

Monitoring and Assessment - 2023

South Melbourne Primary School (5559)



SOUTH MELBOURNE Primary School

Submitted for review by Noel Creece (School Principal) on 19 January, 2023 at 08:35 AM

Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 10 March, 2023 at 03:42 PM

Endorsed by Dragan Rajak (School Council President) on 28 April, 2023 at 04:36 PM

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	* 95% of students at or above expected level in Number and Algebra against Victorian Curriculum standards * 98% of students being identified as a friend/someone to play with by at least one other child (measured using Sometics).
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* Implement a consistent scope, sequence and structure to Maths lessons across Prep to Year 6
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Provide PD for staff on mathematics education, including lesson structure and pedagogy * Oversee learning intervention groups for support and extension through the Tutor Learning Initiative <p>Teachers:</p> <ul style="list-style-type: none"> * Follow the scope and sequence with their class and team * Plan and deliver lessons that follow the defined Maths lesson structure * Engage in discussions at PLT around how to teach each unit of Maths * Assess student learning through formative and summative assessments, and develop consistent understandings of what 'at-standard' looks like in Number and Algebra * Differentiate the Maths curriculum using digital learning programs with the expected levels of consistency and fidelity * Communicate regularly with the school's tutor regarding student progress in maths classes and tutoring groups <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of our focus on Mathematics, how a typical maths lesson runs and ways that children will be supported and extended in Maths

	<p>Students: * Identify how they can be supported or challenged within lessons</p>			
Success Indicators	<p>Early Indicators: * Semester 1 progression points * Work programs and lesson plans reflective of the Maths scope and sequence</p> <p>Late Indicators: * Semester 2 progression points * Improved response in the School Staff Survey in both questions about learning being well-coordinated within and between year levels</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Maths Leader to hold at least 1 parent event to engage our families in how a Maths lesson runs	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 2	Maths Leader to hold at least one PD cycle on a Curriculum Day or staff professional learning each term	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1	0%

			to: Term 4	
Activity 3	Curriculum and Learning Leader - Learning Specialist to appoint a Maths Leader with an out-of-class time fraction	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Design and embed a school-wide approach to support students' development of friendships			
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Create a referral system, based on data, whereby students noted 'at risk' of being isolated (not being chosen once positively by peers) are offered additional support, including a social support group at recess and lunch times * Develop a sequence of lessons on 'How to make a friend' * Coach staff who teach students identified as 'at risk' * Provide Professional Learning for staff on High Impact Wellbeing Strategies <p>Teachers</p> <ul style="list-style-type: none"> * Implement the referral system, to move away from teacher perception to a more guaranteed system. This would result in a wider range of students being referred to intervention programs. * Record a decreased number of major behaviour issues in the yard <p>Community</p> <ul style="list-style-type: none"> * Families will be aware of our ambition that every child can make and keep a friend <p>Students</p> <ul style="list-style-type: none"> * Identify social and work-based friendships * Students with additional needs: learn within the classroom setting, sat next to at least one other student, 90% of the time. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * AtoSS data * Semester 1 Sometics data (connectedness survey) * Semester 1 Tripod survey data (in response to the statement: I have a friend) 			

	<p>Late Indicators</p> <ul style="list-style-type: none"> * Semester 2 Sometics data (connectedness survey) * Semester 2 Tripod survey data (in response to the statement: I have a friend) * Major behaviour Chronicles in yard * Self-selected ratings of social support group members * Overall data of students who have reintegrated back into safe yard play (whole year) 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Leader to hold at least one PD cycle on responding to friendship/connectedness data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 3	0%
Activity 2	Wellbeing Leader to create a sequence of lessons for 'How to make a friend'	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 1	0%

Activity 3	Wellbeing Team to employ an Education Support Staff (Behaviour and Response) to run recess and lunch time support groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	0%
Activity 4	Wellbeing Team to employ an Education Support Staff to provide Tier 2 support for friendship-making skills	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	0%
Activity 5	Leadership Team to employ a Wellbeing and Disability Inclusion Leader - Learning Specialist full time out-of-class (the cost will only cover the time fraction for Disability and Inclusion)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	To improve outcomes in literacy and numeracy for all students			
12 Month Target 2.1	95% of students at or above expected level in Reading and Viewing against Victorian Curriculum standards.			
12 Month Target 2.2	95% of students at or above expected level in Writing against Victorian Curriculum standards			
12 Month Target 2.3	85% positive responses in the School Staff Survey factor of Guaranteed and Viable Curriculum			
KIS 2.a Evaluating impact on learning	Document a guaranteed and viable curriculum in Literacy and Numeracy			
Actions	* Develop a whole-school definition and understanding of what quality instructional practices look like in each component of an English lesson.			
Outcomes	Leaders * Define and document what quality instructional practices look like in each component of an English lesson * Provide professional learning for all teaching staff in relation to quality instructional practices * Ensure that the English scope and sequence clearly outlines all skills required within the English learning area of the Victorian Curriculum			

	<p>Teachers:</p> <ul style="list-style-type: none"> * Follow the scope and sequence with their class and team * Plan and deliver lessons that follow the defined English and skills lesson structure * Engage in discussions at PLT around how to teach each component of English * Assess student learning through formative and summative assessments, and develop consistent understandings of what 'at-standard' looks like in Reading and Writing * Differentiate the English curriculum using digital learning programs with the expected levels of consistency and fidelity * Communicate regularly with the school's tutor regarding student progress in English classes and tutoring groups <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of how their child is progressing through the reading and writing curriculum by the sharing of at least one English unit assessment per term in Prep to Year 2
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> * Semester 1 progression points * Publication of at least one English unit assessment per student per term in Prep to Year 2 <p>Late Indicators:</p> <ul style="list-style-type: none"> * Semester 2 progression points * English and skill-based lesson plans reflective of the defined instructional practices * Improved response in the School Staff Survey in both questions about learning being well-coordinated within and between year levels
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialist to define what quality instructional practices look like in each component of an English lesson.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%
Activity 2	Learning Specialist to PD Team Leaders on instructional practices so they can be rolled out through PLT.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 3	Class teachers to implement the instructional practices with their class and in their lessons.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	0%
Activity 4	Leadership Team to employ a Curriculum and Learning Leader - Learning Specialist full time out-of-class (the cost will only cover the time fraction for equity support of Koorie, Refugee, EAL, Out of Home Care and High-Ability Students).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 3	Improve wellbeing of all students			
12 Month Target 3.1	77% positive responses in AToSS domain of Teacher-Student Relations (Teacher Concern)			
12 Month Target 3.2	92% positive responses in AToSS domain of Social Engagement (Sense of Inclusion)			
12 Month Target 3.3	80% positive responses for the Care domain in school-developed student survey			
KIS 3.b Health and wellbeing	Document a guaranteed and viable curriculum for social and emotional wellbeing			

Actions	<ul style="list-style-type: none"> * Implement a consistent approach to inclusion for all students, including elements of strong teacher-student relationships
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Provide PD on how to include all learners and needs within the classroom * Visit PLT to support in planning for learners with additional needs * Begin to update and align our proactive social and emotional scope and sequence to include Rights, Responsibilities and Respectful Relationships <p>Teachers</p> <ul style="list-style-type: none"> * Increased understanding of how to identify if something is bothering a child * Include lots of chances for every child to be part of class activities * Consistently engage with the same topic themes in the RRRR curriculum (e.g. whole school teaching the 'gender' topic in Term 4) <p>Community</p> <ul style="list-style-type: none"> * Maintain positive opinions about their child enjoying the learning they do at school (84% in 2022 Parent Opinion Survey) <p>Students</p> <ul style="list-style-type: none"> * Have opportunities to share their thoughts and ideas in every lesson * Provide input and feedback on topics and activities, including Passion Projects, House Assemblies, etc.
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * AToSS * Data from walk-throughs to identify how many students are learning in the classroom * Lesson slides to show evidence of lots of opportunities for students to share their thoughts and ideas * Students with additional needs are named in planning with adjustments documented <p>Late Indicators</p> <ul style="list-style-type: none"> * School-developed student survey * Parent Opinion Survey * Social and emotional scope and sequence
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Leader begin to update our scope and sequence to include Rights, Responsibilities and Respectful Relationships	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 4	0%
Activity 2	Wellbeing Leader provide at least one PD on Inclusive Education through differentiation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 2	0%
Activity 3	Wellbeing Leader to collate, analyse and provide PD on next steps for AToSS data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 3	0%
Goal 4	To improve Student Engagement			
12 Month Target 4.1	75% positive responses in AToSS domain of Voice and Agency			
12 Month Target 4.2	75% positive responses in AToSS domain of Stimulating Learning			
12 Month Target 4.3	75% positive responses in AToSS domain of Effective Teaching Time			
12 Month Target 4.4	Unapproved attendance rate will average 14 per child			
KIS 4.c	Develop a scope and sequence that outlines leadership opportunities for students across the school			

Curriculum planning and assessment	
Actions	<ul style="list-style-type: none"> * Construct and roll out a student-friendly scope and sequence that defines the student leadership opportunities across Prep to Year 6 * Embed common AToSS language into lessons and activities
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Share scope and sequence with teachers and parents * Define AToSS-friendly phrases to be used by staff <p>Teachers:</p> <ul style="list-style-type: none"> * Know the roles available in the Student Leadership Scope and Sequence within their year level * Refer to the scope and sequence with their class as leadership opportunities arise throughout the year * Use AToSS-friendly phrases in Years 4-6 <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of opportunities for their child to pursue leadership through class <p>Students:</p> <ul style="list-style-type: none"> * Know the roles that are available in their year level * Connect the language of AToSS to examples in their lessons
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> * Documented Student Leadership Scope and Sequence * Use of scope and sequence present in work programs and the environment <p>Late indicators</p> <ul style="list-style-type: none"> * Improved AToSS outcomes in Student Voice and Agency, Stimulating Learning, Effective Teaching Time
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Whole School Organisation Leader to design Scope and Sequence for leadership opportunities across Prep - Year 6.	<input checked="" type="checkbox"/> Timetable Coordinator	from: Term 1 to: Term 1	0%
Activity 2	Student Voice Leader to review the Scope and Sequence with the Junior School Council to seek student input.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 1	0%
Activity 3	Class teachers to roll out the Scope and Sequence with their class and refer to it as student leadership opportunities present throughout the year.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Learning Specialists to develop AToSS friendly-phrases for use in lessons and activities.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%

Monitoring and Assessment - 2023

Mid-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<ul style="list-style-type: none"> * 95% of students at or above expected level in Number and Algebra against Victorian Curriculum standards * 98% of students being identified as a friend/someone to play with by at least one other child (measured using Sometics).
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> * Implement a consistent scope, sequence and structure to Maths lessons across Prep to Year 6
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Provide PD for staff on mathematics education, including lesson structure and pedagogy * Oversee learning intervention groups for support and extension through the Tutor Learning Initiative <p>Teachers:</p> <ul style="list-style-type: none"> * Follow the scope and sequence with their class and team * Plan and deliver lessons that follow the defined Maths lesson structure * Engage in discussions at PLT around how to teach each unit of Maths * Assess student learning through formative and summative assessments, and develop consistent understandings of what 'at-standard' looks like in Number and Algebra * Differentiate the Maths curriculum using digital learning programs with the expected levels of consistency and fidelity * Communicate regularly with the school's tutor regarding student progress in maths classes and tutoring groups <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of our focus on Mathematics, how a typical maths lesson runs and ways that children will be supported and extended in Maths

	<p>Students: * Identify how they can be supported or challenged within lessons</p>			
Success Indicators	<p>Early Indicators: * Semester 1 progression points * Work programs and lesson plans reflective of the Maths scope and sequence</p> <p>Late Indicators: * Semester 2 progression points * Improved response in the School Staff Survey in both questions about learning being well-coordinated within and between year levels</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Maths Leader to hold at least 1 parent event to engage our families in how a Maths lesson runs	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 2	Maths Leader to hold at least one PD cycle on a Curriculum Day or staff professional learning each term	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1	0%

			to: Term 4	
Activity 3	Curriculum and Learning Leader - Learning Specialist to appoint a Maths Leader with an out-of-class time fraction	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Design and embed a school-wide approach to support students' development of friendships			
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Create a referral system, based on data, whereby students noted 'at risk' of being isolated (not being chosen once positively by peers) are offered additional support, including a social support group at recess and lunch times * Develop a sequence of lessons on 'How to make a friend' * Coach staff who teach students identified as 'at risk' * Provide Professional Learning for staff on High Impact Wellbeing Strategies <p>Teachers</p> <ul style="list-style-type: none"> * Implement the referral system, to move away from teacher perception to a more guaranteed system. This would result in a wider range of students being referred to intervention programs. * Record a decreased number of major behaviour issues in the yard <p>Community</p> <ul style="list-style-type: none"> * Families will be aware of our ambition that every child can make and keep a friend <p>Students</p> <ul style="list-style-type: none"> * Identify social and work-based friendships * Students with additional needs: learn within the classroom setting, sat next to at least one other student, 90% of the time. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * AtoSS data * Semester 1 Sometics data (connectedness survey) * Semester 1 Tripod survey data (in response to the statement: I have a friend) 			

	<p>Late Indicators</p> <ul style="list-style-type: none"> * Semester 2 Sometics data (connectedness survey) * Semester 2 Tripod survey data (in response to the statement: I have a friend) * Major behaviour Chronicles in yard * Self-selected ratings of social support group members * Overall data of students who have reintegrated back into safe yard play (whole year) 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Leader to hold at least one PD cycle on responding to friendship/connectedness data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 3	0%
Activity 2	Wellbeing Leader to create a sequence of lessons for 'How to make a friend'	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 1	0%

Activity 3	Wellbeing Team to employ an Education Support Staff (Behaviour and Response) to run recess and lunch time support groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	0%
Activity 4	Wellbeing Team to employ an Education Support Staff to provide Tier 2 support for friendship-making skills	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	0%
Activity 5	Leadership Team to employ a Wellbeing and Disability Inclusion Leader - Learning Specialist full time out-of-class (the cost will only cover the time fraction for Disability and Inclusion)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	To improve outcomes in literacy and numeracy for all students			
12 Month Target 2.1	95% of students at or above expected level in Reading and Viewing against Victorian Curriculum standards.			
12 Month Target 2.2	95% of students at or above expected level in Writing against Victorian Curriculum standards			
12 Month Target 2.3	85% positive responses in the School Staff Survey factor of Guaranteed and Viable Curriculum			
KIS 2.a Evaluating impact on learning	Document a guaranteed and viable curriculum in Literacy and Numeracy			
Actions	* Develop a whole-school definition and understanding of what quality instructional practices look like in each component of an English lesson.			
Outcomes	Leaders * Define and document what quality instructional practices look like in each component of an English lesson * Provide professional learning for all teaching staff in relation to quality instructional practices * Ensure that the English scope and sequence clearly outlines all skills required within the English learning area of the Victorian Curriculum			

	<p>Teachers:</p> <ul style="list-style-type: none"> * Follow the scope and sequence with their class and team * Plan and deliver lessons that follow the defined English and skills lesson structure * Engage in discussions at PLT around how to teach each component of English * Assess student learning through formative and summative assessments, and develop consistent understandings of what 'at-standard' looks like in Reading and Writing * Differentiate the English curriculum using digital learning programs with the expected levels of consistency and fidelity * Communicate regularly with the school's tutor regarding student progress in English classes and tutoring groups <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of how their child is progressing through the reading and writing curriculum by the sharing of at least one English unit assessment per term in Prep to Year 2
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> * Semester 1 progression points * Publication of at least one English unit assessment per student per term in Prep to Year 2 <p>Late Indicators:</p> <ul style="list-style-type: none"> * Semester 2 progression points * English and skill-based lesson plans reflective of the defined instructional practices * Improved response in the School Staff Survey in both questions about learning being well-coordinated within and between year levels
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialist to define what quality instructional practices look like in each component of an English lesson.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%
Activity 2	Learning Specialist to PD Team Leaders on instructional practices so they can be rolled out through PLT.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 3	Class teachers to implement the instructional practices with their class and in their lessons.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	0%
Activity 4	Leadership Team to employ a Curriculum and Learning Leader - Learning Specialist full time out-of-class (the cost will only cover the time fraction for equity support of Koorie, Refugee, EAL, Out of Home Care and High-Ability Students).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 3	Improve wellbeing of all students			
12 Month Target 3.1	77% positive responses in AToSS domain of Teacher-Student Relations (Teacher Concern)			
12 Month Target 3.2	92% positive responses in AToSS domain of Social Engagement (Sense of Inclusion)			
12 Month Target 3.3	80% positive responses for the Care domain in school-developed student survey			
KIS 3.b Health and wellbeing	Document a guaranteed and viable curriculum for social and emotional wellbeing			

Actions	<ul style="list-style-type: none"> * Implement a consistent approach to inclusion for all students, including elements of strong teacher-student relationships
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Provide PD on how to include all learners and needs within the classroom * Visit PLT to support in planning for learners with additional needs * Begin to update and align our proactive social and emotional scope and sequence to include Rights, Responsibilities and Respectful Relationships <p>Teachers</p> <ul style="list-style-type: none"> * Increased understanding of how to identify if something is bothering a child * Include lots of chances for every child to be part of class activities * Consistently engage with the same topic themes in the RRRR curriculum (e.g. whole school teaching the 'gender' topic in Term 4) <p>Community</p> <ul style="list-style-type: none"> * Maintain positive opinions about their child enjoying the learning they do at school (84% in 2022 Parent Opinion Survey) <p>Students</p> <ul style="list-style-type: none"> * Have opportunities to share their thoughts and ideas in every lesson * Provide input and feedback on topics and activities, including Passion Projects, House Assemblies, etc.
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * AToSS * Data from walk-throughs to identify how many students are learning in the classroom * Lesson slides to show evidence of lots of opportunities for students to share their thoughts and ideas * Students with additional needs are named in planning with adjustments documented <p>Late Indicators</p> <ul style="list-style-type: none"> * School-developed student survey * Parent Opinion Survey * Social and emotional scope and sequence
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Leader begin to update our scope and sequence to include Rights, Responsibilities and Respectful Relationships	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 4	0%
Activity 2	Wellbeing Leader provide at least one PD on Inclusive Education through differentiation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 2	0%
Activity 3	Wellbeing Leader to collate, analyse and provide PD on next steps for AToSS data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 3	0%
Goal 4	To improve Student Engagement			
12 Month Target 4.1	75% positive responses in AToSS domain of Voice and Agency			
12 Month Target 4.2	75% positive responses in AToSS domain of Stimulating Learning			
12 Month Target 4.3	75% positive responses in AToSS domain of Effective Teaching Time			
12 Month Target 4.4	Unapproved attendance rate will average 14 per child			
KIS 4.c	Develop a scope and sequence that outlines leadership opportunities for students across the school			

Curriculum planning and assessment	
Actions	<ul style="list-style-type: none"> * Construct and roll out a student-friendly scope and sequence that defines the student leadership opportunities across Prep to Year 6 * Embed common AToSS language into lessons and activities
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Share scope and sequence with teachers and parents * Define AToSS-friendly phrases to be used by staff <p>Teachers:</p> <ul style="list-style-type: none"> * Know the roles available in the Student Leadership Scope and Sequence within their year level * Refer to the scope and sequence with their class as leadership opportunities arise throughout the year * Use AToSS-friendly phrases in Years 4-6 <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of opportunities for their child to pursue leadership through class <p>Students:</p> <ul style="list-style-type: none"> * Know the roles that are available in their year level * Connect the language of AToSS to examples in their lessons
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> * Documented Student Leadership Scope and Sequence * Use of scope and sequence present in work programs and the environment <p>Late indicators</p> <ul style="list-style-type: none"> * Improved AToSS outcomes in Student Voice and Agency, Stimulating Learning, Effective Teaching Time
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Whole School Organisation Leader to design Scope and Sequence for leadership opportunities across Prep - Year 6.	<input checked="" type="checkbox"/> Timetable Coordinator	from: Term 1 to: Term 1	0%
Activity 2	Student Voice Leader to review the Scope and Sequence with the Junior School Council to seek student input.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 1	0%
Activity 3	Class teachers to roll out the Scope and Sequence with their class and refer to it as student leadership opportunities present throughout the year.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Learning Specialists to develop AToSS friendly-phrases for use in lessons and activities.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%

Monitoring and Assessment - 2023

Term 3 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<ul style="list-style-type: none"> * 95% of students at or above expected level in Number and Algebra against Victorian Curriculum standards * 98% of students being identified as a friend/someone to play with by at least one other child (measured using Sometics).
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> * Implement a consistent scope, sequence and structure to Maths lessons across Prep to Year 6
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Provide PD for staff on mathematics education, including lesson structure and pedagogy * Oversee learning intervention groups for support and extension through the Tutor Learning Initiative <p>Teachers:</p> <ul style="list-style-type: none"> * Follow the scope and sequence with their class and team * Plan and deliver lessons that follow the defined Maths lesson structure * Engage in discussions at PLT around how to teach each unit of Maths * Assess student learning through formative and summative assessments, and develop consistent understandings of what 'at-standard' looks like in Number and Algebra * Differentiate the Maths curriculum using digital learning programs with the expected levels of consistency and fidelity * Communicate regularly with the school's tutor regarding student progress in maths classes and tutoring groups <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of our focus on Mathematics, how a typical maths lesson runs and ways that children will be supported and extended in Maths

	<p>Students: * Identify how they can be supported or challenged within lessons</p>			
Success Indicators	<p>Early Indicators: * Semester 1 progression points * Work programs and lesson plans reflective of the Maths scope and sequence</p> <p>Late Indicators: * Semester 2 progression points * Improved response in the School Staff Survey in both questions about learning being well-coordinated within and between year levels</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Maths Leader to hold at least 1 parent event to engage our families in how a Maths lesson runs	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 2	Maths Leader to hold at least one PD cycle on a Curriculum Day or staff professional learning each term	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1	0%

			to: Term 4	
Activity 3	Curriculum and Learning Leader - Learning Specialist to appoint a Maths Leader with an out-of-class time fraction	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Design and embed a school-wide approach to support students' development of friendships			
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Create a referral system, based on data, whereby students noted 'at risk' of being isolated (not being chosen once positively by peers) are offered additional support, including a social support group at recess and lunch times * Develop a sequence of lessons on 'How to make a friend' * Coach staff who teach students identified as 'at risk' * Provide Professional Learning for staff on High Impact Wellbeing Strategies <p>Teachers</p> <ul style="list-style-type: none"> * Implement the referral system, to move away from teacher perception to a more guaranteed system. This would result in a wider range of students being referred to intervention programs. * Record a decreased number of major behaviour issues in the yard <p>Community</p> <ul style="list-style-type: none"> * Families will be aware of our ambition that every child can make and keep a friend <p>Students</p> <ul style="list-style-type: none"> * Identify social and work-based friendships * Students with additional needs: learn within the classroom setting, sat next to at least one other student, 90% of the time. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * AtoSS data * Semester 1 Sometics data (connectedness survey) * Semester 1 Tripod survey data (in response to the statement: I have a friend) 			

	<p>Late Indicators</p> <ul style="list-style-type: none"> * Semester 2 Sometics data (connectedness survey) * Semester 2 Tripod survey data (in response to the statement: I have a friend) * Major behaviour Chronicles in yard * Self-selected ratings of social support group members * Overall data of students who have reintegrated back into safe yard play (whole year) 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Leader to hold at least one PD cycle on responding to friendship/connectedness data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 3	0%
Activity 2	Wellbeing Leader to create a sequence of lessons for 'How to make a friend'	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 1	0%

Activity 3	Wellbeing Team to employ an Education Support Staff (Behaviour and Response) to run recess and lunch time support groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	0%
Activity 4	Wellbeing Team to employ an Education Support Staff to provide Tier 2 support for friendship-making skills	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	0%
Activity 5	Leadership Team to employ a Wellbeing and Disability Inclusion Leader - Learning Specialist full time out-of-class (the cost will only cover the time fraction for Disability and Inclusion)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	To improve outcomes in literacy and numeracy for all students			
12 Month Target 2.1	95% of students at or above expected level in Reading and Viewing against Victorian Curriculum standards.			
12 Month Target 2.2	95% of students at or above expected level in Writing against Victorian Curriculum standards			
12 Month Target 2.3	85% positive responses in the School Staff Survey factor of Guaranteed and Viable Curriculum			
KIS 2.a Evaluating impact on learning	Document a guaranteed and viable curriculum in Literacy and Numeracy			
Actions	* Develop a whole-school definition and understanding of what quality instructional practices look like in each component of an English lesson.			
Outcomes	Leaders * Define and document what quality instructional practices look like in each component of an English lesson * Provide professional learning for all teaching staff in relation to quality instructional practices * Ensure that the English scope and sequence clearly outlines all skills required within the English learning area of the Victorian Curriculum			

	<p>Teachers:</p> <ul style="list-style-type: none"> * Follow the scope and sequence with their class and team * Plan and deliver lessons that follow the defined English and skills lesson structure * Engage in discussions at PLT around how to teach each component of English * Assess student learning through formative and summative assessments, and develop consistent understandings of what 'at-standard' looks like in Reading and Writing * Differentiate the English curriculum using digital learning programs with the expected levels of consistency and fidelity * Communicate regularly with the school's tutor regarding student progress in English classes and tutoring groups <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of how their child is progressing through the reading and writing curriculum by the sharing of at least one English unit assessment per term in Prep to Year 2
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> * Semester 1 progression points * Publication of at least one English unit assessment per student per term in Prep to Year 2 <p>Late Indicators:</p> <ul style="list-style-type: none"> * Semester 2 progression points * English and skill-based lesson plans reflective of the defined instructional practices * Improved response in the School Staff Survey in both questions about learning being well-coordinated within and between year levels
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialist to define what quality instructional practices look like in each component of an English lesson.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%
Activity 2	Learning Specialist to PD Team Leaders on instructional practices so they can be rolled out through PLT.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 3	Class teachers to implement the instructional practices with their class and in their lessons.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	0%
Activity 4	Leadership Team to employ a Curriculum and Learning Leader - Learning Specialist full time out-of-class (the cost will only cover the time fraction for equity support of Koorie, Refugee, EAL, Out of Home Care and High-Ability Students).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 3	Improve wellbeing of all students			
12 Month Target 3.1	77% positive responses in AToSS domain of Teacher-Student Relations (Teacher Concern)			
12 Month Target 3.2	92% positive responses in AToSS domain of Social Engagement (Sense of Inclusion)			
12 Month Target 3.3	80% positive responses for the Care domain in school-developed student survey			
KIS 3.b Health and wellbeing	Document a guaranteed and viable curriculum for social and emotional wellbeing			

Actions	<ul style="list-style-type: none"> * Implement a consistent approach to inclusion for all students, including elements of strong teacher-student relationships
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Provide PD on how to include all learners and needs within the classroom * Visit PLT to support in planning for learners with additional needs * Begin to update and align our proactive social and emotional scope and sequence to include Rights, Responsibilities and Respectful Relationships <p>Teachers</p> <ul style="list-style-type: none"> * Increased understanding of how to identify if something is bothering a child * Include lots of chances for every child to be part of class activities * Consistently engage with the same topic themes in the RRRR curriculum (e.g. whole school teaching the 'gender' topic in Term 4) <p>Community</p> <ul style="list-style-type: none"> * Maintain positive opinions about their child enjoying the learning they do at school (84% in 2022 Parent Opinion Survey) <p>Students</p> <ul style="list-style-type: none"> * Have opportunities to share their thoughts and ideas in every lesson * Provide input and feedback on topics and activities, including Passion Projects, House Assemblies, etc.
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * AToSS * Data from walk-throughs to identify how many students are learning in the classroom * Lesson slides to show evidence of lots of opportunities for students to share their thoughts and ideas * Students with additional needs are named in planning with adjustments documented <p>Late Indicators</p> <ul style="list-style-type: none"> * School-developed student survey * Parent Opinion Survey * Social and emotional scope and sequence
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Leader begin to update our scope and sequence to include Rights, Responsibilities and Respectful Relationships	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 4	0%
Activity 2	Wellbeing Leader provide at least one PD on Inclusive Education through differentiation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 2	0%
Activity 3	Wellbeing Leader to collate, analyse and provide PD on next steps for AToSS data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 3	0%
Goal 4	To improve Student Engagement			
12 Month Target 4.1	75% positive responses in AToSS domain of Voice and Agency			
12 Month Target 4.2	75% positive responses in AToSS domain of Stimulating Learning			
12 Month Target 4.3	75% positive responses in AToSS domain of Effective Teaching Time			
12 Month Target 4.4	Unapproved attendance rate will average 14 per child			
KIS 4.c	Develop a scope and sequence that outlines leadership opportunities for students across the school			

Curriculum planning and assessment	
Actions	<ul style="list-style-type: none"> * Construct and roll out a student-friendly scope and sequence that defines the student leadership opportunities across Prep to Year 6 * Embed common AToSS language into lessons and activities
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Share scope and sequence with teachers and parents * Define AToSS-friendly phrases to be used by staff <p>Teachers:</p> <ul style="list-style-type: none"> * Know the roles available in the Student Leadership Scope and Sequence within their year level * Refer to the scope and sequence with their class as leadership opportunities arise throughout the year * Use AToSS-friendly phrases in Years 4-6 <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of opportunities for their child to pursue leadership through class <p>Students:</p> <ul style="list-style-type: none"> * Know the roles that are available in their year level * Connect the language of AToSS to examples in their lessons
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> * Documented Student Leadership Scope and Sequence * Use of scope and sequence present in work programs and the environment <p>Late indicators</p> <ul style="list-style-type: none"> * Improved AToSS outcomes in Student Voice and Agency, Stimulating Learning, Effective Teaching Time
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Whole School Organisation Leader to design Scope and Sequence for leadership opportunities across Prep - Year 6.	<input checked="" type="checkbox"/> Timetable Coordinator	from: Term 1 to: Term 1	0%
Activity 2	Student Voice Leader to review the Scope and Sequence with the Junior School Council to seek student input.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 1	0%
Activity 3	Class teachers to roll out the Scope and Sequence with their class and refer to it as student leadership opportunities present throughout the year.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Learning Specialists to develop AToSS friendly-phrases for use in lessons and activities.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%

Monitoring and Assessment - 2023

End-of-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	* 95% of students at or above expected level in Number and Algebra against Victorian Curriculum standards * 98% of students being identified as a friend/someone to play with by at least one other child (measured using Sometics).
Has this 12 month target met	Not Met
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* Implement a consistent scope, sequence and structure to Maths lessons across Prep to Year 6
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Provide PD for staff on mathematics education, including lesson structure and pedagogy * Oversee learning intervention groups for support and extension through the Tutor Learning Initiative <p>Teachers:</p> <ul style="list-style-type: none"> * Follow the scope and sequence with their class and team * Plan and deliver lessons that follow the defined Maths lesson structure * Engage in discussions at PLT around how to teach each unit of Maths * Assess student learning through formative and summative assessments, and develop consistent understandings of what 'at-standard' looks like in Number and Algebra * Differentiate the Maths curriculum using digital learning programs with the expected levels of consistency and fidelity * Communicate regularly with the school's tutor regarding student progress in maths classes and tutoring groups <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of our focus on Mathematics, how a typical maths lesson runs and ways that children will be supported and

	<p>extended in Maths</p> <p>Students: * Identify how they can be supported or challenged within lessons</p>			
Success Indicators	<p>Early Indicators: * Semester 1 progression points * Work programs and lesson plans reflective of the Maths scope and sequence</p> <p>Late Indicators: * Semester 2 progression points * Improved response in the School Staff Survey in both questions about learning being well-coordinated within and between year levels</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Maths Leader to hold at least 1 parent event to engage our families in how a Maths lesson runs	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%

Activity 2	Maths Leader to hold at least one PD cycle on a Curriculum Day or staff professional learning each term	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 3	Curriculum and Learning Leader - Learning Specialist to appoint a Maths Leader with an out-of-class time fraction	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Design and embed a school-wide approach to support students' development of friendships			
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Create a referral system, based on data, whereby students noted 'at risk' of being isolated (not being chosen once positively by peers) are offered additional support, including a social support group at recess and lunch times * Develop a sequence of lessons on 'How to make a friend' * Coach staff who teach students identified as 'at risk' * Provide Professional Learning for staff on High Impact Wellbeing Strategies <p>Teachers</p> <ul style="list-style-type: none"> * Implement the referral system, to move away from teacher perception to a more guaranteed system. This would result in a wider range of students being referred to intervention programs. * Record a decreased number of major behaviour issues in the yard <p>Community</p> <ul style="list-style-type: none"> * Families will be aware of our ambition that every child can make and keep a friend <p>Students</p> <ul style="list-style-type: none"> * Identify social and work-based friendships * Students with additional needs: learn within the classroom setting, sat next to at least one other student, 90% of the time. 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * AtoSS data 			

	<ul style="list-style-type: none"> * Semester 1 Sometics data (connectedness survey) * Semester 1 Tripod survey data (in response to the statement: I have a friend) <p>Late Indicators</p> <ul style="list-style-type: none"> * Semester 2 Sometics data (connectedness survey) * Semester 2 Tripod survey data (in response to the statement: I have a friend) * Major behaviour Chronicles in yard * Self-selected ratings of social support group members * Overall data of students who have reintegrated back into safe yard play (whole year) 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Leader to hold at least one PD cycle on responding to friendship/connectedness data	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator 	from: Term 2 to: Term 3	0%
Activity 2	Wellbeing Leader to create a sequence of lessons for 'How to make a friend'	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator 	from: Term 1 to: Term 1	0%

Activity 3	Wellbeing Team to employ an Education Support Staff (Behaviour and Response) to run recess and lunch time support groups	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	0%
Activity 4	Wellbeing Team to employ an Education Support Staff to provide Tier 2 support for friendship-making skills	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 1	0%
Activity 5	Leadership Team to employ a Wellbeing and Disability Inclusion Leader - Learning Specialist full time out-of-class (the cost will only cover the time fraction for Disability and Inclusion)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	To improve outcomes in literacy and numeracy for all students			
12 Month Target 2.1	95% of students at or above expected level in Reading and Viewing against Victorian Curriculum standards.			
Has this 12 month target met	Not Met			
12 Month Target 2.2	95% of students at or above expected level in Writing against Victorian Curriculum standards			
Has this 12 month target met	Not Met			
12 Month Target 2.3	85% positive responses in the School Staff Survey factor of Guaranteed and Viable Curriculum			
Has this 12 month target met	Not Met			
KIS 2.a Evaluating impact on learning	Document a guaranteed and viable curriculum in Literacy and Numeracy			
Actions	* Develop a whole-school definition and understanding of what quality instructional practices look like in each component of an English lesson.			

Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Define and document what quality instructional practices look like in each component of an English lesson * Provide professional learning for all teaching staff in relation to quality instructional practices * Ensure that the English scope and sequence clearly outlines all skills required within the English learning area of the Victorian Curriculum <p>Teachers:</p> <ul style="list-style-type: none"> * Follow the scope and sequence with their class and team * Plan and deliver lessons that follow the defined English and skills lesson structure * Engage in discussions at PLT around how to teach each component of English * Assess student learning through formative and summative assessments, and develop consistent understandings of what 'at-standard' looks like in Reading and Writing * Differentiate the English curriculum using digital learning programs with the expected levels of consistency and fidelity * Communicate regularly with the school's tutor regarding student progress in English classes and tutoring groups <p>Community:</p> <ul style="list-style-type: none"> * Families will be aware of how their child is progressing through the reading and writing curriculum by the sharing of at least one English unit assessment per term in Prep to Year 2
Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> * Semester 1 progression points * Publication of at least one English unit assessment per student per term in Prep to Year 2 <p>Late Indicators:</p> <ul style="list-style-type: none"> * Semester 2 progression points * English and skill-based lesson plans reflective of the defined instructional practices * Improved response in the School Staff Survey in both questions about learning being well-coordinated within and between year levels
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialist to define what quality instructional practices look like in each component of an English lesson.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%
Activity 2	Learning Specialist to PD Team Leaders on instructional practices so they can be rolled out through PLT.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 3	Class teachers to implement the instructional practices with their class and in their lessons.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 2 to: Term 4	0%
Activity 4	Leadership Team to employ a Curriculum and Learning Leader - Learning Specialist full time out-of-class (the cost will only cover the time fraction for equity support of Koorie, Refugee, EAL, Out of Home Care and High-Ability Students).	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 3	Improve wellbeing of all students			
12 Month Target 3.1	77% positive responses in AToSS domain of Teacher-Student Relations (Teacher Concern)			
Has this 12 month target met	Not Met			

12 Month Target 3.2	92% positive responses in AToSS domain of Social Engagement (Sense of Inclusion)
Has this 12 month target met	Not Met
12 Month Target 3.3	80% positive responses for the Care domain in school-developed student survey
Has this 12 month target met	Not Met
KIS 3.b Health and wellbeing	Document a guaranteed and viable curriculum for social and emotional wellbeing
Actions	* Implement a consistent approach to inclusion for all students, including elements of strong teacher-student relationships
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Provide PD on how to include all learners and needs within the classroom * Visit PLT to support in planning for learners with additional needs * Begin to update and align our proactive social and emotional scope and sequence to include Rights, Responsibilities and Respectful Relationships <p>Teachers</p> <ul style="list-style-type: none"> * Increased understanding of how to identify if something is bothering a child * Include lots of chances for every child to be part of class activities * Consistently engage with the same topic themes in the RRRR curriculum (e.g. whole school teaching the 'gender' topic in Term 4) <p>Community</p> <ul style="list-style-type: none"> * Maintain positive opinions about their child enjoying the learning they do at school (84% in 2022 Parent Opinion Survey) <p>Students</p> <ul style="list-style-type: none"> * Have opportunities to share their thoughts and ideas in every lesson * Provide input and feedback on topics and activities, including Passion Projects, House Assemblies, etc.
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> * AToSS * Data from walk-throughs to identify how many students are learning in the classroom * Lesson slides to show evidence of lots of opportunities for students to share their thoughts and ideas * Students with additional needs are named in planning with adjustments documented

	Late Indicators * School-developed student survey * Parent Opinion Survey * Social and emotional scope and sequence			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Wellbeing Leader begin to update our scope and sequence to include Rights, Responsibilities and Respectful Relationships	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 4	0%
Activity 2	Wellbeing Leader provide at least one PD on Inclusive Education through differentiation	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 1 to: Term 2	0%
Activity 3	Wellbeing Leader to collate, analyse and provide PD on next steps for AToSS data	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Disability Inclusion Coordinator	from: Term 2 to: Term 3	0%

Goal 4	To improve Student Engagement
12 Month Target 4.1	75% positive responses in AToSS domain of Voice and Agency
Has this 12 month target met	Not Met
12 Month Target 4.2	75% positive responses in AToSS domain of Stimulating Learning
Has this 12 month target met	Not Met
12 Month Target 4.3	75% positive responses in AToSS domain of Effective Teaching Time
Has this 12 month target met	Not Met
12 Month Target 4.4	Unapproved attendance rate will average 14 per child
Has this 12 month target met	Not Met
KIS 4.c Curriculum planning and assessment	Develop a scope and sequence that outlines leadership opportunities for students across the school
Actions	<ul style="list-style-type: none"> * Construct and roll out a student-friendly scope and sequence that defines the student leadership opportunities across Prep to Year 6 * Embed common AToSS language into lessons and activities
Outcomes	<p>Leaders</p> <ul style="list-style-type: none"> * Share scope and sequence with teachers and parents * Define AToSS-friendly phrases to be used by staff <p>Teachers:</p> <ul style="list-style-type: none"> * Know the roles available in the Student Leadership Scope and Sequence within their year level * Refer to the scope and sequence with their class as leadership opportunities arise throughout the year * Use AToSS-friendly phrases in Years 4-6 <p>Community:</p>

	<p>* Families will be aware of opportunities for their child to pursue leadership through class</p> <p>Students:</p> <ul style="list-style-type: none"> * Know the roles that are available in their year level * Connect the language of AToSS to examples in their lessons 			
Success Indicators	<p>Early indicators</p> <ul style="list-style-type: none"> * Documented Student Leadership Scope and Sequence * Use of scope and sequence present in work programs and the environment <p>Late indicators</p> <ul style="list-style-type: none"> * Improved AToSS outcomes in Student Voice and Agency, Stimulating Learning, Effective Teaching Time 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Whole School Organisation Leader to design Scope and Sequence for leadership opportunities across Prep - Year 6.	<input checked="" type="checkbox"/> Timetable Coordinator	from: Term 1 to: Term 1	0%
Activity 2	Student Voice Leader to review the Scope and Sequence with the Junior School Council to seek student input.	<input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Student(s)	from: Term 1	0%

			to: Term 1	
Activity 3	Class teachers to roll out the Scope and Sequence with their class and refer to it as student leadership opportunities present throughout the year.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Learning Specialists to develop AToSS friendly-phrases for use in lessons and activities.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 1	0%

Monitoring and Self-assessment - 2023

SEIL Feedback