Monitoring and assessment - 2025

Gordon Primary School (0755)

Submitted for review by Russel Cowan (School Principal) on 18 December, 2024 at 10:15 AM
Endorsed by Karen Biggelaar (Senior Education Improvement Leader) on 20 February, 2025 at 10:35 AM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	Optimise literacy and numeracy achievement and learning growth for all students.
12-month target 1.1 target	By 2025 the percentage of Year 3 students in the Strong and Exceeding levels for reading will increase from 78% (2023) to 85%, for writing from 67% (2023) to 78% and for numeracy from 82% (2023) to 88%. By 2025 the percentage of Year 5 students in the Strong and Exceeding levels for reading will increase from 82% (2023) to 90%, for writing from 65% (2023) to 75% and for numeracy from 60% (2023) to 70%.
12-month target 1.2 target	By 2025 increase the NAPLAN (interim) relative growth in reading from 13% (2024) to 25%, and Numeracy from 0% (2024) to 15%.
12-month target 1.3 target	By 2025 the percentage of positive responses for the School Staff Survey module factors will increase as follows: Teaching and learning (practice improvement) – timetabled meetings to support collaboration 70% (2019) to 85%. Teaching and learning (planning) – collaborate to plan curriculum from 90% (2019) to 95%. Teaching and learning (implementation) – knowledge of high impact teaching strategies from 90% (2019) to 95%. Teaching and learning (evaluation) - understand how to analyse data from 80% (2019) to 90% Staff Professional Safety to move from 58% to 75% by Dec 2025
KIS 1.c Curriculum planning and assessment	Build teacher capability to effectively utilise data to design learning to meet each student's point of need.
Actions	- Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support. - Plan whole school professional learning in evidence-based approaches to supporting all students, focusing on students with additional needs in the classroom.

	- Implement targeted intervention programs, using personalised learning plans, small group / individual instruction and TLI. - Continue to develop a shared understanding of the Learner Profile and implement strategies to develop these learning skills.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will report higher levels of confidence in reading comprehension and mathematical problem solving skills - Students will be supported to actively select learning goals to drive their future learning, understanding what they need to do to achieve these goals and engage in reflection, boosting self-assessment and academic progress. Teachers: - Teachers will continue to develop differentiated instructional strategies tailored to student needs, use data to guide teaching, and provide constructive feedback to promote engagement and growth. - Teachers will meet regularly in PLCs to engage in collaborative, reflective practice, evaluate and plan curriculum, assessments and lessons. ES: - ES will work with structured timetables to support the implementation of the targeted intervention programs. - ES will meet with teachers and leadership to monitor and provide feedback on student progress. Leaders: - Leaders will ensure resources are strategically allocated to support targeted programs and foster a collaborative school culture. Modelling and coaching data-driven decision-making to guide continuous improvement. - Leaders will focus on measurable outcomes for student achievement, deepen community ties, and maintain a strong focus on data to improve resources and programs, ensuring consistent school improvement. Community: - Stronger community partnerships will be developed allowing parental involvement in literacy and numeracy to further support student success. - The community will be actively involved and advocate to further enhance school programs, reinforcing the importance of education and building a culture of learning.

Success indicators	Early indicators: - Regular progress monitoring (e.g. DIBELS) - Teacher judgment using formative assessments, records and observations of progress - PLC monitoring of data, recorded in minutes - IEP goals progress monitoring - Student self-assessment - Classroom observations / learning walks demonstrating use of strategies from professional development (instructional practices and student engagement) - Pre- and post- unit assessments Late indicators: - Perception survey results (AtoSS, PCGOS, SSS) - NAPLAN - Mid-year and end-of-year assessments (PAT, EA)
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Refine the assessment schedule to assess and track student progress in reading and numeracy, and adjust strategies as needed, bringing data to PLCs to discuss and monitor in teams regularly.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Provide professional development and support to conduct regular formative and curriculum-based	☑ All staff	from: Term 1	-1%

	assessments, followed by interpreting the data and using it to drive the next steps in teaching and learning programs.		to: Term 4	
Activity 3	Redefine and develop expectations and routines for Classroom Observations.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 4	Facilitate and timetable targeted intervention programs based on identifying student needs from available data, monitoring through personalised learning plans, using resources including ES and TLI.	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%
Activity 5	Provide ongoing training in evidence-based teaching strategies and assessments to enhance instructional practices in Reading, Writing and Numeracy.	☑ Assistant principal	from: Term 3 to: Term 3	-1%
Activity 6	Implement Student Self-Assessment Tools	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Facilitate Professional Learning Community Meetings, including workshops and resources for parents to support their children's learning at home, fostering a community approach to literacy and numeracy development.	☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 8	Continue to develop a shared understanding across the school (teachers, students and community) about the skills of learners, and developing the Learner Profile, using strategies within the class to focus on characteristics such as critical thinking, analytical abilities, and peer collaboration.	☑ PLC leaders	from: Term 1 to: Term 4	-1%

KIS 1.d Building leadership teams	Develop the capacity of middle leaders to drive improvement in student achievement.			
Actions	- Implement targeted professional development workshops focused on leadership and data analysis. - Establish mentoring programs pairing middle leaders with experienced mentors. - Facilitate collaborative planning sessions to share best practices and strategies for improving student achievement across all key improvement strategies.			
Delivery of the annual actions for this KIS				
Outcomes	Students: - Students will demonstrate enhanced understanding and skills, reflected in higher assessment outcomes and greater engagement in learning activities. - Students will exhibit greater enthusiasm for learning, participating actively in discussions and collaborative projects. Teachers: - Teachers will adopt more effective teaching strategies informed by data analysis, resulting in improved classroom engagement and differentiated instruction. - Teachers will continue to participate actively in professional learning communities, sharing resources and strategies to support each other's professional growth. Leaders: - Middle leaders will demonstrate increased proficiency in using student data to inform decisions and drive instructional			

	improvements. - Leaders will exhibit improved skills in coaching and mentoring, further developing a culture of collaboration and shared responsibility for student outcomes. Community: - Community members will engage more in school initiatives, supporting programs that enhance student learning and development. - The community will have greater confidence in school leadership, recognising their commitment to continuous improvement and student success.
Success indicators	Early indicators: - Classroom observation data and feedback on instructional practices before and after professional development to measure changes in teaching effectiveness. - Track attendance and engagement in professional development sessions by middle leaders and teachers, assessing their application of new strategies. - Gather qualitative data from surveys or interviews with both mentors and mentees to evaluate the effectiveness of the mentoring relationships. - Planning meeting documentation - notes and action plans from collaborative planning sessions to assess the frequency and quality of collaborative practices among staff. Late indicators: - Monitor student assessment (e.g., NAPLAN, internal assessments) to evaluate academic progress linked to improved leadership and instructional practices. - Use of surveys with parents and community members to gauge their perceptions of school leadership and involvement in educational initiatives.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete

Activity 1	Classroom Observation and Feedback Sessions: monitor the progress and implementation of the practices in focus across the year.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Professional Development Workshops: Have a PLC / PD schedule for each term, balancing the needs to provide evidence-based professional development across literacy and numeracy and time to implement and monitor effectively.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Mentoring Program Implementation: Graduate teachers and their mentors to be part of Career Start, and mentors to complete the available mentor workshops.	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Collaborative Planning Meetings: All teaching teams to allocate a planning session that is supported by leadership, building a collaborative team approach to monitoring data, responsive teaching and increasing teacher support.	☑ Assistant principal	from: Term 1 to: Term 4	-1%

Goal 3	Optimise the health and wellbeing of all students.
12-month target 3.1 target	Emotional awareness and regulation to increase from 58% to 75% by December 2025

12-month target 3.2 target	By 2025, maintain the number of students, including those 12 months behind or ahead of the expected age level, with an Individual Education Plan at 100%.
12-month target 3.3 target	By 2025 the percentage of positive responses for the Parent Opinion Survey factor parent participation and involvement will increase from 95% (2019) to 96% and for teacher communication from 89% (2019) to 92%.
KIS 3.a Health and wellbeing	Utilise evidence-based practices to support student mental health.
Actions	- Introduce structured SEL (Social-Emotional Learning) programs, Open Parachute and further embed the Respectful Relationships across all year levels, focusing on developing emotional regulation, resilience, and coping strategies. - Develop staff capabilities in supporting student wellbeing through providing training on emotional awareness, trauma-informed practices, and strategies to support students in managing emotions, both individually and in group settings.
Delivery of the annual actions for this KIS	
Outcomes	Emotional Awareness and Regulation - Students will have increased ability to identify and manage emotions, leading to improved self-regulation in academic and social situations. - Students will have enhanced empathy and social skills, contributing to a positive school climate. Teachers will have improved understanding of emotional regulation strategies, leading to better classroom management and stronger student-teacher relationships. Staff Safety and Well-being - Staff will have improved sense of safety and well-being, reflected in lower levels of stress and higher job satisfaction. - Staff will feel better equipped to manage challenges and support students effectively. - Leaders will demonstrate stronger support for staff well-being, fostering a culture of care and collaboration within the school. Parent and Teacher Communication Parents will have increased involvement in their child's education, with clearer and more frequent communication regarding student progress and school activities. Community will have strengthened partnership between the school and families, resulting in a more cohesive and supportive learning environment for students.

Success indicators	Early indicators: - Compass tracking of student behaviour and wellbeing (including emotional development.) - Check ins with students in class to assess emotional development and overall well-being, providing a snapshot of progress over time (e.g. through Open Parachute.) - Edusafe and incident reports to monitor any safety concerns or improvements. - Tracking staff turnover and absenteeism as a measure of overall staff morale and well-being. - Records of communication between teachers and parents (e.g., emails, phone calls, conferences) to monitor the frequency and quality of interactions. - Tracking attendance and feedback from student-led conferences to gauge parent involvement. Late indicators: - AtoSS data - Staff Opinion Survey (including staff well-being, safety, and job satisfaction) tracking improvements or concerns over time. - Parent Opinion Survey, specifically focused on parent participation and teacher communication, to track improvements in engagement and satisfaction. - Parent feedback on student reports, including satisfaction with the clarity and detail of communication around student progress.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a School-Wide SEL Program Introduce and integrate Social-	☑ All staff	from: Term 1	-1%

	Emotional Learning (SEL) programs (Open parachute and Respectful Relationships) across all year levels, focusing on emotional regulation, resilience, and conflict resolution. This will include weekly lessons, activities, and workshops designed to support students in developing self-awareness and coping strategies.		to: Term 4	
Activity 2	Conduct a staff well-being audit, followed by professional development sessions focused on emotional regulation, stress management, and creating a safe, supportive work environment. This will help enhance staff resilience and address concerns regarding staff safety.	☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Enhance Compas communication (e.g., school apps, portals) to provide parents with regular updates on student progress. This will be complemented by student-led conferences and increased opportunities for parent involvement in school activities and decision-making.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
KIS 3.b Building practice excellence	Enhance inclusive teaching practice to support diverse learning needs.			

Actions	- Provide professional development on differentiated instruction to equip teachers with strategies for meeting diverse learning needs. - Regularly review and update Individual Education Plans (IEPs) to ensure tailored support for students with diverse needs. - Foster a collaborative approach by encouraging teamwork between teachers, support staff, and specialists to create inclusive classroom environments that promote equity in learning for all students.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will feel supported and engaged in the classroom and contribute to a strong classroom culture Teachers: - Teachers will have improved differentiation in classroom teaching, ensuring that all students' diverse needs are met. - Teachers will have enhanced skills to support individual learning plans, leading to greater student engagement and achievement. - Collaboration among staff will foster a more inclusive, equitable learning environment for all students. Leadership: - Leadership will provide the resources and time allocation to DI leader to work with staff, staff to engage with families and establish a strong connection between home and school for vulnerable families.
Success indicators	Early indicators: - Improvement in academic outcomes for students with diverse learning needs, as tracked through assessments and IEP progress. - Increased confidence and effectiveness in differentiated instruction, measured through staff surveys and professional development feedback. - 100% of students with diverse learning needs will have up-to-date and actionable Individual Education Plans (IEPs) tailored to their specific requirements. - Family engagement and support through SSG meetings - Evidence of inclusive practices in classrooms, with teachers using differentiated strategies to engage all students, observed through regular classroom walkthroughs. Late indicators: - AtoSS, PCGOS results

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Offer targeted training on differentiated instruction, Universal Design for Learning (UDL), and strategies to support students with diverse learning needs.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Facilitate regular planning meetings where teachers, support staff, and specialists collaborate to design inclusive lesson plans and modify curriculum to meet the needs of all students.	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Conduct regular reviews of Individual Education Plans (IEPs) to ensure they are current, relevant, and effectively supporting student progress, with adjustments made as needed based on ongoing assessments (including holding SSGs with all relevant stakeholders).	☑ Leadership team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	Optimise literacy and numeracy achievement and learning growth for all students.
12-month target 1.1 target	By 2025 the percentage of Year 3 students in the Strong and Exceeding levels for reading will increase from 78% (2023) to 85%, for writing from 67% (2023) to 78% and for numeracy from 82% (2023) to 88%. By 2025 the percentage of Year 5 students in the Strong and Exceeding levels for reading will increase from 82% (2023) to 90%, for writing from 65% (2023) to 75% and for numeracy from 60% (2023) to 70%.
12-month target 1.2 target	By 2025 increase the NAPLAN (interim) relative growth in reading from 13% (2024) to 25%, and Numeracy from 0% (2024) to 15%.
12-month target 1.3 target	By 2025 the percentage of positive responses for the School Staff Survey module factors will increase as follows: Teaching and learning (practice improvement) – timetabled meetings to support collaboration 70% (2019) to 85%. Teaching and learning (planning) – collaborate to plan curriculum from 90% (2019) to 95%. Teaching and learning (implementation) – knowledge of high impact teaching strategies from 90% (2019) to 95%. Teaching and learning (evaluation) - understand how to analyse data from 80% (2019) to 90% Staff Professional Safety to move from 58% to 75% by Dec 2025
KIS 1.c Curriculum planning and assessment	Build teacher capability to effectively utilise data to design learning to meet each student's point of need.
Actions	- Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support. - Plan whole school professional learning in evidence-based approaches to supporting all students, focusing on students with additional needs in the classroom.

	- Implement targeted intervention programs, using personalised learning plans, small group / individual instruction and TLI. - Continue to develop a shared understanding of the Learner Profile and implement strategies to develop these learning skills.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will report higher levels of confidence in reading comprehension and mathematical problem solving skills - Students will be supported to actively select learning goals to drive their future learning, understanding what they need to do to achieve these goals and engage in reflection, boosting self-assessment and academic progress. Teachers: - Teachers will continue to develop differentiated instructional strategies tailored to student needs, use data to guide teaching, and provide constructive feedback to promote engagement and growth. - Teachers will meet regularly in PLCs to engage in collaborative, reflective practice, evaluate and plan curriculum, assessments and lessons. ES: - ES will work with structured timetables to support the implementation of the targeted intervention programs. - ES will meet with teachers and leadership to monitor and provide feedback on student progress. Leaders: - Leaders will ensure resources are strategically allocated to support targeted programs and foster a collaborative school culture. Modelling and coaching data-driven decision-making to guide continuous improvement. - Leaders will focus on measurable outcomes for student achievement, deepen community ties, and maintain a strong focus on data to improve resources and programs, ensuring consistent school improvement. Community: - Stronger community partnerships will be developed allowing parental involvement in literacy and numeracy to further support student success. - The community will be actively involved and advocate to further enhance school programs, reinforcing the importance of education and building a culture of learning.

Success indicators	Early indicators: - Regular progress monitoring (e.g. DIBELS) - Teacher judgment using formative assessments, records and observations of progress - PLC monitoring of data, recorded in minutes - IEP goals progress monitoring - Student self-assessment - Classroom observations / learning walks demonstrating use of strategies from professional development (instructional practices and student engagement) - Pre- and post- unit assessments Late indicators: - Perception survey results (AtoSS, PCGOS, SSS) - NAPLAN - Mid-year and end-of-year assessments (PAT, EA)			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Refine the assessment schedule to assess and track student progress in reading and numeracy, and adjust strategies as needed, bringing data to PLCs to discuss and monitor in teams regularly.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Provide professional development and support to conduct regular formative and curriculum-based	☑ All staff	from: Term 1	-1%

	assessments, followed by interpreting the data and using it to drive the next steps in teaching and learning programs.		to: Term 4	
Activity 3	Redefine and develop expectations and routines for Classroom Observations.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 4	Facilitate and timetable targeted intervention programs based on identifying student needs from available data, monitoring through personalised learning plans, using resources including ES and TLI.	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%
Activity 5	Provide ongoing training in evidence-based teaching strategies and assessments to enhance instructional practices in Reading, Writing and Numeracy.	☑ Assistant principal	from: Term 3 to: Term 3	-1%
Activity 6	Implement Student Self-Assessment Tools	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Facilitate Professional Learning Community Meetings, including workshops and resources for parents to support their children's learning at home, fostering a community approach to literacy and numeracy development.	☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 8	Continue to develop a shared understanding across the school (teachers, students and community) about the skills of learners, and developing the Learner Profile, using strategies within the class to focus on characteristics such as critical thinking, analytical abilities, and peer collaboration.	☑ PLC leaders	from: Term 1 to: Term 4	-1%

KIS 1.d Building leadership teams	Develop the capacity of middle leaders to drive improvement in student achievement.
Actions	- Implement targeted professional development workshops focused on leadership and data analysis. - Establish mentoring programs pairing middle leaders with experienced mentors. - Facilitate collaborative planning sessions to share best practices and strategies for improving student achievement across all key improvement strategies.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will demonstrate enhanced understanding and skills, reflected in higher assessment outcomes and greater engagement in learning activities. - Students will exhibit greater enthusiasm for learning, participating actively in discussions and collaborative projects. Teachers: - Teachers will adopt more effective teaching strategies informed by data analysis, resulting in improved classroom engagement and differentiated instruction. - Teachers will continue to participate actively in professional learning communities, sharing resources and strategies to support each other's professional growth. Leaders: - Middle leaders will demonstrate increased proficiency in using student data to inform decisions and drive instructional

	improvements. - Leaders will exhibit improved skills in coaching and mentoring, further developing a culture of collaboration and shared responsibility for student outcomes. Community: - Community members will engage more in school initiatives, supporting programs that enhance student learning and development. - The community will have greater confidence in school leadership, recognising their commitment to continuous improvement and student success.			
Success indicators	Early indicators: - Classroom observation data and feedback on instructional practices before and after professional development to measure changes in teaching effectiveness. - Track attendance and engagement in professional development sessions by middle leaders and teachers, assessing their application of new strategies. - Gather qualitative data from surveys or interviews with both mentors and mentees to evaluate the effectiveness of the mentoring relationships. - Planning meeting documentation - notes and action plans from collaborative planning sessions to assess the frequency and quality of collaborative practices among staff. Late indicators: - Monitor student assessment (e.g., NAPLAN, internal assessments) to evaluate academic progress linked to improved leadership and instructional practices. - Use of surveys with parents and community members to gauge their perceptions of school leadership and involvement in educational initiatives.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**

Activity 1	Classroom Observation and Feedback Sessions: monitor the progress and implementation of the practices in focus across the year.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Professional Development Workshops: Have a PLC / PD schedule for each term, balancing the needs to provide evidence-based professional development across literacy and numeracy and time to implement and monitor effectively.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Mentoring Program Implementation: Graduate teachers and their mentors to be part of Career Start, and mentors to complete the available mentor workshops.	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Collaborative Planning Meetings: All teaching teams to allocate a planning session that is supported by leadership, building a collaborative team approach to monitoring data, responsive teaching and increasing teacher support.	☑ Assistant principal	from: Term 1 to: Term 4	-1%

Goal 3	Optimise the health and wellbeing of all students.
12-month target 3.1 target	Emotional awareness and regulation to increase from 58% to 75% by December 2025

12-month target 3.2 target	By 2025, maintain the number of students, including those 12 months behind or ahead of the expected age level, with an Individual Education Plan at 100%.
12-month target 3.3 target	By 2025 the percentage of positive responses for the Parent Opinion Survey factor parent participation and involvement will increase from 95% (2019) to 96% and for teacher communication from 89% (2019) to 92%.
KIS 3.a Health and wellbeing	Utilise evidence-based practices to support student mental health.
Actions	- Introduce structured SEL (Social-Emotional Learning) programs, Open Parachute and further embed the Respectful Relationships across all year levels, focusing on developing emotional regulation, resilience, and coping strategies. - Develop staff capabilities in supporting student wellbeing through providing training on emotional awareness, trauma-informed practices, and strategies to support students in managing emotions, both individually and in group settings.
Delivery of the annual actions for this KIS	
Outcomes	Emotional Awareness and Regulation - Students will have increased ability to identify and manage emotions, leading to improved self-regulation in academic and social situations. - Students will have enhanced empathy and social skills, contributing to a positive school climate. Teachers will have improved understanding of emotional regulation strategies, leading to better classroom management and stronger student-teacher relationships. Staff Safety and Well-being - Staff will have improved sense of safety and well-being, reflected in lower levels of stress and higher job satisfaction. - Staff will feel better equipped to manage challenges and support students effectively. - Leaders will demonstrate stronger support for staff well-being, fostering a culture of care and collaboration within the school. Parent and Teacher Communication Parents will have increased involvement in their child's education, with clearer and more frequent communication regarding student progress and school activities. Community will have strengthened partnership between the school and families, resulting in a more cohesive and supportive learning environment for students.

Success indicators	Early indicators: - Compass tracking of student behaviour and wellbeing (including emotional development.) - Check ins with students in class to assess emotional development and overall well-being, providing a snapshot of progress over time (e.g. through Open Parachute.) - Edusafe and incident reports to monitor any safety concerns or improvements. - Tracking staff turnover and absenteeism as a measure of overall staff morale and well-being. - Records of communication between teachers and parents (e.g., emails, phone calls, conferences) to monitor the frequency and quality of interactions. - Tracking attendance and feedback from student-led conferences to gauge parent involvement. Late indicators: - AtoSS data - Staff Opinion Survey (including staff well-being, safety, and job satisfaction) tracking improvements or concerns over time. - Parent Opinion Survey, specifically focused on parent participation and teacher communication, to track improvements in engagement and satisfaction. - Parent feedback on student reports, including satisfaction with the clarity and detail of communication around student progress.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Implement a School-Wide SEL Program Introduce and integrate Social-	☑ All staff	from: Term 1	-1%

	Emotional Learning (SEL) programs (Open parachute and Respectful Relationships) across all year levels, focusing on emotional regulation, resilience, and conflict resolution. This will include weekly lessons, activities, and workshops designed to support students in developing self-awareness and coping strategies.		to: Term 4	
Activity 2	Conduct a staff well-being audit, followed by professional development sessions focused on emotional regulation, stress management, and creating a safe, supportive work environment. This will help enhance staff resilience and address concerns regarding staff safety.	☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Enhance Compas communication (e.g., school apps, portals) to provide parents with regular updates on student progress. This will be complemented by student-led conferences and increased opportunities for parent involvement in school activities and decision-making.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
KIS 3.b Building practice excellence	Enhance inclusive teaching practice to support diverse learning needs.			

Actions	- Provide professional development on differentiated instruction to equip teachers with strategies for meeting diverse learning needs. - Regularly review and update Individual Education Plans (IEPs) to ensure tailored support for students with diverse needs. - Foster a collaborative approach by encouraging teamwork between teachers, support staff, and specialists to create inclusive classroom environments that promote equity in learning for all students.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will feel supported and engaged in the classroom and contribute to a strong classroom culture Teachers: - Teachers will have improved differentiation in classroom teaching, ensuring that all students' diverse needs are met. - Teachers will have enhanced skills to support individual learning plans, leading to greater student engagement and achievement. - Collaboration among staff will foster a more inclusive, equitable learning environment for all students. Leadership: - Leadership will provide the resources and time allocation to DI leader to work with staff, staff to engage with families and establish a strong connection between home and school for vulnerable families.
Success indicators	Early indicators: - Improvement in academic outcomes for students with diverse learning needs, as tracked through assessments and IEP progress. - Increased confidence and effectiveness in differentiated instruction, measured through staff surveys and professional development feedback. - 100% of students with diverse learning needs will have up-to-date and actionable Individual Education Plans (IEPs) tailored to their specific requirements. - Family engagement and support through SSG meetings - Evidence of inclusive practices in classrooms, with teachers using differentiated strategies to engage all students, observed through regular classroom walkthroughs. Late indicators: - AtoSS, PCGOS results

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Offer targeted training on differentiated instruction, Universal Design for Learning (UDL), and strategies to support students with diverse learning needs.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Facilitate regular planning meetings where teachers, support staff, and specialists collaborate to design inclusive lesson plans and modify curriculum to meet the needs of all students.	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Conduct regular reviews of Individual Education Plans (IEPs) to ensure they are current, relevant, and effectively supporting student progress, with adjustments made as needed based on ongoing assessments (including holding SSGs with all relevant stakeholders).	☑ Leadership team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	Optimise literacy and numeracy achievement and learning growth for all students.
12-month target 1.1 target	By 2025 the percentage of Year 3 students in the Strong and Exceeding levels for reading will increase from 78% (2023) to 85%, for writing from 67% (2023) to 78% and for numeracy from 82% (2023) to 88%. By 2025 the percentage of Year 5 students in the Strong and Exceeding levels for reading will increase from 82% (2023) to 90%, for writing from 65% (2023) to 75% and for numeracy from 60% (2023) to 70%.
12-month target 1.2 target	By 2025 increase the NAPLAN (interim) relative growth in reading from 13% (2024) to 25%, and Numeracy from 0% (2024) to 15%.
12-month target 1.3 target	By 2025 the percentage of positive responses for the School Staff Survey module factors will increase as follows: Teaching and learning (practice improvement) – timetabled meetings to support collaboration 70% (2019) to 85%. Teaching and learning (planning) – collaborate to plan curriculum from 90% (2019) to 95%. Teaching and learning (implementation) – knowledge of high impact teaching strategies from 90% (2019) to 95%. Teaching and learning (evaluation) - understand how to analyse data from 80% (2019) to 90% Staff Professional Safety to move from 58% to 75% by Dec 2025
KIS 1.c Curriculum planning and assessment	Build teacher capability to effectively utilise data to design learning to meet each student's point of need.
Actions	- Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support. - Plan whole school professional learning in evidence-based approaches to supporting all students, focusing on students with additional needs in the classroom.

	- Implement targeted intervention programs, using personalised learning plans, small group / individual instruction and TLI. - Continue to develop a shared understanding of the Learner Profile and implement strategies to develop these learning skills.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will report higher levels of confidence in reading comprehension and mathematical problem solving skills - Students will be supported to actively select learning goals to drive their future learning, understanding what they need to do to achieve these goals and engage in reflection, boosting self-assessment and academic progress. Teachers: - Teachers will continue to develop differentiated instructional strategies tailored to student needs, use data to guide teaching, and provide constructive feedback to promote engagement and growth. - Teachers will meet regularly in PLCs to engage in collaborative, reflective practice, evaluate and plan curriculum, assessments and lessons. ES: - ES will work with structured timetables to support the implementation of the targeted intervention programs. - ES will meet with teachers and leadership to monitor and provide feedback on student progress. Leaders: - Leaders will ensure resources are strategically allocated to support targeted programs and foster a collaborative school culture. Modelling and coaching data-driven decision-making to guide continuous improvement. - Leaders will focus on measurable outcomes for student achievement, deepen community ties, and maintain a strong focus on data to improve resources and programs, ensuring consistent school improvement. Community: - Stronger community partnerships will be developed allowing parental involvement in literacy and numeracy to further support student success. - The community will be actively involved and advocate to further enhance school programs, reinforcing the importance of education and building a culture of learning.

Success indicators	Early indicators: - Regular progress monitoring (e.g. DIBELS) - Teacher judgment using formative assessments, records and observations of progress - PLC monitoring of data, recorded in minutes - IEP goals progress monitoring - Student self-assessment - Classroom observations / learning walks demonstrating use of strategies from professional development (instructional practices and student engagement) - Pre- and post- unit assessments Late indicators: - Perception survey results (AtoSS, PCGOS, SSS) - NAPLAN - Mid-year and end-of-year assessments (PAT, EA)			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Refine the assessment schedule to assess and track student progress in reading and numeracy, and adjust strategies as needed, bringing data to PLCs to discuss and monitor in teams regularly.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Provide professional development and support to conduct regular formative and curriculum-based	☑ All staff	from: Term 1	-1%

	assessments, followed by interpreting the data and using it to drive the next steps in teaching and learning programs.		to: Term 4	
Activity 3	Redefine and develop expectations and routines for Classroom Observations.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 4	Facilitate and timetable targeted intervention programs based on identifying student needs from available data, monitoring through personalised learning plans, using resources including ES and TLI.	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%
Activity 5	Provide ongoing training in evidence-based teaching strategies and assessments to enhance instructional practices in Reading, Writing and Numeracy.	☑ Assistant principal	from: Term 3 to: Term 3	-1%
Activity 6	Implement Student Self-Assessment Tools	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Facilitate Professional Learning Community Meetings, including workshops and resources for parents to support their children's learning at home, fostering a community approach to literacy and numeracy development.	☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 8	Continue to develop a shared understanding across the school (teachers, students and community) about the skills of learners, and developing the Learner Profile, using strategies within the class to focus on characteristics such as critical thinking, analytical abilities, and peer collaboration.	☑ PLC leaders	from: Term 1 to: Term 4	-1%
KIS 1.d Building leadership teams	Develop the capacity of middle leaders to drive improvement in student achievement.			
Actions	- Implement targeted professional development workshops focused on leadership and data analysis. - Establish mentoring programs pairing middle leaders with experienced mentors. - Facilitate collaborative planning sessions to share best practices and strategies for improving student achievement across all key improvement strategies.			
Delivery of the annual actions for this KIS				
Outcomes	Students: - Students will demonstrate enhanced understanding and skills, reflected in higher assessment outcomes and greater engagement in learning activities. - Students will exhibit greater enthusiasm for learning, participating actively in discussions and collaborative projects. Teachers: - Teachers will adopt more effective teaching strategies informed by data analysis, resulting in improved classroom engagement and differentiated instruction. - Teachers will continue to participate actively in professional learning communities, sharing resources and strategies to support each other's professional growth. Leaders: - Middle leaders will demonstrate increased proficiency in using student data to inform decisions and drive instructional			

	improvements. - Leaders will exhibit improved skills in coaching and mentoring, further developing a culture of collaboration and shared responsibility for student outcomes. Community: - Community members will engage more in school initiatives, supporting programs that enhance student learning and development. - The community will have greater confidence in school leadership, recognising their commitment to continuous improvement and student success.
Success indicators	Early indicators: - Classroom observation data and feedback on instructional practices before and after professional development to measure changes in teaching effectiveness. - Track attendance and engagement in professional development sessions by middle leaders and teachers, assessing their application of new strategies. - Gather qualitative data from surveys or interviews with both mentors and mentees to evaluate the effectiveness of the mentoring relationships. - Planning meeting documentation - notes and action plans from collaborative planning sessions to assess the frequency and quality of collaborative practices among staff. Late indicators: - Monitor student assessment (e.g., NAPLAN, internal assessments) to evaluate academic progress linked to improved leadership and instructional practices. - Use of surveys with parents and community members to gauge their perceptions of school leadership and involvement in educational initiatives.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete

Activity 1	Classroom Observation and Feedback Sessions: monitor the progress and implementation of the practices in focus across the year.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Professional Development Workshops: Have a PLC / PD schedule for each term, balancing the needs to provide evidence-based professional development across literacy and numeracy and time to implement and monitor effectively.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Mentoring Program Implementation: Graduate teachers and their mentors to be part of Career Start, and mentors to complete the available mentor workshops.	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Collaborative Planning Meetings: All teaching teams to allocate a planning session that is supported by leadership, building a collaborative team approach to monitoring data, responsive teaching and increasing teacher support.	☑ Assistant principal	from: Term 1 to: Term 4	-1%

Goal 3	Optimise the health and wellbeing of all students.
12-month target 3.1 target	Emotional awareness and regulation to increase from 58% to 75% by December 2025

12-month target 3.2 target	By 2025, maintain the number of students, including those 12 months behind or ahead of the expected age level, with an Individual Education Plan at 100%.
12-month target 3.3 target	By 2025 the percentage of positive responses for the Parent Opinion Survey factor parent participation and involvement will increase from 95% (2019) to 96% and for teacher communication from 89% (2019) to 92%.
KIS 3.a Health and wellbeing	Utilise evidence-based practices to support student mental health.
Actions	- Introduce structured SEL (Social-Emotional Learning) programs, Open Parachute and further embed the Respectful Relationships across all year levels, focusing on developing emotional regulation, resilience, and coping strategies. - Develop staff capabilities in supporting student wellbeing through providing training on emotional awareness, trauma-informed practices, and strategies to support students in managing emotions, both individually and in group settings.
Delivery of the annual actions for this KIS	
Outcomes	Emotional Awareness and Regulation - Students will have increased ability to identify and manage emotions, leading to improved self-regulation in academic and social situations. - Students will have enhanced empathy and social skills, contributing to a positive school climate. Teachers will have improved understanding of emotional regulation strategies, leading to better classroom management and stronger student-teacher relationships. Staff Safety and Well-being - Staff will have improved sense of safety and well-being, reflected in lower levels of stress and higher job satisfaction. - Staff will feel better equipped to manage challenges and support students effectively. - Leaders will demonstrate stronger support for staff well-being, fostering a culture of care and collaboration within the school. Parent and Teacher Communication Parents will have increased involvement in their child's education, with clearer and more frequent communication regarding student progress and school activities. Community will have strengthened partnership between the school and families, resulting in a more cohesive and supportive learning environment for students.

Success indicators	Early indicators:
	- Compass tracking of student behaviour and wellbeing (including emotional development.)
	- Check ins with students in class to assess emotional development and overall well-being, providing a snapshot of progress over time (e.g. through Open Parachute.)
	- Edusafe and incident reports to monitor any safety concerns or improvements.
	- Tracking staff turnover and absenteeism as a measure of overall staff morale and well-being.
	- Records of communication between teachers and parents (e.g., emails, phone calls, conferences) to monitor the frequency and quality of interactions.
	- Tracking attendance and feedback from student-led conferences to gauge parent involvement.
	Late indicators:
	- AtoSS data
	- Staff Opinion Survey (including staff well-being, safety, and job satisfaction) tracking improvements or concerns over time.
	- Parent Opinion Survey, specifically focused on parent participation and teacher communication, to track improvements in engagement and satisfaction.
	- Parent feedback on student reports, including satisfaction with the clarity and detail of communication around student progress.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a School-Wide SEL Program Introduce and integrate Social-	☑ All staff	from: Term 1	-1%

	Emotional Learning (SEL) programs (Open parachute and Respectful Relationships) across all year levels, focusing on emotional regulation, resilience, and conflict resolution. This will include weekly lessons, activities, and workshops designed to support students in developing self-awareness and coping strategies.		to: Term 4	
Activity 2	Conduct a staff well-being audit, followed by professional development sessions focused on emotional regulation, stress management, and creating a safe, supportive work environment. This will help enhance staff resilience and address concerns regarding staff safety.	☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Enhance Compas communication (e.g., school apps, portals) to provide parents with regular updates on student progress. This will be complemented by student-led conferences and increased opportunities for parent involvement in school activities and decision-making.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
KIS 3.b Building practice excellence	Enhance inclusive teaching practice to support diverse learning needs.			

Actions	- Provide professional development on differentiated instruction to equip teachers with strategies for meeting diverse learning needs. - Regularly review and update Individual Education Plans (IEPs) to ensure tailored support for students with diverse needs. - Foster a collaborative approach by encouraging teamwork between teachers, support staff, and specialists to create inclusive classroom environments that promote equity in learning for all students.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will feel supported and engaged in the classroom and contribute to a strong classroom culture Teachers: - Teachers will have improved differentiation in classroom teaching, ensuring that all students' diverse needs are met. - Teachers will have enhanced skills to support individual learning plans, leading to greater student engagement and achievement. - Collaboration among staff will foster a more inclusive, equitable learning environment for all students. Leadership: - Leadership will provide the resources and time allocation to DI leader to work with staff, staff to engage with families and establish a strong connection between home and school for vulnerable families.
Success indicators	Early indicators: - Improvement in academic outcomes for students with diverse learning needs, as tracked through assessments and IEP progress. - Increased confidence and effectiveness in differentiated instruction, measured through staff surveys and professional development feedback. - 100% of students with diverse learning needs will have up-to-date and actionable Individual Education Plans (IEPs) tailored to their specific requirements. - Family engagement and support through SSG meetings - Evidence of inclusive practices in classrooms, with teachers using differentiated strategies to engage all students, observed through regular classroom walkthroughs. Late indicators: - AtoSS, PCGOS results

Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Offer targeted training on differentiated instruction, Universal Design for Learning (UDL), and strategies to support students with diverse learning needs.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Facilitate regular planning meetings where teachers, support staff, and specialists collaborate to design inclusive lesson plans and modify curriculum to meet the needs of all students.	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Conduct regular reviews of Individual Education Plans (IEPs) to ensure they are current, relevant, and effectively supporting student progress, with adjustments made as needed based on ongoing assessments (including holding SSGs with all relevant stakeholders).	☑ Leadership team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	Optimise literacy and numeracy achievement and learning growth for all students.
12-month target 1.1 target	By 2025 the percentage of Year 3 students in the Strong and Exceeding levels for reading will increase from 78% (2023) to 85%, for writing from 67% (2023) to 78% and for numeracy from 82% (2023) to 88%. By 2025 the percentage of Year 5 students in the Strong and Exceeding levels for reading will increase from 82% (2023) to 90%, for writing from 65% (2023) to 75% and for numeracy from 60% (2023) to 70%.
Has this 12-month target been met	Not Met
12-month target 1.2 target	By 2025 increase the NAPLAN (interim) relative growth in reading from 13% (2024) to 25%, and Numeracy from 0% (2024) to 15%.
Has this 12-month target been met	Not Met
12-month target 1.3 target	By 2025 the percentage of positive responses for the School Staff Survey module factors will increase as follows: Teaching and learning (practice improvement) – timetabled meetings to support collaboration 70% (2019) to 85%. Teaching and learning (planning) – collaborate to plan curriculum from 90% (2019) to 95%. Teaching and learning (implementation) – knowledge of high impact teaching strategies from 90% (2019) to 95%. Teaching and learning (evaluation) - understand how to analyse data from 80% (2019) to 90% Staff Professional Safety to move from 58% to 75% by Dec 2025
Has this 12-month target been met	Not Met

KIS 1.c Curriculum planning and assessment	Build teacher capability to effectively utilise data to design learning to meet each student's point of need.
Actions	- Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support. - Plan whole school professional learning in evidence-based approaches to supporting all students, focusing on students with additional needs in the classroom. - Implement targeted intervention programs, using personalised learning plans, small group / individual instruction and TLI. - Continue to develop a shared understanding of the Learner Profile and implement strategies to develop these learning skills.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will report higher levels of confidence in reading comprehension and mathematical problem solving skills - Students will be supported to actively select learning goals to drive their future learning, understanding what they need to do to achieve these goals and engage in reflection, boosting self-assessment and academic progress. Teachers: - Teachers will continue to develop differentiated instructional strategies tailored to student needs, use data to guide teaching, and provide constructive feedback to promote engagement and growth. - Teachers will meet regularly in PLCs to engage in collaborative, reflective practice, evaluate and plan curriculum, assessments and lessons. ES: - ES will work with structured timetables to support the implementation of the targeted intervention programs. - ES will meet with teachers and leadership to monitor and provide feedback on student progress. Leaders: - Leaders will ensure resources are strategically allocated to support targeted programs and foster a collaborative school culture. Modelling and coaching data-driven decision-making to guide continuous improvement. - Leaders will focus on measurable outcomes for student achievement, deepen community ties, and maintain a strong

	focus on data to improve resources and programs, ensuring consistent school improvement. Community: - Stronger community partnerships will be developed allowing parental involvement in literacy and numeracy to further support student success. - The community will be actively involved and advocate to further enhance school programs, reinforcing the importance of education and building a culture of learning.
Success indicators	Early indicators: - Regular progress monitoring (e.g. DIBELS) - Teacher judgment using formative assessments, records and observations of progress - PLC monitoring of data, recorded in minutes - IEP goals progress monitoring - Student self-assessment - Classroom observations / learning walks demonstrating use of strategies from professional development (instructional practices and student engagement) - Pre- and post- unit assessments Late indicators: - Perception survey results (AtoSS, PCGOS, SSS) - NAPLAN - Mid-year and end-of-year assessments (PAT, EA)
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete

Activity 1	Refine the assessment schedule to assess and track student progress in reading and numeracy, and adjust strategies as needed, bringing data to PLCs to discuss and monitor in teams regularly.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Provide professional development and support to conduct regular formative and curriculum-based assessments, followed by interpreting the data and using it to drive the next steps in teaching and learning programs.	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 3	Redefine and develop expectations and routines for Classroom Observations.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 4	Facilitate and timetable targeted intervention programs based on identifying student needs from available data, monitoring through personalised learning plans, using resources including ES and TLI.	☑ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%
Activity 5	Provide ongoing training in evidence-based teaching strategies and assessments to enhance instructional practices in Reading, Writing and Numeracy.	☑ Assistant principal	from: Term 3 to: Term 3	-1%
Activity 6	Implement Student Self-Assessment Tools	☑ All staff	from: Term 1	-1%

			to: Term 4	
Activity 7	Facilitate Professional Learning Community Meetings, including workshops and resources for parents to support their children's learning at home, fostering a community approach to literacy and numeracy development.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 8	Continue to develop a shared understanding across the school (teachers, students and community) about the skills of learners, and developing the Learner Profile, using strategies within the class to focus on characteristics such as critical thinking, analytical abilities, and peer collaboration.	☑ PLC leaders	from: Term 1 to: Term 4	-1%
KIS 1.d Building leadership teams	Develop the capacity of middle leaders to drive improvement in student achievement.			
Actions	- Implement targeted professional development workshops focused on leadership and data analysis. - Establish mentoring programs pairing middle leaders with experienced mentors. - Facilitate collaborative planning sessions to share best practices and strategies for improving student achievement across all key improvement strategies.			
Delivery of the annual actions for this KIS				
Outcomes	Students: - Students will demonstrate enhanced understanding and skills, reflected in higher assessment outcomes and greater			

	engagement in learning activities. - Students will exhibit greater enthusiasm for learning, participating actively in discussions and collaborative projects. Teachers: - Teachers will adopt more effective teaching strategies informed by data analysis, resulting in improved classroom engagement and differentiated instruction. - Teachers will continue to participate actively in professional learning communities, sharing resources and strategies to support each other's professional growth. Leaders: - Middle leaders will demonstrate increased proficiency in using student data to inform decisions and drive instructional improvements. - Leaders will exhibit improved skills in coaching and mentoring, further developing a culture of collaboration and shared responsibility for student outcomes. Community: - Community members will engage more in school initiatives, supporting programs that enhance student learning and development. - The community will have greater confidence in school leadership, recognising their commitment to continuous improvement and student success.
Success indicators	Early indicators: - Classroom observation data and feedback on instructional practices before and after professional development to measure changes in teaching effectiveness. - Track attendance and engagement in professional development sessions by middle leaders and teachers, assessing their application of new strategies. - Gather qualitative data from surveys or interviews with both mentors and mentees to evaluate the effectiveness of the mentoring relationships. - Planning meeting documentation - notes and action plans from collaborative planning sessions to assess the frequency and quality of collaborative practices among staff. Late indicators: - Monitor student assessment (e.g., NAPLAN, internal assessments) to evaluate academic progress linked to improved leadership and instructional practices.

	- Use of surveys with parents and community members to gauge their perceptions of school leadership and involvement in educational initiatives.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Classroom Observation and Feedback Sessions: monitor the progress and implementation of the practices in focus across the year.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Professional Development Workshops: Have a PLC / PD schedule for each term, balancing the needs to provide evidence-based professional development across literacy and numeracy and time to implement and monitor effectively.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Mentoring Program Implementation: Graduate teachers and their mentors to be part of Career Start, and mentors to complete the available mentor workshops.	☑ Leadership team	from: Term 1 to: Term 4	-1%

Activity 4	Collaborative Planning Meetings: All teaching teams to allocate a planning session that is supported by leadership, building a collaborative team approach to monitoring data, responsive teaching and increasing teacher support.	☑ Assistant principal	from: Term 1 to: Term 4	-1%

Goal 3	Optimise the health and wellbeing of all students.
12-month target 3.1 target	Emotional awareness and regulation to increase from 58% to 75% by December 2025
Has this 12-month target been met	Not Met
12-month target 3.2 target	By 2025, maintain the number of students, including those 12 months behind or ahead of the expected age level, with an Individual Education Plan at 100%.
Has this 12-month target been met	Not Met
12-month target 3.3 target	By 2025 the percentage of positive responses for the Parent Opinion Survey factor parent participation and involvement will increase from 95% (2019) to 96% and for teacher communication from 89% (2019) to 92%.
Has this 12-month target been met	Not Met
KIS 3.a Health and wellbeing	Utilise evidence-based practices to support student mental health.
Actions	- Introduce structured SEL (Social-Emotional Learning) programs, Open Parachute and further embed the Respectful Relationships across all year levels, focusing on developing emotional regulation, resilience, and coping strategies.

	- Develop staff capabilities in supporting student wellbeing through providing training on emotional awareness, trauma-informed practices, and strategies to support students in managing emotions, both individually and in group settings.
Delivery of the annual actions for this KIS	
Outcomes	Emotional Awareness and Regulation - Students will have increased ability to identify and manage emotions, leading to improved self-regulation in academic and social situations. - Students will have enhanced empathy and social skills, contributing to a positive school climate. Teachers will have improved understanding of emotional regulation strategies, leading to better classroom management and stronger student-teacher relationships. Staff Safety and Well-being - Staff will have improved sense of safety and well-being, reflected in lower levels of stress and higher job satisfaction. - Staff will feel better equipped to manage challenges and support students effectively. - Leaders will demonstrate stronger support for staff well-being, fostering a culture of care and collaboration within the school. Parent and Teacher Communication Parents will have increased involvement in their child's education, with clearer and more frequent communication regarding student progress and school activities. Community will have strengthened partnership between the school and families, resulting in a more cohesive and supportive learning environment for students.
Success indicators	Early indicators: - Compass tracking of student behaviour and wellbeing (including emotional development.) - Check ins with students in class to assess emotional development and overall well-being, providing a snapshot of progress over time (e.g. through Open Parachute.) - Edusafe and incident reports to monitor any safety concerns or improvements. - Tracking staff turnover and absenteeism as a measure of overall staff morale and well-being. - Records of communication between teachers and parents (e.g., emails, phone calls, conferences) to monitor the frequency and quality of interactions. - Tracking attendance and feedback from student-led conferences to gauge parent involvement. Late indicators:

	- AtoSS data - Staff Opinion Survey (including staff well-being, safety, and job satisfaction) tracking improvements or concerns over time. - Parent Opinion Survey, specifically focused on parent participation and teacher communication, to track improvements in engagement and satisfaction. - Parent feedback on student reports, including satisfaction with the clarity and detail of communication around student progress.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Implement a School-Wide SEL Program Introduce and integrate Social-Emotional Learning (SEL) programs (Open parachute and Respectful Relationships) across all year levels, focusing on emotional regulation, resilience, and conflict resolution. This will include weekly lessons, activities, and workshops designed to support students in developing self-awareness and coping strategies.	☑ All staff	from: Term 1 to: Term 4	-1%

Activity 2	Conduct a staff well-being audit, followed by professional development sessions focused on emotional regulation, stress management, and creating a safe, supportive work environment. This will help enhance staff resilience and address concerns regarding staff safety.	☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Enhance Compas communication (e.g., school apps, portals) to provide parents with regular updates on student progress. This will be complemented by student-led conferences and increased opportunities for parent involvement in school activities and decision-making.	☑ Assistant principal	from: Term 1 to: Term 4	-1%

KIS 3.b Building practice excellence	Enhance inclusive teaching practice to support diverse learning needs.
Actions	- Provide professional development on differentiated instruction to equip teachers with strategies for meeting diverse learning needs. - Regularly review and update Individual Education Plans (IEPs) to ensure tailored support for students with diverse needs. - Foster a collaborative approach by encouraging teamwork between teachers, support staff, and specialists to create inclusive classroom environments that promote equity in learning for all students.
Delivery of the annual actions for this KIS	
Outcomes	Students: - Students will feel supported and engaged in the classroom and contribute to a strong classroom culture

	Teachers: - Teachers will have improved differentiation in classroom teaching, ensuring that all students' diverse needs are met. - Teachers will have enhanced skills to support individual learning plans, leading to greater student engagement and achievement. - Collaboration among staff will foster a more inclusive, equitable learning environment for all students. Leadership: - Leadership will provide the resources and time allocation to DI leader to work with staff, staff to engage with families and establish a strong connection between home and school for vulnerable families.			
Success indicators	Early indicators: - Improvement in academic outcomes for students with diverse learning needs, as tracked through assessments and IEP progress. - Increased confidence and effectiveness in differentiated instruction, measured through staff surveys and professional development feedback. - 100% of students with diverse learning needs will have up-to-date and actionable Individual Education Plans (IEPs) tailored to their specific requirements. - Family engagement and support through SSG meetings - Evidence of inclusive practices in classrooms, with teachers using differentiated strategies to engage all students, observed through regular classroom walkthroughs. Late indicators: - AtoSS, PCGOS results			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**

Activity 1	Offer targeted training on differentiated instruction, Universal Design for Learning (UDL), and strategies to support students with diverse learning needs.	☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Facilitate regular planning meetings where teachers, support staff, and specialists collaborate to design inclusive lesson plans and modify curriculum to meet the needs of all students.	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Conduct regular reviews of Individual Education Plans (IEPs) to ensure they are current, relevant, and effectively supporting student progress, with adjustments made as needed based on ongoing assessments (including holding SSGs with all relevant stakeholders).	☑ Leadership team	from: Term 1 to: Term 4	-1%

Future planning	

Monitoring and Self-assessment - 2025

SEIL Feedback