the importance of formative assessment and how/when it is used throughout a PLC inquiry cycle. Specialist Team will implement PLC structures and processes to support positive student engagement and wellbeing. Students targeted in the PLC process will show positive student learning, wellbeing and engagement data growth.</p>			
<p>Success indicators</p>	<p>PLC Structures: Early indicators: Positive teacher endorsement of PLC work through 5 Week Pulse Checks and school-based teacher survey. PLC Team Inquiry Planners – reflecting minutes of work within PLC and following structures and processes of planner. Targeted students in PLC will reflect positive student learning and wellbeing data growth.</p>			

	<p>Late indicators: SSS factors: Instructional Leadership - maintain 93% or above. Collective Efficacy – from 81% in 2023 to 83%. Teacher Collaboration – from 84% in 2023 to 86%. Collective Focus on Student Learning - improve from 88% 2023 to 92%.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PLC Professional Learning: * Build and strengthen staff knowledge and understanding of each PLC cycle of inquiry. * Build and strengthen staff knowledge and understanding of the importance of formative assessment and it is used throughout a PLC inquiry cycle.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 2	Leadership Focus: School Improvement Team - * Engage in Responsive Implementation for School Improvement professional learning - Simon Breakspear.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%

	<ul style="list-style-type: none"> * Develop Responsive Leadership implementation rapid action plan, in support of implementing responsive leadership strategies as a SIT Team - learning and teaching and wellbeing. * Utilise SIT meeting times to reflect, develop, implement, review and monitor responsive leadership strategies through AIP implement work through 2024 PLC - <ul style="list-style-type: none"> * Embed structures in driving, embedding and building PLC implementation including regular review of PLC Matrix. * Develop PLC 2024 Rapid Action Plan for implementation 2024. * Build Vision, Values and Culture - PLC Leadership Coaching and visit to link school showcase with a focus on strengthening leadership * Deep dive into department PLC videos show casing best practice (Ben Allen advice). * Implement PLC focus within Specialist Team. 			
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Goal 3	To enhance student wellbeing outcomes.
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12-month target 3.1 target	Student Absence Data * Reduce the percentage of students with 20 or more absence days from 28% Dec 2023) to 25%.
Has this 12-month target been met	Not Met
12-month target 3.2 target	ATOS: * Student Voice and Agency - maintain 85% and above endorsement. * Perseverance - maintain 85% and above endorsement. * Effort - maintain 90% and above endorsement.
Has this 12-month target been met	Not Met
12-month target 3.3 target	ATOS: * Managing Bullying - maintain 90% and above endorsement.
Has this 12-month target been met	Not Met
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance the school's approach to student wellbeing.
Actions	Enhance the School's Approach to Student Wellbeing - Build and Strengthen Positive School Culture through: * Develop leaders' and teachers' understanding of the Berry Street Educational Model - responding and supporting students through a trauma informed lens * Enhance a positive school culture through Restorative Practice and mobilising school wellbeing supports. * Strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and monitoring in short cycles for impact.
Delivery of the annual actions for this KIS	

Outcomes	<p>Leaders will support staff to build their knowledge and implementation of the Berry Street Education Model.</p> <p>Leaders and teachers will utilise Berry Street Education Model philosophies and practice in building positive and orderly environments supporting best practice student engagement and student wellbeing strategies.</p> <p>Leaders and teachers will utilise Restorative Practice philosophies and practice in connecting and building positive relationships and school environments.</p> <p>Leaders and teachers will have reviewed and refined the FPS whole school documented approach - ensuring clearly defined school philosophy, structures and processes that supports positive student wellbeing.</p> <p>Teachers will use consistent language to discuss positive behaviours, and major and minor behaviours.</p> <p>Students will reflect increased student connectedness and management of bullying.</p>
Success indicators	<p>Early indicators:</p> <p>Leaders and staff using consistent language Berry Street trauma-informed language.</p> <p>Leaders and staff using consistent positive restorative language.</p> <p>Learning Walk evidence will demonstrate observations of Berry Street Model strategies and language utilised across all school environments.</p> <p>Positive endorsement from student focus groups – connectedness and management of bullying.</p> <p>Late indicators:</p> <p>Revised and refined school documentation clearly outlining whole school framework that includes overarching philosophy, structures and processes that supports positive student wellbeing.</p> <p>Staff reflect an increased positive endorsement reviewing school practice on FISO 2.0 continua.</p> <p>Staff Opinion factors:</p> <p>Academic Emphasis"</p> <p>* 'orderly and focused environment' - improves from 67% endorsement to 70%</p> <p>* overall Academic Emphasis - improves from 65% in 2023 to 70%</p> <p>Collective Efficacy - improves from 81% to 83% (particular focus on student behaviour endorsement questions)</p> <p>POS factors:</p> <p>Promoting Positive Behaviour – maintain 90% or above.</p> <p>ATOS factors:</p> <p>Sense of Connectedness – maintain 90% or above.</p> <p>Managing Bullying – from 89% to 91%.</p>
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning Focus:</p> <p>* Develop a plan for professional learning to build staff understanding of the Berry Street Educational Model, with a focus on building capacity and strategies to respond and support students through a trauma informed lens and connection to Wellbeing HITs.</p> <p>* Strengthen staff understanding of restorative practice through professional learning and connection to trauma informed lens - Kristy Elliot professional learning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 2	<p>Learning Walks:</p> <p>* Organise Learning Walks to observe teacher practice of Berry Street Education Model strategies within classroom, school environment and inter-school visits.</p> <p>* Organise Learning Walks and student focus groups to collect data on student experiences surrounding safe and orderly environment.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Team leader(s) 	<p>from: Term 1 to: Term 4</p>	-1%

<p>Activity 3</p>	<p>Disability and Inclusion Focus:</p> <ul style="list-style-type: none"> * Establish and implement clear processes to strengthen leader, teacher and Disability and Inclusion Specialist collaboration in supporting Tier 1 and Tier 2 student learning and wellbeing needs, and using evidence in monitoring for impact in short cycles. * Inclusion Outreach Partnership - build a partnership plan that will develop a whole school implementation plan that supports school and teacher practice for Tier 1 disability and inclusion, with a focus on inclusive classroom environments, quality differentiated curriculum planning and enhanced teaching instruction. * Develop clear processes and structures that supports the completion and implementation of Termly IEPs and SSG Meetings for all identified students within Tier 1, Tier 2 and Tier 3. * School RTI Tiered Model is updated on a termly basis. * Successful completion of DIPS requirements and Profile Meetings for all identified students leading to successful school funding. * Develop plan for expending cash expenditure for literacy and numeracy resources in support of student learning. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	<p>-1%</p>
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<p>Activity 4</p>	<p>Leadership Action Focus:</p> <ul style="list-style-type: none"> * Addressing 'bullying' - development and implementation of what is bullying and addressing 'bullying' with whole school plan. * Student focus groups - student voice supporting building of ATOS areas. * Revisit and refine whole school documented approach in line with Berry Street Model. <p>Employment and Mobilisation: NSWP</p> <ul style="list-style-type: none"> * Employ School Wellbeing Officer through NSWP funding. * Develop clear role and responsibility descriptions for SWO within their work. * Develop clear rapid action plan for implementation and mobilising SWO in effective supports for students. <p>Mental Health Initiative Funding</p> <ul style="list-style-type: none"> * Increase teacher time-fraction - 0.2 Student Mental Health Support. * Develop clear role and responsibility description for teacher in the role of MHI within their work. * Develop clear rapid action plan for implementation and mobilising MHI teacher in effective supports for 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	<p>from: Term 2 to: Term 4</p>	<p>-1%</p>
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	<p>students.</p> <ul style="list-style-type: none"> * Develop clear data tracking cycles based on data and student feedback to inform evidence of positive impact. * Develop plan for funding expenditure from the Mental Health menu for positive impact on students. 			
Activity 5	<p>Spending of Funding - Equity Funding</p> <ul style="list-style-type: none"> * LS Coaching Release (0.4) * Peer Obs Release (0.2) * Literacy Specialist - Rebecca Joyce * Reduce Class Sizes * Professional Learning - consultants * CRT - teacher release * Learning & Teaching Support expenditure - sub programs 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	-1%
<p>KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Embed a whole school approach to improving attendance rates.			
Actions	<ul style="list-style-type: none"> * Develop and implement clear whole school school's structures, processes and approaches that supports positive student attendance. 			
Delivery of the annual actions for this KIS				

Outcomes	<p>Leaders will clearly communicate and support whole school structures, processes and approaches that supports positive student attendance - including student, teacher, parent and whole school action plans.</p> <p>Leaders and teachers will have a clear understanding of school's structures, processes and approaches that supports positive student attendance at a whole school and classroom level.</p> <p>Leaders and teachers will have a clear understanding of roles and responsibilities in supporting positive student attendance.</p> <p>Students identified with high absence in 2023 will reflect an increase in school attendance in 2024.</p>			
Success indicators	<p>Early indicators:</p> <p>Leaders and teachers will implement the agreed structures, processes and approaches that supports positive student attendance.</p> <p>Termly SSG Meeting minutes on Sentral reflect parent engagement and support of increasing student attendance.</p> <p>Decrease in student attendance reflecting at 20 days absence.</p> <p>Connected parent engagement will be reflected in improved student attendance of targeted families.</p> <p>Panorama YTD will reflect increased high school attendance data at 0.5 -10 days absence.</p> <p>Panorama YTD will reflect less students absent at 20 days plus.</p> <p>Late indicators:</p> <p>Panorama YTD reflect a decrease in student absence reflecting at 20 days or more.</p> <p>Panorama reflect increased school attendance data at 0.5 -10 days absence for 2023.</p> <p>AToS: factors:</p> <p>Attitudes to Attendance – maintain 90% and above.</p> <p>Student Connectedness – maintain 90% and above.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Improve Student Attendance:	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	<ul style="list-style-type: none"> * Plan and schedule for leaders to implement clear structures, processes and approaches that supports positive student attendance - including teacher, parent and whole school action plans. * Leaders and teachers will develop relevant Attendance Plans for identified students and hold termly SSG Meetings. * School RTLI Tiered Model reflect updated student attendance concerns on a termly basis. 		to: Term 4	
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Future planning	
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Monitoring and Self-assessment - 2024

SEIL Feedback