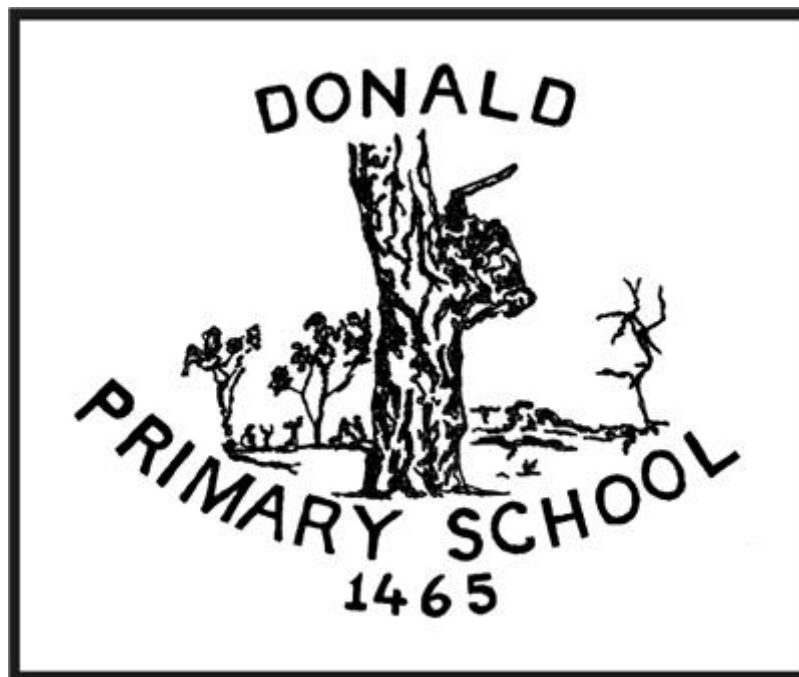


Monitoring and assessment - 2025

Donald Primary School (1465)



Submitted for review by Gavin Young (School Principal) on 12 June, 2025 at 01:08 PM

Endorsed by Therese Allen (Senior Education Improvement Leader) on 12 June, 2025 at 03:00 PM

Term 2 Monitoring submitted by Gavin Young (School Principal) on 18 August, 2025 at 09:31 AM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
12-month target 1.1 target	To maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 80% (the same as 2028 target) Writing at 80% Numeracy at 65%
12-month target 1.2 target	To maintain the 2024 percentage of year 5 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 89% (the same as 2028 target) Writing at 80% Numeracy at 70%
12-month target 1.3 target	To increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): Reading and viewing from 26% (Semester 1, 2024) to 30% Writing from 8% (Semester 1, 2024) to 15% in 2028 *Mathematics from % (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available) (all the same as 2028 goals)
12-month target 1.4 target	To increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Academic emphasis from 64% to 70% (the same as 2028 goal) Moderate assessment tasks together from 40% to 50% Collaborate to plan the curriculum 60% to 70% Professional learning through peer observation from 40% to 50%.
KIS 1.b	Build staff capacity to use evidence-based practice for teaching and learning.

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Embed processes for PLC evaluation and feedback to ensure continuous improvement in teaching and learning with a particular focus on writing and numeracy. Create school meeting and planning structures to prioritise alignment to AIP goals.
Delivery of the annual actions for this KIS	
Outcomes	Students will Be provided with more consistent classroom norms and procedures across all classrooms in the school. Be provided with more consistent classroom set ups and environments. Teachers will Be provided with the means to contribute to improving their teaching through PLC investigations and continuous feedback. Be provided with more clarity in strategic planning Contribute to the construction or adjustment to instructional models Engage in professional learning during our PLC meetings, as well as excursions and external professional learning feedback provided by visiting groups to DPS. Leaders will Schedule meetings for PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.

	Provide clarity for school directions through guiding the construction or adjustment to instructional models. Organise professional interactions with staff from other schools			
Success indicators	Having a newly developed school-wide approach to teaching numeracy. PLC's and Staff Meetings scheduled, agendered with focus outlined. Teacher planners and learning walks demonstrate the use of agreed instructional models.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	All Staff to engage in Professional Development to support students with learning difficulties in writing and maths.	☒ School leadership team ☒ Education support	from: Term 2 to: Term 4	-1%
Activity 2	Engage in Professional Learning excursions visiting other schools to witness evidence-based teaching in action.	☒ All staff	from: Term 1 to: Term 1	-1%
Activity 3	Implement and establish a school based visitation which will involve Learning Walks.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 3	-1%

Activity 4	To embed a PLC process which will explore literacy and numeracy priorities.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 5	Use PLC's to explore evidence based best practice in literacy and numeracy	☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Establish and implement a meeting schedule which aligns with our AIP.	☒ All staff ☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.			
Actions	Develop teacher capacity to scaffold instruction to improve the learning growth for all students. Build the capacity of all staff to set explicit, challenging and achievable learning goals for all students. Embed a consistent approach to the formative use and analysis to guide teaching assessments.			

Delivery of the annual actions for this KIS	
Outcomes	Students will Be identified if needing support, intervention or extension with their learning at their point of need using assessment data. Be supported through the tutoring program or be provided with additional assistance working with education support staff and teachers in small groups within the classroom. Teachers will Confidently and accurately identify students learning needs based on assessment data. Work with leaders to adjust assessment schedules, particularly in numeracy and writing. Provide students with regular feedback and monitor progress using data walls or rubrics. Regularly monitor, review and update IEP's to ensure they are responsive to students needs. Leaders will Regularly assist teachers to review and update IEP's to ensure they are responsive to students needs. Support teaching staff to adjust assessments, scaffolding and responsive teaching practices. Community will Be communicated with how their child is progressing with their IEP's Be informed how school and home can work together to improve student outcomes for students Be provided with regular feedback on their child's progression for those involved in the tutoring or intervention programs.
Success indicators	Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Assessments will be analysed and monitored in meetings to inform future planning. Teachers using data to inform planning and teaching.
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and refine Assessment schedules in Numeracy and Writing to ensure consistency of assessments across all year levels.	☒ Numeracy leader ☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 2	Numeracy coordinator to attend Professional Development on Explicit Teaching and assessment in Numeracy.	☒ Numeracy leader ☒ School leadership team	from: Term 2 to: Term 3	-1%
Activity 3	Professional Learning to take place during PLC's to strengthen IEP's, goal setting and scaffolding student learning.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 4	Identify and embed processes. Use PLCs to track and monitor student learning growth.	☒ School leadership team	from: Term 2 to: Term 4	-1%
Activity 5	Collate numeracy and writing data to adjust whole school planning in PLC's	☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.d	Develop and embed whole school practices in curriculum planning, assessment and documentation.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and Review whole school planning documentation to support the transition to Disability Inclusion. Establish processes and protocols that ensure at risk students with specific learning needs receive support.
Delivery of the annual actions for this KIS	
Outcomes	Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Time to be provided for teachers and ES staff to meet with specialist services (including Visiting Teachers) to support adaptations to teaching and learning programs. Students will Benefit from being provided with extra support during lessons through additional teaching staff, educational support staff that is linked to IEP's objectives. Teachers will Contribute to the construction of and implementation of instructional models to ensure consistency between classrooms. Coordinate with leaders to best utilise tutoring programs. Have the term planning and weekly documents entered onto our Google Drive. Will have a better understanding of their Roles and Responsibilities in the DPS staff handbook. Leaders will

	Regularly discuss the planning documents with teachers to ensure scaffolding is occurring. Provide clarity on the expectations of the various Roles and Responsibilities they have during the year. Workshop curriculum documents with staff at staff meetings/PLC's. The Community will Know what and when their child will be taught specific subjects and topics.			
Success indicators	Assessment and moderation are used for teaching discussions based on student data to target curriculum planning and differentiation. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEP's. We will have developed a Professional Learning Plan that supports staff to identify and meet student's individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia. Teachers and school leaders will be able to ensure various Roles and Responsibilities in different curriculum areas will be effectively managed.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff to be engaged in Disability Inclusion and MiHPS training, documentation and adjustments.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Teacher(s)	from: Term 2 to: Term 4	-1%

		☑ School leadership team		
Activity 2	Establish a process for the weekly uploading of their weekly and term planners onto our Google Drive.	☑ All staff	from: Term 2 to: Term 4	-1%
Activity 3	Placing more explicit explanations of the Roles and Responsibilities in the Staff Handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%
Activity 4	Develop a timeline for when roles and responsibilities (including planning for the following year) are completed and having it placed into the staff handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%

Goal 2	To optimise the wellbeing of all students.
12-month target 2.1 target	By 2025, percentage of students with 20+ days of absence will decrease from 36% to 33%
12-month target 2.2 target	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%
12-month target 2.3 target	From the SSS: School Climate Domain - Trust in Students and Parents factor from 68% to 70%.

12-month target 2.4 target	Maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): Parent and Community Engagement domain - Teacher Communication factor at 81%.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.
Actions	Build staff consistency across all classrooms. Record functional needs 'adjustments' Strengthen the efforts in the teacher understanding and implementation of Respectful Relationships.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will: - Begin creation of documented consistent predictable routines for the whole school including entry routines, use of whiteboards and assembly expectations. - Provide access to professional development opportunities around best practice - Continue to embed a structured wellbeing team linking teaching to learning. - Maintain student voice and agency opportunities in the school through our Student Voice group and Year 6 Leadership projects. - Support teachers with the documentation of adjustments being made for tier 2 and 3 students. Teachers will: - Develop understanding of multi-tiered responses to wellbeing - Use data to monitor the wellbeing of students via inputting wellbeing notes on Xuno - Engage in professional development opportunities - Record adjustments for wellbeing for their students in the classroom. - Implementing the Respectful Relationships program in Personal and Social Capabilities classes.

	Students will: - Be engaged in Respectful Relationships lessons - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. - Feel safe and welcomed, and have confidence to access supports - Be able to draw upon taught strategies in Respectful Relationships, Personal and Social Capabilities and Values Club classes to regulate their own emotions such as the Zones of Regulation.			
Success indicators	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75% Respectful Relationships timetabled consistently across the school. Disability Inclusion and MiHPs supports being implemented			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Inclusion training and professional development to support Disability Inclusion transition	☒ All staff ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%

Activity 2	Engagement in Tier 3 support with Anglicare, Orange Door, Speech Therapy and Occupational Therapist support and Play Therapy.	☒ Mental health and wellbeing leader ☒ School leadership team ☒ Disability inclusion coordinator ☒ Teacher(s) ☒ All staff ☒ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Attend Respectful Relationships RRRR curriculum PD. The teaching of the RRRR will be timetabled weekly for consistent delivery following the scope and sequence provided to the school by the Respectful Relationships WSW Team.	☒ Respectful relationships implementation team	from: Term 2 to: Term 4	-1%
Activity 4	Staff to complete EduPay modules or view recordings of Disability Inclusion PL.	☒ All staff ☒ Disability inclusion coordinator	from: Term 2 to: Term 4	-1%
Activity 5	Engagement in PL from the Australian Teachers Aide suite of resources.	☒ All staff	from: Term 2 to: Term 4	-1%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
12-month target 1.1 target	To maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 80% (the same as 2028 target) Writing at 80% Numeracy at 65%
12-month target 1.2 target	To maintain the 2024 percentage of year 5 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 89% (the same as 2028 target) Writing at 80% Numeracy at 70%
12-month target 1.3 target	To increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): Reading and viewing from 26% (Semester 1, 2024) to 30% Writing from 8% (Semester 1, 2024) to 15% in 2028 *Mathematics from % (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available) (all the same as 2028 goals)
12-month target 1.4 target	To increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Academic emphasis from 64% to 70% (the same as 2028 goal) Moderate assessment tasks together from 40% to 50% Collaborate to plan the curriculum 60% to 70% Professional learning through peer observation from 40% to 50%.
KIS 1.b	Build staff capacity to use evidence-based practice for teaching and learning.

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Embed processes for PLC evaluation and feedback to ensure continuous improvement in teaching and learning with a particular focus on writing and numeracy. Create school meeting and planning structures to prioritise alignment to AIP goals.
Delivery of the annual actions for this KIS	Completed
Outcomes	Students will Be provided with more consistent classroom norms and procedures across all classrooms in the school. Be provided with more consistent classroom set ups and environments. Teachers will Be provided with the means to contribute to improving their teaching through PLC investigations and continuous feedback. Be provided with more clarity in strategic planning Contribute to the construction or adjustment to instructional models Engage in professional learning during our PLC meetings, as well as excursions and external professional learning feedback provided by visiting groups to DPS. Leaders will Schedule meetings for PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.

	Provide clarity for school directions through guiding the construction or adjustment to instructional models. Organise professional interactions with staff from other schools
Success indicators	Having a newly developed school-wide approach to teaching numeracy. PLC's and Staff Meetings scheduled, agendered with focus outlined. Teacher planners and learning walks demonstrate the use of agreed instructional models.
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	Documentation created by leadership and staff. These documents have been used in classroom observations to monitor implementation and consistency. It was noted that both students and staff have recognised improvements in consistency across classrooms. In particular, leadership noted that great gains have been achieved in the top two grades of the school which previously hadn't had these procedures in place. Clear PLC structures have improved teachers understanding of the PLC process and they are all contributing to whole school cohesion. It has been noted by all staff that the level of engagement and collaboration has increased this year. Part of the increased buy-in from staff has resulted from more in-depth professional learning opportunities and for them to understand the importance of these initiatives.
Enablers • What enablers are supporting the delivery of this KIS?	✓ Sufficient budget ✓ Access to resources/programs ✓ Sufficient time allocated ✓ The school was able to prioritise well ✓ School review has refocussed directions for the school ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change
Barriers	

• What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	All Staff to engage in Professional Development to support students with learning difficulties in writing and maths.	☒ School leadership team ☒ Education support	from: Term 2 to: Term 4	75%
Activity 2	Engage in Professional Learning excursions visiting other schools to witness evidence-based teaching in action.	☒ All staff	from: Term 1 to: Term 1	100%
Activity 3	Implement and establish a school based visitation which will involve Learning Walks.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 3	25%
Activity 4	To embed a PLC process which will explore literacy and numeracy priorities.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	75%
Activity 5	Use PLC's to explore evidence based best practice in literacy and numeracy	☒ All staff	from: Term 1	75%

			to: Term 4	
Activity 6	Establish and implement a meeting schedule which aligns with our AIP.	☒ All staff ☒ Leadership team	from: Term 2 to: Term 4	50%
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.			
Actions	Develop teacher capacity to scaffold instruction to improve the learning growth for all students. Build the capacity of all staff to set explicit, challenging and achievable learning goals for all students. Embed a consistent approach to the formative use and analysis to guide teaching assessments.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Students will Be identified if needing support, intervention or extension with their learning at their point of need using assessment data. Be supported through the tutoring program or be provided with additional assistance working with education support staff			

	and teachers in small groups within the classroom. Teachers will Confidently and accurately identify students learning needs based on assessment data. Work with leaders to adjust assessment schedules, particularly in numeracy and writing. Provide students with regular feedback and monitor progress using data walls or rubrics. Regularly monitor, review and update IEP's to ensure they are responsive to students needs. Leaders will Regularly assist teachers to review and update IEP's to ensure they are responsive to students needs. Support teaching staff to adjust assessments, scaffolding and responsive teaching practices. Community will Be communicated with how their child is progressing with their IEP's Be informed how school and home can work together to improve student outcomes for students Be provided with regular feedback on their child's progression for those involved in the tutoring or intervention programs.
Success indicators	Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Assessments will be analysed and monitored in meetings to inform future planning. Teachers using data to inform planning and teaching.
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour	Tutoring IEP Assessment Schedule beginning not complete ----- Professional Learning is occurring around short, middle and long term cycles of assessment and daily checks for understandings linked to responsive teaching. Planned leadership/teacher conferences for future planning using all available data sets DIBELS etc, used data, samples of work, teacher feedback, observations Not so much student goal setting Parent teacher Xuno

/ practice / mindset have been observed? What is the evidence?				
Enablers What enablers are supporting the delivery of this KIS?	☒ Sufficient budget ☒ Sufficient time allocated ☒ The school was able to prioritise well ☒ School review has refocussed directions for the school ☒ Staff capability and consistency of practice ☒ Positive staff culture and readiness for change			
Barriers What barriers are impeding the delivery of this KIS?	☒ Time constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and refine Assessment schedules in Numeracy and Writing to ensure consistency of assessments across all year levels.	☒ Numeracy leader ☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	25%
Activity 2	Numeracy coordinator to attend Professional Development on	☒ Numeracy leader	from: Term 2	50%

	Explicit Teaching and assessment in Numeracy.	☑ School leadership team	to: Term 3	
Activity 3	Professional Learning to take place during PLC's to strengthen IEP's, goal setting and scaffolding student learning.	☑ School leadership team ☑ Teacher(s)	from: Term 2 to: Term 4	50%
Activity 4	Identify and embed processes. Use PLCs to track and monitor student learning growth.	☑ School leadership team	from: Term 2 to: Term 4	25%
Activity 5	Collate numeracy and writing data to adjust whole school planning in PLC's	☑ Leadership team	from: Term 2 to: Term 4	50%
KIS 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed whole school practices in curriculum planning, assessment and documentation.			
Actions	Audit and Review whole school planning documentation to support the transition to Disability Inclusion. Establish processes and protocols that ensure at risk students with specific learning needs receive support.			

Delivery of the annual actions for this KIS	Completed
Outcomes	Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Time to be provided for teachers and ES staff to meet with specialist services (including Visiting Teachers) to support adaptations to teaching and learning programs. Students will Benefit from being provided with extra support during lessons through additional teaching staff, educational support staff that is linked to IEP's objectives. Teachers will Contribute to the construction of and implementation of instructional models to ensure consistency between classrooms. Coordinate with leaders to best utilise tutoring programs. Have the term planning and weekly documents entered onto our Google Drive. Will have a better understanding of their Roles and Responsibilities in the DPS staff handbook. Leaders will Regularly discuss the planning documents with teachers to ensure scaffolding is occurring. Provide clarity on the expectations of the various Roles and Responsibilities they have during the year. Workshop curriculum documents with staff at staff meetings/PLC's. The Community will Know what and when their child will be taught specific subjects and topics.
Success indicators	Assessment and moderation are used for teaching discussions based on student data to target curriculum planning and differentiation. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEP's. We will have developed a Professional Learning Plan that supports staff to identify and meet student's individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia.

	Teachers and school leaders will be able to ensure various Roles and Responsibilities in different curriculum areas will be effectively managed.
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	Formed a Wellbeing Leadership group with scheduled meetings. Fortnightly ES staff meetings New IEP proforma Increased incident reporting on Xuno including new severity scale which is improving consistency of reporting. Attendance flow chart Weekly planners have been established on our Google Drive. Time has been allocated to work on consistency Curriculum documents have been shared and reviewed with staff ensuring scaffolding and adjustments are being implemented. Disability inclusion coordinator role has been established.
Enablers • What enablers are supporting the delivery of this KIS?	✓ Sufficient budget ✓ Access to resources/programs ✓ The school was able to prioritise well ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change
Barriers • What barriers are impeding the delivery of this KIS?	✓ Time constraints
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Staff to be engaged in Disability Inclusion and MiHPS training, documentation and adjustments.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Teacher(s) ☒ School leadership team	from: Term 2 to: Term 4	75%
Activity 2	Establish a process for the weekly uploading of their weekly and term planners onto our Google Drive.	☒ All staff	from: Term 2 to: Term 4	75%
Activity 3	Placing more explicit explanations of the Roles and Responsibilities in the Staff Handbook.	☒ School leadership team	from: Term 3 to: Term 4	25%
Activity 4	Develop a timeline for when roles and responsibilities (including planning for the following year) are completed and having it placed into the staff handbook.	☒ School leadership team	from: Term 3 to: Term 4	25%

Goal 2	To optimise the wellbeing of all students.
12-month target 2.1 target	By 2025, percentage of students with 20+ days of absence will decrease from 36% to 33%
12-month target 2.2 target	The student Attitudes to School Survey (AtoSS, years 4 to 6):

	School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%
12-month target 2.3 target	From the SSS: School Climate Domain - Trust in Students and Parents factor from 68% to 70%.
12-month target 2.4 target	Maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): Parent and Community Engagement domain - Teacher Communication factor at 81%.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.
Actions	Build staff consistency across all classrooms. Record functional needs 'adjustments' Strengthen the efforts in the teacher understanding and implementation of Respectful Relationships.
Delivery of the annual actions for this KIS	Completed
Outcomes	Leaders will: - Begin creation of documented consistent predictable routines for the whole school including entry routines, use of whiteboards and assembly expectations. - Provide access to professional development opportunities around best practice - Continue to embed a structured wellbeing team linking teaching to learning. - Maintain student voice and agency opportunities in the school through our Student Voice group and Year 6 Leadership projects.

	- Support teachers with the documentation of adjustments being made for tier 2 and 3 students. Teachers will: - Develop understanding of multi-tiered responses to wellbeing - Use data to monitor the wellbeing of students via inputting wellbeing notes on Xuno - Engage in professional development opportunities - Record adjustments for wellbeing for their students in the classroom. - Implementing the Respectful Relationships program in Personal and Social Capabilities classes. Students will: - Be engaged in Respectful Relationships lessons - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. - Feel safe and welcomed, and have confidence to access supports - Be able to draw upon taught strategies in Respectful Relationships, Personal and Social Capabilities and Values Club classes to regulate their own emotions such as the Zones of Regulation.
Success indicators	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75% Respectful Relationships timetabled consistently across the school. Disability Inclusion and MiHPs supports being implemented
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour	Respectful Relationships classes have been organised for beginning of Term 3. PLC's have provided access to professional development opportunities around best practice. - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. Professional reading linking to students with learning difficulties such as ADHD and ODD. Play Therapist has engaged with the school and parents with sessions beginning at the start of Term 3. OT providing strategies and add

/ practice / mindset have been observed? • What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?	☒ Sufficient budget ☒ Sufficient time allocated ☒ Key improvement strategies are able to be implemented ☒ The school was able to prioritise well ☒ Staff capability and consistency of practice ☒ Positive staff culture and readiness for change			
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Inclusion training and professional development to support Disability Inclusion transition	☒ All staff ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	50%
Activity 2	Engagement in Tier 3 support with Anglicare, Orange Door, Speech	☒ Mental health and wellbeing leader	from: Term 1	75%

	Therapy and Occupational Therapist support and Play Therapy.	☒ School leadership team ☒ Disability inclusion coordinator ☒ Teacher(s) ☒ All staff ☒ Principal	to: Term 4	
Activity 3	Attend Respectful Relationships RRRR curriculum PD. The teaching of the RRRR will be timetabled weekly for consistent delivery following the scope and sequence provided to the school by the Respectful Relationships WSW Team.	☒ Respectful relationships implementation team	from: Term 2 to: Term 4	25%
Activity 4	Staff to complete EduPay modules or view recordings of Disability Inclusion PL.	☒ All staff ☒ Disability inclusion coordinator	from: Term 2 to: Term 4	50%
Activity 5	Engagement in PL from the Australian Teachers Aide suite of resources.	☒ All staff	from: Term 2 to: Term 4	50%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
12-month target 1.1 target	To maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 80% (the same as 2028 target) Writing at 80% Numeracy at 65%
12-month target 1.2 target	To maintain the 2024 percentage of year 5 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 89% (the same as 2028 target) Writing at 80% Numeracy at 70%
12-month target 1.3 target	To increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): Reading and viewing from 26% (Semester 1, 2024) to 30% Writing from 8% (Semester 1, 2024) to 15% in 2028 *Mathematics from % (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available) (all the same as 2028 goals)
12-month target 1.4 target	To increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Academic emphasis from 64% to 70% (the same as 2028 goal) Moderate assessment tasks together from 40% to 50% Collaborate to plan the curriculum 60% to 70% Professional learning through peer observation from 40% to 50%.
KIS 1.b	Build staff capacity to use evidence-based practice for teaching and learning.

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Embed processes for PLC evaluation and feedback to ensure continuous improvement in teaching and learning with a particular focus on writing and numeracy. Create school meeting and planning structures to prioritise alignment to AIP goals.
Delivery of the annual actions for this KIS	Completed
Outcomes	Students will - Be provided with more consistent classroom norms and procedures across all classrooms in the school. - Be provided with more consistent classroom set ups and environments. Teachers will - Be provided with the means to contribute to improving their teaching through PLC investigations and continuous feedback. - Be provided with more clarity in strategic planning - Contribute to the construction or adjustment to instructional models - Engage in professional learning during our PLC meetings, as well as excursions and external professional learning feedback provided by visiting groups to DPS. Leaders will - Schedule meetings for PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.

	Provide clarity for school directions through guiding the construction or adjustment to instructional models. Organise professional interactions with staff from other schools
Success indicators	Having a newly developed school-wide approach to teaching numeracy. PLC's and Staff Meetings scheduled, agendered with focus outlined. Teacher planners and learning walks demonstrate the use of agreed instructional models.
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	
Enablers • What enablers are supporting the delivery of this KIS?	
Barriers • What barriers are impeding the delivery of this KIS?	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	All Staff to engage in Professional Development to support students with learning difficulties in writing and maths.	☒ School leadership team ☒ Education support	from: Term 2 to: Term 4	75%
Activity 2	Engage in Professional Learning excursions visiting other schools to witness evidence-based teaching in action.	☒ All staff	from: Term 1 to: Term 1	100%
Activity 3	Implement and establish a school based visitation which will involve Learning Walks.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 3	25%
Activity 4	To embed a PLC process which will explore literacy and numeracy priorities.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	75%
Activity 5	Use PLC's to explore evidence based best practice in literacy and numeracy	☒ All staff	from: Term 1 to: Term 4	75%

Activity 6	Establish and implement a meeting schedule which aligns with our AIP.	☒ All staff ☒ Leadership team	from: Term 2 to: Term 4	50%
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.			
Actions	Develop teacher capacity to scaffold instruction to improve the learning growth for all students. Build the capacity of all staff to set explicit, challenging and achievable learning goals for all students. Embed a consistent approach to the formative use and analysis to guide teaching assessments.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Students will Be identified if needing support, intervention or extension with their learning at their point of need using assessment data. Be supported through the tutoring program or be provided with additional assistance working with education support staff and teachers in small groups within the classroom. Teachers will Confidently and accurately identify students learning needs based on assessment data.			

	Work with leaders to adjust assessment schedules, particularly in numeracy and writing. Provide students with regular feedback and monitor progress using data walls or rubrics. Regularly monitor, review and update IEP's to ensure they are responsive to students needs. Leaders will Regularly assist teachers to review and update IEP's to ensure they are responsive to students needs. Support teaching staff to adjust assessments, scaffolding and responsive teaching practices. Community will Be communicated with how their child is progressing with their IEP's Be informed how school and home can work together to improve student outcomes for students Be provided with regular feedback on their child's progression for those involved in the tutoring or intervention programs.
Success indicators	Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Assessments will be analysed and monitored in meetings to inform future planning. Teachers using data to inform planning and teaching.
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	

Enablers What enablers are supporting the delivery of this KIS?				
Barriers What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and refine Assessment schedules in Numeracy and Writing to ensure consistency of assessments across all year levels.	☒ Numeracy leader ☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	25%
Activity 2	Numeracy coordinator to attend Professional Development on Explicit Teaching and assessment in Numeracy.	☒ Numeracy leader ☒ School leadership team	from: Term 2 to: Term 3	50%
Activity 3	Professional Learning to take place during PLC's to strengthen IEP's,	☒ School leadership team ☒ Teacher(s)	from: Term 2	50%

	goal setting and scaffolding student learning.		to: Term 4	
Activity 4	Identify and embed processes. Use PLCs to track and monitor student learning growth.	☑ School leadership team	from: Term 2 to: Term 4	25%
Activity 5	Collate numeracy and writing data to adjust whole school planning in PLC's	☑ Leadership team	from: Term 2 to: Term 4	50%
KIS 1.d Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed whole school practices in curriculum planning, assessment and documentation.			
Actions	Audit and Review whole school planning documentation to support the transition to Disability Inclusion. Establish processes and protocols that ensure at risk students with specific learning needs receive support.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs).			

	Time to be provided for teachers and ES staff to meet with specialist services (including Visiting Teachers) to support adaptations to teaching and learning programs. Students will Benefit from being provided with extra support during lessons through additional teaching staff, educational support staff that is linked to IEP's objectives. Teachers will Contribute to the construction of and implementation of instructional models to ensure consistency between classrooms. Coordinate with leaders to best utilise tutoring programs. Have the term planning and weekly documents entered onto our Google Drive. Will have a better understanding of their Roles and Responsibilities in the DPS staff handbook. Leaders will Regularly discuss the planning documents with teachers to ensure scaffolding is occurring. Provide clarity on the expectations of the various Roles and Responsibilities they have during the year. Workshop curriculum documents with staff at staff meetings/PLC's. The Community will Know what and when their child will be taught specific subjects and topics.
Success indicators	Assessment and moderation are used for teaching discussions based on student data to target curriculum planning and differentiation. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEP's. We will have developed a Professional Learning Plan that supports staff to identify and meet student's individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia. Teachers and school leaders will be able to ensure various Roles and Responsibilities in different curriculum areas will be effectively managed.
Commentary on progress	

• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?				
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Staff to be engaged in Disability Inclusion and MiHPS training, documentation and adjustments.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Teacher(s) ☒ School leadership team	from: Term 2 to: Term 4	75%
Activity 2	Establish a process for the weekly uploading of their weekly and term planners onto our Google Drive.	☒ All staff	from: Term 2 to: Term 4	75%
Activity 3	Placing more explicit explanations of the Roles and Responsibilities in the Staff Handbook.	☒ School leadership team	from: Term 3 to: Term 4	25%
Activity 4	Develop a timeline for when roles and responsibilities (including planning for the following year) are completed and having it placed into the staff handbook.	☒ School leadership team	from: Term 3 to: Term 4	25%

Goal 2	To optimise the wellbeing of all students.
12-month target 2.1 target	By 2025, percentage of students with 20+ days of absence will decrease from 36% to 33%
12-month target 2.2 target	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60%

	Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%
12-month target 2.3 target	From the SSS: School Climate Domain - Trust in Students and Parents factor from 68% to 70%.
12-month target 2.4 target	Maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): Parent and Community Engagement domain - Teacher Communication factor at 81%.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.
Actions	Build staff consistency across all classrooms. Record functional needs 'adjustments' Strengthen the efforts in the teacher understanding and implementation of Respectful Relationships.
Delivery of the annual actions for this KIS	Completed
Outcomes	Leaders will: - Begin creation of documented consistent predictable routines for the whole school including entry routines, use of whiteboards and assembly expectations. - Provide access to professional development opportunities around best practice - Continue to embed a structured wellbeing team linking teaching to learning. - Maintain student voice and agency opportunities in the school through our Student Voice group and Year 6 Leadership projects. - Support teachers with the documentation of adjustments being made for tier 2 and 3 students.

	Teachers will: - Develop understanding of multi-tiered responses to wellbeing - Use data to monitor the wellbeing of students via inputting wellbeing notes on Xuno - Engage in professional development opportunities - Record adjustments for wellbeing for their students in the classroom. - Implementing the Respectful Relationships program in Personal and Social Capabilities classes. Students will: - Be engaged in Respectful Relationships lessons - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. - Feel safe and welcomed, and have confidence to access supports - Be able to draw upon taught strategies in Respectful Relationships, Personal and Social Capabilities and Values Club classes to regulate their own emotions such as the Zones of Regulation.
Success indicators	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75% Respectful Relationships timetabled consistently across the school. Disability Inclusion and MiHPs supports being implemented
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour	

/ practice / mindset have been observed? • What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?				
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Inclusion training and professional development to support Disability Inclusion transition	☒ All staff ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	50%
Activity 2	Engagement in Tier 3 support with Anglicare, Orange Door, Speech Therapy and Occupational Therapist support and Play Therapy.	☒ Mental health and wellbeing leader ☒ School leadership team	from: Term 1 to: Term 4	75%

		☒ Disability inclusion coordinator ☒ Teacher(s) ☒ All staff ☒ Principal		
Activity 3	Attend Respectful Relationships RRRR curriculum PD. The teaching of the RRRR will be timetabled weekly for consistent delivery following the scope and sequence provided to the school by the Respectful Relationships WSW Team.	☒ Respectful relationships implementation team	from: Term 2 to: Term 4	25%
Activity 4	Staff to complete EduPay modules or view recordings of Disability Inclusion PL.	☒ All staff ☒ Disability inclusion coordinator	from: Term 2 to: Term 4	50%
Activity 5	Engagement in PL from the Australian Teachers Aide suite of resources.	☒ All staff	from: Term 2 to: Term 4	50%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
12-month target 1.1 target	To maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 80% (the same as 2028 target) Writing at 80% Numeracy at 65%
Has this 12-month target been met	Not Met
12-month target 1.2 target	To maintain the 2024 percentage of year 5 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 89% (the same as 2028 target) Writing at 80% Numeracy at 70%
Has this 12-month target been met	Not Met
12-month target 1.3 target	To increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): Reading and viewing from 26% (Semester 1, 2024) to 30% Writing from 8% (Semester 1, 2024) to 15% in 2028 *Mathematics from % (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available) (all the same as 2028 goals)
Has this 12-month target been met	Not Met

12-month target 1.4 target	To increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Academic emphasis from 64% to 70% (the same as 2028 goal) Moderate assessment tasks together from 40% to 50% Collaborate to plan the curriculum 60% to 70% Professional learning through peer observation from 40% to 50%.
Has this 12-month target been met	Not Met
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build staff capacity to use evidence-based practice for teaching and learning.
Actions	Embed processes for PLC evaluation and feedback to ensure continuous improvement in teaching and learning with a particular focus on writing and numeracy. Create school meeting and planning structures to prioritise alignment to AIP goals.
Delivery of the annual actions for this KIS	Completed
Outcomes	Students will Be provided with more consistent classroom norms and procedures across all classrooms in the school. Be provided with more consistent classroom set ups and environments.

	Teachers will Be provided with the means to contribute to improving their teaching through PLC investigations and continuous feedback. Be provided with more clarity in strategic planning Contribute to the construction or adjustment to instructional models Engage in professional learning during our PLC meetings, as well as excursions and external professional learning feedback provided by visiting groups to DPS. Leaders will Schedule meetings for PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons. Provide clarity for school directions through guiding the construction or adjustment to instructional models. Organise professional interactions with staff from other schools
Success indicators	Having a newly developed school-wide approach to teaching numeracy. PLC's and Staff Meetings scheduled, agendered with focus outlined. Teacher planners and learning walks demonstrate the use of agreed instructional models.
Reflection on progress	
Enablers • What enablers are supporting/supported the delivery of this KIS?	
Barriers • What barriers are impeding/impeded the delivery of this KIS?	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	All Staff to engage in Professional Development to support students with learning difficulties in writing and maths.	☒ School leadership team ☒ Education support	from: Term 2 to: Term 4	75%
Activity 2	Engage in Professional Learning excursions visiting other schools to witness evidence-based teaching in action.	☒ All staff	from: Term 1 to: Term 1	100%
Activity 3	Implement and establish a school based visitation which will involve Learning Walks.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 3	25%
Activity 4	To embed a PLC process which will explore literacy and numeracy priorities.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	75%
Activity 5	Use PLC's to explore evidence based best practice in literacy and numeracy	☒ All staff	from: Term 1 to: Term 4	75%
Activity 6	Establish and implement a meeting schedule which aligns with our AIP.	☒ All staff ☒ Leadership team	from: Term 2	50%

			to: Term 4	
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.			
Actions	Develop teacher capacity to scaffold instruction to improve the learning growth for all students. Build the capacity of all staff to set explicit, challenging and achievable learning goals for all students. Embed a consistent approach to the formative use and analysis to guide teaching assessments.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Students will Be identified if needing support, intervention or extension with their learning at their point of need using assessment data. Be supported through the tutoring program or be provided with additional assistance working with education support staff and teachers in small groups within the classroom. Teachers will Confidently and accurately identify students learning needs based on assessment data. Work with leaders to adjust assessment schedules, particularly in numeracy and writing. Provide students with regular feedback and monitor progress using data walls or rubrics.			

	Regularly monitor, review and update IEP's to ensure they are responsive to students needs. Leaders will Regularly assist teachers to review and update IEP's to ensure they are responsive to students needs. Support teaching staff to adjust assessments, scaffolding and responsive teaching practices. Community will Be communicated with how their child is progressing with their IEP's Be informed how school and home can work together to improve student outcomes for students Be provided with regular feedback on their child's progression for those involved in the tutoring or intervention programs.
Success indicators	Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Assessments will be analysed and monitored in meetings to inform future planning. Teachers using data to inform planning and teaching.
Reflection on progress	
Enablers • What enablers are supporting/supported the delivery of this KIS?	
Barriers • What barriers are impeding/impeded the delivery of this KIS?	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and refine Assessment schedules in Numeracy and Writing to ensure consistency of assessments across all year levels.	☒ Numeracy leader ☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	25%
Activity 2	Numeracy coordinator to attend Professional Development on Explicit Teaching and assessment in Numeracy.	☒ Numeracy leader ☒ School leadership team	from: Term 2 to: Term 3	50%
Activity 3	Professional Learning to take place during PLC's to strengthen IEP's, goal setting and scaffolding student learning.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	50%
Activity 4	Identify and embed processes. Use PLCs to track and monitor student learning growth.	☒ School leadership team	from: Term 2 to: Term 4	25%
Activity 5	Collate numeracy and writing data to adjust whole school planning in PLC's	☒ Leadership team	from: Term 2 to: Term 4	50%
KIS 1.d	Develop and embed whole school practices in curriculum planning, assessment and documentation.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and Review whole school planning documentation to support the transition to Disability Inclusion. Establish processes and protocols that ensure at risk students with specific learning needs receive support.
Delivery of the annual actions for this KIS	Completed
Outcomes	Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Time to be provided for teachers and ES staff to meet with specialist services (including Visiting Teachers) to support adaptations to teaching and learning programs. Students will Benefit from being provided with extra support during lessons through additional teaching staff, educational support staff that is linked to IEP's objectives. Teachers will Contribute to the construction of and implementation of instructional models to ensure consistency between classrooms. Coordinate with leaders to best utilise tutoring programs. Have the term planning and weekly documents entered onto our Google Drive. Will have a better understanding of their Roles and Responsibilities in the DPS staff handbook. Leaders will

	Regularly discuss the planning documents with teachers to ensure scaffolding is occurring. Provide clarity on the expectations of the various Roles and Responsibilities they have during the year. Workshop curriculum documents with staff at staff meetings/PLC's. The Community will Know what and when their child will be taught specific subjects and topics.
Success indicators	Assessment and moderation are used for teaching discussions based on student data to target curriculum planning and differentiation. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEP's. We will have developed a Professional Learning Plan that supports staff to identify and meet student's individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia. Teachers and school leaders will be able to ensure various Roles and Responsibilities in different curriculum areas will be effectively managed.
Reflection on progress	
Enablers • What enablers are supporting/supported the delivery of this KIS?	
Barriers • What barriers are impeding/impeded the delivery of this KIS?	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff to be engaged in Disability Inclusion and MiHPS training, documentation and adjustments.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Teacher(s) ☒ School leadership team	from: Term 2 to: Term 4	75%
Activity 2	Establish a process for the weekly uploading of their weekly and term planners onto our Google Drive.	☒ All staff	from: Term 2 to: Term 4	75%
Activity 3	Placing more explicit explanations of the Roles and Responsibilities in the Staff Handbook.	☒ School leadership team	from: Term 3 to: Term 4	25%
Activity 4	Develop a timeline for when roles and responsibilities (including planning for the following year) are completed and having it placed into the staff handbook.	☒ School leadership team	from: Term 3 to: Term 4	25%

Goal 2	To optimise the wellbeing of all students.
---------------	--

12-month target 2.1 target	By 2025, percentage of students with 20+ days of absence will decrease from 36% to 33%
Has this 12-month target been met	Not Met
12-month target 2.2 target	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%
Has this 12-month target been met	Not Met
12-month target 2.3 target	From the SSS: School Climate Domain - Trust in Students and Parents factor from 68% to 70%.
Has this 12-month target been met	Not Met
12-month target 2.4 target	Maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): Parent and Community Engagement domain - Teacher Communication factor at 81%.
Has this 12-month target been met	Not Met
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.

Actions	Build staff consistency across all classrooms. Record functional needs 'adjustments' Strengthen the efforts in the teacher understanding and implementation of Respectful Relationships.
Delivery of the annual actions for this KIS	Completed
Outcomes	Leaders will: - Begin creation of documented consistent predictable routines for the whole school including entry routines, use of whiteboards and assembly expectations. - Provide access to professional development opportunities around best practice - Continue to embed a structured wellbeing team linking teaching to learning. - Maintain student voice and agency opportunities in the school through our Student Voice group and Year 6 Leadership projects. - Support teachers with the documentation of adjustments being made for tier 2 and 3 students. Teachers will: - Develop understanding of multi-tiered responses to wellbeing - Use data to monitor the wellbeing of students via inputting wellbeing notes on Xuno - Engage in professional development opportunities - Record adjustments for wellbeing for their students in the classroom. - Implementing the Respectful Relationships program in Personal and Social Capabilities classes. Students will: - Be engaged in Respectful Relationships lessons - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. - Feel safe and welcomed, and have confidence to access supports - Be able to draw upon taught strategies in Respectful Relationships, Personal and Social Capabilities and Values Club classes to regulate their own emotions such as the Zones of Regulation.
Success indicators	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%

	Respectful Relationships timetabled consistently across the school. Disability Inclusion and MiHPs supports being implemented			
Reflection on progress				
Enablers What enablers are supporting/supported the delivery of this KIS?				
Barriers What barriers are impeding/impeded the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Inclusion training and professional development to support Disability Inclusion transition	☒ All staff ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	50%
Activity 2	Engagement in Tier 3 support with Anglicare, Orange Door, Speech	☒ Mental health and wellbeing leader	from: Term 1	75%

	Therapy and Occupational Therapist support and Play Therapy.	☒ School leadership team ☒ Disability inclusion coordinator ☒ Teacher(s) ☒ All staff ☒ Principal	to: Term 4	
Activity 3	Attend Respectful Relationships RRRR curriculum PD. The teaching of the RRRR will be timetabled weekly for consistent delivery following the scope and sequence provided to the school by the Respectful Relationships WSW Team.	☒ Respectful relationships implementation team	from: Term 2 to: Term 4	25%
Activity 4	Staff to complete EduPay modules or view recordings of Disability Inclusion PL.	☒ All staff ☒ Disability inclusion coordinator	from: Term 2 to: Term 4	50%
Activity 5	Engagement in PL from the Australian Teachers Aide suite of resources.	☒ All staff	from: Term 2 to: Term 4	50%

Future planning	
-----------------	--

Monitoring and assessment - 2025

Mid Term 1 monitoring

Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
12-month target 1.1 target	To maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 80% (the same as 2028 target) Writing at 80% Numeracy at 65%
12-month target 1.2 target	To maintain the 2024 percentage of year 5 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 89% (the same as 2028 target) Writing at 80% Numeracy at 70%
12-month target 1.3 target	To increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): Reading and viewing from 26% (Semester 1, 2024) to 30% Writing from 8% (Semester 1, 2024) to 15% in 2028 *Mathematics from % (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available) (all the same as 2028 goals)
12-month target 1.4 target	To increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Academic emphasis from 64% to 70% (the same as 2028 goal) Moderate assessment tasks together from 40% to 50% Collaborate to plan the curriculum 60% to 70% Professional learning through peer observation from 40% to 50%.
KIS 1.b	Build staff capacity to use evidence-based practice for teaching and learning.

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Embed processes for PLC evaluation and feedback to ensure continuous improvement in teaching and learning with a particular focus on writing and numeracy. Create school meeting and planning structures to prioritise alignment to AIP goals.
Delivery of the annual actions for this KIS	
Outcomes	Students will Be provided with more consistent classroom norms and procedures across all classrooms in the school. Be provided with more consistent classroom set ups and environments. Teachers will Be provided with the means to contribute to improving their teaching through PLC investigations and continuous feedback. Be provided with more clarity in strategic planning Contribute to the construction or adjustment to instructional models Engage in professional learning during our PLC meetings, as well as excursions and external professional learning feedback provided by visiting groups to DPS. Leaders will Schedule meetings for PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.

	Provide clarity for school directions through guiding the construction or adjustment to instructional models. Organise professional interactions with staff from other schools			
Success indicators	Having a newly developed school-wide approach to teaching numeracy. PLC's and Staff Meetings scheduled, agendered with focus outlined. Teacher planners and learning walks demonstrate the use of agreed instructional models.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	All Staff to engage in Professional Development to support students with learning difficulties in writing and maths.	☒ School leadership team ☒ Education support	from: Term 2 to: Term 4	-1%
Activity 2	Engage in Professional Learning excursions visiting other schools to witness evidence-based teaching in action.	☒ All staff	from: Term 1 to: Term 1	-1%
Activity 3	Implement and establish a school based visitation which will involve Learning Walks.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 3	-1%

Activity 4	To embed a PLC process which will explore literacy and numeracy priorities.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 5	Use PLC's to explore evidence based best practice in literacy and numeracy	☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Establish and implement a meeting schedule which aligns with our AIP.	☒ All staff ☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.			
Actions	Develop teacher capacity to scaffold instruction to improve the learning growth for all students. Build the capacity of all staff to set explicit, challenging and achievable learning goals for all students. Embed a consistent approach to the formative use and analysis to guide teaching assessments.			

Delivery of the annual actions for this KIS	
Outcomes	Students will Be identified if needing support, intervention or extension with their learning at their point of need using assessment data. Be supported through the tutoring program or be provided with additional assistance working with education support staff and teachers in small groups within the classroom. Teachers will Confidently and accurately identify students learning needs based on assessment data. Work with leaders to adjust assessment schedules, particularly in numeracy and writing. Provide students with regular feedback and monitor progress using data walls or rubrics. Regularly monitor, review and update IEP's to ensure they are responsive to students needs. Leaders will Regularly assist teachers to review and update IEP's to ensure they are responsive to students needs. Support teaching staff to adjust assessments, scaffolding and responsive teaching practices. Community will Be communicated with how their child is progressing with their IEP's Be informed how school and home can work together to improve student outcomes for students Be provided with regular feedback on their child's progression for those involved in the tutoring or intervention programs.
Success indicators	Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Assessments will be analysed and monitored in meetings to inform future planning. Teachers using data to inform planning and teaching.
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and refine Assessment schedules in Numeracy and Writing to ensure consistency of assessments across all year levels.	☒ Numeracy leader ☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 2	Numeracy coordinator to attend Professional Development on Explicit Teaching and assessment in Numeracy.	☒ Numeracy leader ☒ School leadership team	from: Term 2 to: Term 3	-1%
Activity 3	Professional Learning to take place during PLC's to strengthen IEP's, goal setting and scaffolding student learning.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 4	Identify and embed processes. Use PLCs to track and monitor student learning growth.	☒ School leadership team	from: Term 2 to: Term 4	-1%
Activity 5	Collate numeracy and writing data to adjust whole school planning in PLC's	☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.d	Develop and embed whole school practices in curriculum planning, assessment and documentation.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and Review whole school planning documentation to support the transition to Disability Inclusion. Establish processes and protocols that ensure at risk students with specific learning needs receive support.
Delivery of the annual actions for this KIS	
Outcomes	Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Time to be provided for teachers and ES staff to meet with specialist services (including Visiting Teachers) to support adaptations to teaching and learning programs. Students will Benefit from being provided with extra support during lessons through additional teaching staff, educational support staff that is linked to IEP's objectives. Teachers will Contribute to the construction of and implementation of instructional models to ensure consistency between classrooms. Coordinate with leaders to best utilise tutoring programs. Have the term planning and weekly documents entered onto our Google Drive. Will have a better understanding of their Roles and Responsibilities in the DPS staff handbook. Leaders will

	Regularly discuss the planning documents with teachers to ensure scaffolding is occurring. Provide clarity on the expectations of the various Roles and Responsibilities they have during the year. Workshop curriculum documents with staff at staff meetings/PLC's. The Community will Know what and when their child will be taught specific subjects and topics.			
Success indicators	Assessment and moderation are used for teaching discussions based on student data to target curriculum planning and differentiation. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEP's. We will have developed a Professional Learning Plan that supports staff to identify and meet student's individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia. Teachers and school leaders will be able to ensure various Roles and Responsibilities in different curriculum areas will be effectively managed.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff to be engaged in Disability Inclusion and MiHPS training, documentation and adjustments.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Teacher(s)	from: Term 2 to: Term 4	-1%

		☑ School leadership team		
Activity 2	Establish a process for the weekly uploading of their weekly and term planners onto our Google Drive.	☑ All staff	from: Term 2 to: Term 4	-1%
Activity 3	Placing more explicit explanations of the Roles and Responsibilities in the Staff Handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%
Activity 4	Develop a timeline for when roles and responsibilities (including planning for the following year) are completed and having it placed into the staff handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%

Goal 2	To optimise the wellbeing of all students.
12-month target 2.1 target	By 2025, percentage of students with 20+ days of absence will decrease from 36% to 33%
12-month target 2.2 target	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%
12-month target 2.3 target	From the SSS: School Climate Domain - Trust in Students and Parents factor from 68% to 70%.

12-month target 2.4 target	Maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): Parent and Community Engagement domain - Teacher Communication factor at 81%.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.
Actions	Build staff consistency across all classrooms. Record functional needs 'adjustments' Strengthen the efforts in the teacher understanding and implementation of Respectful Relationships.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will: - Begin creation of documented consistent predictable routines for the whole school including entry routines, use of whiteboards and assembly expectations. - Provide access to professional development opportunities around best practice - Continue to embed a structured wellbeing team linking teaching to learning. - Maintain student voice and agency opportunities in the school through our Student Voice group and Year 6 Leadership projects. - Support teachers with the documentation of adjustments being made for tier 2 and 3 students. Teachers will: - Develop understanding of multi-tiered responses to wellbeing - Use data to monitor the wellbeing of students via inputting wellbeing notes on Xuno - Engage in professional development opportunities - Record adjustments for wellbeing for their students in the classroom. - Implementing the Respectful Relationships program in Personal and Social Capabilities classes.

	Students will: - Be engaged in Respectful Relationships lessons - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. - Feel safe and welcomed, and have confidence to access supports - Be able to draw upon taught strategies in Respectful Relationships, Personal and Social Capabilities and Values Club classes to regulate their own emotions such as the Zones of Regulation.			
Success indicators	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75% Respectful Relationships timetabled consistently across the school. Disability Inclusion and MiHPs supports being implemented			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Inclusion training and professional development to support Disability Inclusion transition	☒ All staff ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%

Activity 2	Engagement in Tier 3 support with Anglicare, Orange Door, Speech Therapy and Occupational Therapist support and Play Therapy.	☒ Mental health and wellbeing leader ☒ School leadership team ☒ Disability inclusion coordinator ☒ Teacher(s) ☒ All staff ☒ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Attend Respectful Relationships RRRR curriculum PD. The teaching of the RRRR will be timetabled weekly for consistent delivery following the scope and sequence provided to the school by the Respectful Relationships WSW Team.	☒ Respectful relationships implementation team	from: Term 2 to: Term 4	-1%
Activity 4	Staff to complete EduPay modules or view recordings of Disability Inclusion PL.	☒ All staff ☒ Disability inclusion coordinator	from: Term 2 to: Term 4	-1%
Activity 5	Engagement in PL from the Australian Teachers Aide suite of resources.	☒ All staff	from: Term 2 to: Term 4	-1%

Monitoring and assessment - 2025

Mid Term 2 monitoring

Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
12-month target 1.1 target	To maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 80% (the same as 2028 target) Writing at 80% Numeracy at 65%
12-month target 1.2 target	To maintain the 2024 percentage of year 5 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 89% (the same as 2028 target) Writing at 80% Numeracy at 70%
12-month target 1.3 target	To increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): Reading and viewing from 26% (Semester 1, 2024) to 30% Writing from 8% (Semester 1, 2024) to 15% in 2028 *Mathematics from % (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available) (all the same as 2028 goals)
12-month target 1.4 target	To increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Academic emphasis from 64% to 70% (the same as 2028 goal) Moderate assessment tasks together from 40% to 50% Collaborate to plan the curriculum 60% to 70% Professional learning through peer observation from 40% to 50%.
KIS 1.b	Build staff capacity to use evidence-based practice for teaching and learning.

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Embed processes for PLC evaluation and feedback to ensure continuous improvement in teaching and learning with a particular focus on writing and numeracy. Create school meeting and planning structures to prioritise alignment to AIP goals.
Delivery of the annual actions for this KIS	
Outcomes	Students will Be provided with more consistent classroom norms and procedures across all classrooms in the school. Be provided with more consistent classroom set ups and environments. Teachers will Be provided with the means to contribute to improving their teaching through PLC investigations and continuous feedback. Be provided with more clarity in strategic planning Contribute to the construction or adjustment to instructional models Engage in professional learning during our PLC meetings, as well as excursions and external professional learning feedback provided by visiting groups to DPS. Leaders will Schedule meetings for PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.

	Provide clarity for school directions through guiding the construction or adjustment to instructional models. Organise professional interactions with staff from other schools			
Success indicators	Having a newly developed school-wide approach to teaching numeracy. PLC's and Staff Meetings scheduled, agendered with focus outlined. Teacher planners and learning walks demonstrate the use of agreed instructional models.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	All Staff to engage in Professional Development to support students with learning difficulties in writing and maths.	☒ School leadership team ☒ Education support	from: Term 2 to: Term 4	-1%
Activity 2	Engage in Professional Learning excursions visiting other schools to witness evidence-based teaching in action.	☒ All staff	from: Term 1 to: Term 1	-1%
Activity 3	Implement and establish a school based visitation which will involve Learning Walks.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 3	-1%

Activity 4	To embed a PLC process which will explore literacy and numeracy priorities.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 5	Use PLC's to explore evidence based best practice in literacy and numeracy	☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Establish and implement a meeting schedule which aligns with our AIP.	☒ All staff ☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.			
Actions	Develop teacher capacity to scaffold instruction to improve the learning growth for all students. Build the capacity of all staff to set explicit, challenging and achievable learning goals for all students. Embed a consistent approach to the formative use and analysis to guide teaching assessments.			

Delivery of the annual actions for this KIS	
Outcomes	Students will Be identified if needing support, intervention or extension with their learning at their point of need using assessment data. Be supported through the tutoring program or be provided with additional assistance working with education support staff and teachers in small groups within the classroom. Teachers will Confidently and accurately identify students learning needs based on assessment data. Work with leaders to adjust assessment schedules, particularly in numeracy and writing. Provide students with regular feedback and monitor progress using data walls or rubrics. Regularly monitor, review and update IEP's to ensure they are responsive to students needs. Leaders will Regularly assist teachers to review and update IEP's to ensure they are responsive to students needs. Support teaching staff to adjust assessments, scaffolding and responsive teaching practices. Community will Be communicated with how their child is progressing with their IEP's Be informed how school and home can work together to improve student outcomes for students Be provided with regular feedback on their child's progression for those involved in the tutoring or intervention programs.
Success indicators	Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Assessments will be analysed and monitored in meetings to inform future planning. Teachers using data to inform planning and teaching.
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and refine Assessment schedules in Numeracy and Writing to ensure consistency of assessments across all year levels.	☒ Numeracy leader ☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 2	Numeracy coordinator to attend Professional Development on Explicit Teaching and assessment in Numeracy.	☒ Numeracy leader ☒ School leadership team	from: Term 2 to: Term 3	-1%
Activity 3	Professional Learning to take place during PLC's to strengthen IEP's, goal setting and scaffolding student learning.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 4	Identify and embed processes. Use PLCs to track and monitor student learning growth.	☒ School leadership team	from: Term 2 to: Term 4	-1%
Activity 5	Collate numeracy and writing data to adjust whole school planning in PLC's	☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.d	Develop and embed whole school practices in curriculum planning, assessment and documentation.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and Review whole school planning documentation to support the transition to Disability Inclusion. Establish processes and protocols that ensure at risk students with specific learning needs receive support.
Delivery of the annual actions for this KIS	
Outcomes	Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Time to be provided for teachers and ES staff to meet with specialist services (including Visiting Teachers) to support adaptations to teaching and learning programs. Students will Benefit from being provided with extra support during lessons through additional teaching staff, educational support staff that is linked to IEP's objectives. Teachers will Contribute to the construction of and implementation of instructional models to ensure consistency between classrooms. Coordinate with leaders to best utilise tutoring programs. Have the term planning and weekly documents entered onto our Google Drive. Will have a better understanding of their Roles and Responsibilities in the DPS staff handbook. Leaders will

	Regularly discuss the planning documents with teachers to ensure scaffolding is occurring. Provide clarity on the expectations of the various Roles and Responsibilities they have during the year. Workshop curriculum documents with staff at staff meetings/PLC's. The Community will Know what and when their child will be taught specific subjects and topics.			
Success indicators	Assessment and moderation are used for teaching discussions based on student data to target curriculum planning and differentiation. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEP's. We will have developed a Professional Learning Plan that supports staff to identify and meet student's individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia. Teachers and school leaders will be able to ensure various Roles and Responsibilities in different curriculum areas will be effectively managed.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff to be engaged in Disability Inclusion and MiHPS training, documentation and adjustments.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Teacher(s)	from: Term 2 to: Term 4	-1%

		☑ School leadership team		
Activity 2	Establish a process for the weekly uploading of their weekly and term planners onto our Google Drive.	☑ All staff	from: Term 2 to: Term 4	-1%
Activity 3	Placing more explicit explanations of the Roles and Responsibilities in the Staff Handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%
Activity 4	Develop a timeline for when roles and responsibilities (including planning for the following year) are completed and having it placed into the staff handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%

Goal 2	To optimise the wellbeing of all students.
12-month target 2.1 target	By 2025, percentage of students with 20+ days of absence will decrease from 36% to 33%
12-month target 2.2 target	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%
12-month target 2.3 target	From the SSS: School Climate Domain - Trust in Students and Parents factor from 68% to 70%.

12-month target 2.4 target	Maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): Parent and Community Engagement domain - Teacher Communication factor at 81%.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.
Actions	Build staff consistency across all classrooms. Record functional needs 'adjustments' Strengthen the efforts in the teacher understanding and implementation of Respectful Relationships.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will: - Begin creation of documented consistent predictable routines for the whole school including entry routines, use of whiteboards and assembly expectations. - Provide access to professional development opportunities around best practice - Continue to embed a structured wellbeing team linking teaching to learning. - Maintain student voice and agency opportunities in the school through our Student Voice group and Year 6 Leadership projects. - Support teachers with the documentation of adjustments being made for tier 2 and 3 students. Teachers will: - Develop understanding of multi-tiered responses to wellbeing - Use data to monitor the wellbeing of students via inputting wellbeing notes on Xuno - Engage in professional development opportunities - Record adjustments for wellbeing for their students in the classroom. - Implementing the Respectful Relationships program in Personal and Social Capabilities classes.

	Students will: - Be engaged in Respectful Relationships lessons - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. - Feel safe and welcomed, and have confidence to access supports - Be able to draw upon taught strategies in Respectful Relationships, Personal and Social Capabilities and Values Club classes to regulate their own emotions such as the Zones of Regulation.			
Success indicators	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75% Respectful Relationships timetabled consistently across the school. Disability Inclusion and MiHPs supports being implemented			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Inclusion training and professional development to support Disability Inclusion transition	☒ All staff ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%

Activity 2	Engagement in Tier 3 support with Anglicare, Orange Door, Speech Therapy and Occupational Therapist support and Play Therapy.	☒ Mental health and wellbeing leader ☒ School leadership team ☒ Disability inclusion coordinator ☒ Teacher(s) ☒ All staff ☒ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Attend Respectful Relationships RRRR curriculum PD. The teaching of the RRRR will be timetabled weekly for consistent delivery following the scope and sequence provided to the school by the Respectful Relationships WSW Team.	☒ Respectful relationships implementation team	from: Term 2 to: Term 4	-1%
Activity 4	Staff to complete EduPay modules or view recordings of Disability Inclusion PL.	☒ All staff ☒ Disability inclusion coordinator	from: Term 2 to: Term 4	-1%
Activity 5	Engagement in PL from the Australian Teachers Aide suite of resources.	☒ All staff	from: Term 2 to: Term 4	-1%

Monitoring and assessment - 2025

Mid Term 3 monitoring

Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
12-month target 1.1 target	To maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 80% (the same as 2028 target) Writing at 80% Numeracy at 65%
12-month target 1.2 target	To maintain the 2024 percentage of year 5 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 89% (the same as 2028 target) Writing at 80% Numeracy at 70%
12-month target 1.3 target	To increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): Reading and viewing from 26% (Semester 1, 2024) to 30% Writing from 8% (Semester 1, 2024) to 15% in 2028 *Mathematics from % (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available) (all the same as 2028 goals)
12-month target 1.4 target	To increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Academic emphasis from 64% to 70% (the same as 2028 goal) Moderate assessment tasks together from 40% to 50% Collaborate to plan the curriculum 60% to 70% Professional learning through peer observation from 40% to 50%.
KIS 1.b	Build staff capacity to use evidence-based practice for teaching and learning.

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Embed processes for PLC evaluation and feedback to ensure continuous improvement in teaching and learning with a particular focus on writing and numeracy. Create school meeting and planning structures to prioritise alignment to AIP goals.
Delivery of the annual actions for this KIS	
Outcomes	Students will Be provided with more consistent classroom norms and procedures across all classrooms in the school. Be provided with more consistent classroom set ups and environments. Teachers will Be provided with the means to contribute to improving their teaching through PLC investigations and continuous feedback. Be provided with more clarity in strategic planning Contribute to the construction or adjustment to instructional models Engage in professional learning during our PLC meetings, as well as excursions and external professional learning feedback provided by visiting groups to DPS. Leaders will Schedule meetings for PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.

	Provide clarity for school directions through guiding the construction or adjustment to instructional models. Organise professional interactions with staff from other schools			
Success indicators	Having a newly developed school-wide approach to teaching numeracy. PLC's and Staff Meetings scheduled, agendered with focus outlined. Teacher planners and learning walks demonstrate the use of agreed instructional models.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	All Staff to engage in Professional Development to support students with learning difficulties in writing and maths.	☒ School leadership team ☒ Education support	from: Term 2 to: Term 4	-1%
Activity 2	Engage in Professional Learning excursions visiting other schools to witness evidence-based teaching in action.	☒ All staff	from: Term 1 to: Term 1	-1%
Activity 3	Implement and establish a school based visitation which will involve Learning Walks.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 3	-1%

Activity 4	To embed a PLC process which will explore literacy and numeracy priorities.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 5	Use PLC's to explore evidence based best practice in literacy and numeracy	☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Establish and implement a meeting schedule which aligns with our AIP.	☒ All staff ☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.			
Actions	Develop teacher capacity to scaffold instruction to improve the learning growth for all students. Build the capacity of all staff to set explicit, challenging and achievable learning goals for all students. Embed a consistent approach to the formative use and analysis to guide teaching assessments.			

Delivery of the annual actions for this KIS	
Outcomes	Students will Be identified if needing support, intervention or extension with their learning at their point of need using assessment data. Be supported through the tutoring program or be provided with additional assistance working with education support staff and teachers in small groups within the classroom. Teachers will Confidently and accurately identify students learning needs based on assessment data. Work with leaders to adjust assessment schedules, particularly in numeracy and writing. Provide students with regular feedback and monitor progress using data walls or rubrics. Regularly monitor, review and update IEP's to ensure they are responsive to students needs. Leaders will Regularly assist teachers to review and update IEP's to ensure they are responsive to students needs. Support teaching staff to adjust assessments, scaffolding and responsive teaching practices. Community will Be communicated with how their child is progressing with their IEP's Be informed how school and home can work together to improve student outcomes for students Be provided with regular feedback on their child's progression for those involved in the tutoring or intervention programs.
Success indicators	Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Assessments will be analysed and monitored in meetings to inform future planning. Teachers using data to inform planning and teaching.
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and refine Assessment schedules in Numeracy and Writing to ensure consistency of assessments across all year levels.	☒ Numeracy leader ☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 2	Numeracy coordinator to attend Professional Development on Explicit Teaching and assessment in Numeracy.	☒ Numeracy leader ☒ School leadership team	from: Term 2 to: Term 3	-1%
Activity 3	Professional Learning to take place during PLC's to strengthen IEP's, goal setting and scaffolding student learning.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 4	Identify and embed processes. Use PLCs to track and monitor student learning growth.	☒ School leadership team	from: Term 2 to: Term 4	-1%
Activity 5	Collate numeracy and writing data to adjust whole school planning in PLC's	☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.d	Develop and embed whole school practices in curriculum planning, assessment and documentation.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and Review whole school planning documentation to support the transition to Disability Inclusion. Establish processes and protocols that ensure at risk students with specific learning needs receive support.
Delivery of the annual actions for this KIS	
Outcomes	Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Time to be provided for teachers and ES staff to meet with specialist services (including Visiting Teachers) to support adaptations to teaching and learning programs. Students will Benefit from being provided with extra support during lessons through additional teaching staff, educational support staff that is linked to IEP's objectives. Teachers will Contribute to the construction of and implementation of instructional models to ensure consistency between classrooms. Coordinate with leaders to best utilise tutoring programs. Have the term planning and weekly documents entered onto our Google Drive. Will have a better understanding of their Roles and Responsibilities in the DPS staff handbook. Leaders will

	Regularly discuss the planning documents with teachers to ensure scaffolding is occurring. Provide clarity on the expectations of the various Roles and Responsibilities they have during the year. Workshop curriculum documents with staff at staff meetings/PLC's. The Community will Know what and when their child will be taught specific subjects and topics.			
Success indicators	Assessment and moderation are used for teaching discussions based on student data to target curriculum planning and differentiation. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEP's. We will have developed a Professional Learning Plan that supports staff to identify and meet student's individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia. Teachers and school leaders will be able to ensure various Roles and Responsibilities in different curriculum areas will be effectively managed.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff to be engaged in Disability Inclusion and MiHPS training, documentation and adjustments.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Teacher(s)	from: Term 2 to: Term 4	-1%

		☑ School leadership team		
Activity 2	Establish a process for the weekly uploading of their weekly and term planners onto our Google Drive.	☑ All staff	from: Term 2 to: Term 4	-1%
Activity 3	Placing more explicit explanations of the Roles and Responsibilities in the Staff Handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%
Activity 4	Develop a timeline for when roles and responsibilities (including planning for the following year) are completed and having it placed into the staff handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%

Goal 2	To optimise the wellbeing of all students.
12-month target 2.1 target	By 2025, percentage of students with 20+ days of absence will decrease from 36% to 33%
12-month target 2.2 target	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%
12-month target 2.3 target	From the SSS: School Climate Domain - Trust in Students and Parents factor from 68% to 70%.

12-month target 2.4 target	Maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): Parent and Community Engagement domain - Teacher Communication factor at 81%.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.
Actions	Build staff consistency across all classrooms. Record functional needs 'adjustments' Strengthen the efforts in the teacher understanding and implementation of Respectful Relationships.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will: - Begin creation of documented consistent predictable routines for the whole school including entry routines, use of whiteboards and assembly expectations. - Provide access to professional development opportunities around best practice - Continue to embed a structured wellbeing team linking teaching to learning. - Maintain student voice and agency opportunities in the school through our Student Voice group and Year 6 Leadership projects. - Support teachers with the documentation of adjustments being made for tier 2 and 3 students. Teachers will: - Develop understanding of multi-tiered responses to wellbeing - Use data to monitor the wellbeing of students via inputting wellbeing notes on Xuno - Engage in professional development opportunities - Record adjustments for wellbeing for their students in the classroom. - Implementing the Respectful Relationships program in Personal and Social Capabilities classes.

	Students will: - Be engaged in Respectful Relationships lessons - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. - Feel safe and welcomed, and have confidence to access supports - Be able to draw upon taught strategies in Respectful Relationships, Personal and Social Capabilities and Values Club classes to regulate their own emotions such as the Zones of Regulation.			
Success indicators	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75% Respectful Relationships timetabled consistently across the school. Disability Inclusion and MiHPs supports being implemented			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Inclusion training and professional development to support Disability Inclusion transition	☒ All staff ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%

Activity 2	Engagement in Tier 3 support with Anglicare, Orange Door, Speech Therapy and Occupational Therapist support and Play Therapy.	☒ Mental health and wellbeing leader ☒ School leadership team ☒ Disability inclusion coordinator ☒ Teacher(s) ☒ All staff ☒ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Attend Respectful Relationships RRRR curriculum PD. The teaching of the RRRR will be timetabled weekly for consistent delivery following the scope and sequence provided to the school by the Respectful Relationships WSW Team.	☒ Respectful relationships implementation team	from: Term 2 to: Term 4	-1%
Activity 4	Staff to complete EduPay modules or view recordings of Disability Inclusion PL.	☒ All staff ☒ Disability inclusion coordinator	from: Term 2 to: Term 4	-1%
Activity 5	Engagement in PL from the Australian Teachers Aide suite of resources.	☒ All staff	from: Term 2 to: Term 4	-1%

Monitoring and assessment - 2025

Mid Term 4 monitoring

Goal 1	Maximise the learning growth for all students in Literacy and Numeracy.
12-month target 1.1 target	To maintain the 2024 percentage of year 3 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 80% (the same as 2028 target) Writing at 80% Numeracy at 65%
12-month target 1.2 target	To maintain the 2024 percentage of year 5 students achieving NAPLAN Exceeding or Strong proficiency levels: Reading at 89% (the same as 2028 target) Writing at 80% Numeracy at 70%
12-month target 1.3 target	To increase the percentage of students achieving above expected growth (Teacher Judgement - Time Series; baseline Semester 1, 2024*): Reading and viewing from 26% (Semester 1, 2024) to 30% Writing from 8% (Semester 1, 2024) to 15% in 2028 *Mathematics from % (Semester 1, 202x) to xx% (TBC when Maths 2.0 data becomes available) (all the same as 2028 goals)
12-month target 1.4 target	To increase the 2024 percentage positive endorsement on the School Staff Survey (SSS): Academic emphasis from 64% to 70% (the same as 2028 goal) Moderate assessment tasks together from 40% to 50% Collaborate to plan the curriculum 60% to 70% Professional learning through peer observation from 40% to 50%.
KIS 1.b	Build staff capacity to use evidence-based practice for teaching and learning.

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Embed processes for PLC evaluation and feedback to ensure continuous improvement in teaching and learning with a particular focus on writing and numeracy. Create school meeting and planning structures to prioritise alignment to AIP goals.
Delivery of the annual actions for this KIS	
Outcomes	Students will Be provided with more consistent classroom norms and procedures across all classrooms in the school. Be provided with more consistent classroom set ups and environments. Teachers will Be provided with the means to contribute to improving their teaching through PLC investigations and continuous feedback. Be provided with more clarity in strategic planning Contribute to the construction or adjustment to instructional models Engage in professional learning during our PLC meetings, as well as excursions and external professional learning feedback provided by visiting groups to DPS. Leaders will Schedule meetings for PLC's to engage in reflective practice, evaluate and plan curriculum, assessments and lessons.

	Provide clarity for school directions through guiding the construction or adjustment to instructional models. Organise professional interactions with staff from other schools			
Success indicators	Having a newly developed school-wide approach to teaching numeracy. PLC's and Staff Meetings scheduled, agendered with focus outlined. Teacher planners and learning walks demonstrate the use of agreed instructional models.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	All Staff to engage in Professional Development to support students with learning difficulties in writing and maths.	☒ School leadership team ☒ Education support	from: Term 2 to: Term 4	-1%
Activity 2	Engage in Professional Learning excursions visiting other schools to witness evidence-based teaching in action.	☒ All staff	from: Term 1 to: Term 1	-1%
Activity 3	Implement and establish a school based visitation which will involve Learning Walks.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 3	-1%

Activity 4	To embed a PLC process which will explore literacy and numeracy priorities.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 5	Use PLC's to explore evidence based best practice in literacy and numeracy	☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Establish and implement a meeting schedule which aligns with our AIP.	☒ All staff ☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen staff capacity to analyse and use learning data to inform teaching practices and scaffold learning.			
Actions	Develop teacher capacity to scaffold instruction to improve the learning growth for all students. Build the capacity of all staff to set explicit, challenging and achievable learning goals for all students. Embed a consistent approach to the formative use and analysis to guide teaching assessments.			

Delivery of the annual actions for this KIS	
Outcomes	Students will Be identified if needing support, intervention or extension with their learning at their point of need using assessment data. Be supported through the tutoring program or be provided with additional assistance working with education support staff and teachers in small groups within the classroom. Teachers will Confidently and accurately identify students learning needs based on assessment data. Work with leaders to adjust assessment schedules, particularly in numeracy and writing. Provide students with regular feedback and monitor progress using data walls or rubrics. Regularly monitor, review and update IEP's to ensure they are responsive to students needs. Leaders will Regularly assist teachers to review and update IEP's to ensure they are responsive to students needs. Support teaching staff to adjust assessments, scaffolding and responsive teaching practices. Community will Be communicated with how their child is progressing with their IEP's Be informed how school and home can work together to improve student outcomes for students Be provided with regular feedback on their child's progression for those involved in the tutoring or intervention programs.
Success indicators	Maintain data continuums and track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Assessments will be analysed and monitored in meetings to inform future planning. Teachers using data to inform planning and teaching.
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and refine Assessment schedules in Numeracy and Writing to ensure consistency of assessments across all year levels.	☒ Numeracy leader ☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 2	Numeracy coordinator to attend Professional Development on Explicit Teaching and assessment in Numeracy.	☒ Numeracy leader ☒ School leadership team	from: Term 2 to: Term 3	-1%
Activity 3	Professional Learning to take place during PLC's to strengthen IEP's, goal setting and scaffolding student learning.	☒ School leadership team ☒ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 4	Identify and embed processes. Use PLCs to track and monitor student learning growth.	☒ School leadership team	from: Term 2 to: Term 4	-1%
Activity 5	Collate numeracy and writing data to adjust whole school planning in PLC's	☒ Leadership team	from: Term 2 to: Term 4	-1%
KIS 1.d	Develop and embed whole school practices in curriculum planning, assessment and documentation.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and Review whole school planning documentation to support the transition to Disability Inclusion. Establish processes and protocols that ensure at risk students with specific learning needs receive support.
Delivery of the annual actions for this KIS	
Outcomes	Maintain data tracking and monitoring to track student progress across the year, ensuring students at risk are identified and supported through targeted Individual Education Plans (IEPs). Time to be provided for teachers and ES staff to meet with specialist services (including Visiting Teachers) to support adaptations to teaching and learning programs. Students will Benefit from being provided with extra support during lessons through additional teaching staff, educational support staff that is linked to IEP's objectives. Teachers will Contribute to the construction of and implementation of instructional models to ensure consistency between classrooms. Coordinate with leaders to best utilise tutoring programs. Have the term planning and weekly documents entered onto our Google Drive. Will have a better understanding of their Roles and Responsibilities in the DPS staff handbook. Leaders will

	Regularly discuss the planning documents with teachers to ensure scaffolding is occurring. Provide clarity on the expectations of the various Roles and Responsibilities they have during the year. Workshop curriculum documents with staff at staff meetings/PLC's. The Community will Know what and when their child will be taught specific subjects and topics.			
Success indicators	Assessment and moderation are used for teaching discussions based on student data to target curriculum planning and differentiation. Student IEP's will describe teaching strategies, adjustments and supports to meet their needs, and implementation, monitoring and evaluation of IEP's. We will have developed a Professional Learning Plan that supports staff to identify and meet student's individual learning needs, including professional learning in supporting students with disability, specifically dyscalculia. Teachers and school leaders will be able to ensure various Roles and Responsibilities in different curriculum areas will be effectively managed.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff to be engaged in Disability Inclusion and MiHPS training, documentation and adjustments.	☒ Disability inclusion coordinator ☒ Mental health and wellbeing leader ☒ Teacher(s)	from: Term 2 to: Term 4	-1%

		☑ School leadership team		
Activity 2	Establish a process for the weekly uploading of their weekly and term planners onto our Google Drive.	☑ All staff	from: Term 2 to: Term 4	-1%
Activity 3	Placing more explicit explanations of the Roles and Responsibilities in the Staff Handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%
Activity 4	Develop a timeline for when roles and responsibilities (including planning for the following year) are completed and having it placed into the staff handbook.	☑ School leadership team	from: Term 3 to: Term 4	-1%

Goal 2	To optimise the wellbeing of all students.
12-month target 2.1 target	By 2025, percentage of students with 20+ days of absence will decrease from 36% to 33%
12-month target 2.2 target	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75%
12-month target 2.3 target	From the SSS: School Climate Domain - Trust in Students and Parents factor from 68% to 70%.

12-month target 2.4 target	Maintain the 2023 percentage positive endorsement on the Parent Opinion Survey (POS): Parent and Community Engagement domain - Teacher Communication factor at 81%.
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the leadership structure and staff capacity to support inclusion and wellbeing.
Actions	Build staff consistency across all classrooms. Record functional needs 'adjustments' Strengthen the efforts in the teacher understanding and implementation of Respectful Relationships.
Delivery of the annual actions for this KIS	
Outcomes	Leaders will: - Begin creation of documented consistent predictable routines for the whole school including entry routines, use of whiteboards and assembly expectations. - Provide access to professional development opportunities around best practice - Continue to embed a structured wellbeing team linking teaching to learning. - Maintain student voice and agency opportunities in the school through our Student Voice group and Year 6 Leadership projects. - Support teachers with the documentation of adjustments being made for tier 2 and 3 students. Teachers will: - Develop understanding of multi-tiered responses to wellbeing - Use data to monitor the wellbeing of students via inputting wellbeing notes on Xuno - Engage in professional development opportunities - Record adjustments for wellbeing for their students in the classroom. - Implementing the Respectful Relationships program in Personal and Social Capabilities classes.

	Students will: - Be engaged in Respectful Relationships lessons - Have student voice and agency through the Student Voice group and Year 6 Leadership projects. - Feel safe and welcomed, and have confidence to access supports - Be able to draw upon taught strategies in Respectful Relationships, Personal and Social Capabilities and Values Club classes to regulate their own emotions such as the Zones of Regulation.			
Success indicators	The student Attitudes to School Survey (AtoSS, years 4 to 6): School connectedness from 78% to 80% Student Voice and Agency from 56% to 60% Stimulated learning from 75% to 77% Motivation and interest from 73% to 75% Respectful Relationships timetabled consistently across the school. Disability Inclusion and MiHPs supports being implemented			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Inclusion training and professional development to support Disability Inclusion transition	☒ All staff ☒ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%

Activity 2	Engagement in Tier 3 support with Anglicare, Orange Door, Speech Therapy and Occupational Therapist support and Play Therapy.	☒ Mental health and wellbeing leader ☒ School leadership team ☒ Disability inclusion coordinator ☒ Teacher(s) ☒ All staff ☒ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Attend Respectful Relationships RRRR curriculum PD. The teaching of the RRRR will be timetabled weekly for consistent delivery following the scope and sequence provided to the school by the Respectful Relationships WSW Team.	☒ Respectful relationships implementation team	from: Term 2 to: Term 4	-1%
Activity 4	Staff to complete EduPay modules or view recordings of Disability Inclusion PL.	☒ All staff ☒ Disability inclusion coordinator	from: Term 2 to: Term 4	-1%
Activity 5	Engagement in PL from the Australian Teachers Aide suite of resources.	☒ All staff	from: Term 2 to: Term 4	-1%

Monitoring and Self-assessment - 2025

SEIL Feedback

Submitted Feedback
Donald Primary School continues to prioritise literacy, numeracy, and student wellbeing through focused and structured initiatives outlined in its AIP. The school's primary teaching and learning goal centres on improving writing outcomes using the Writing Rope as a core instructional framework. This has led to improved student writing, particularly in upper primary, supported by adapted assessment practices and embedded moderation processes. Staff have received targeted PL, and planning access has been streamlined through a shared Google Drive system. To improve data-informed teaching, Daily Reviews have been implemented to support retrieval and formative assessment. While some progress has been made, consolidating consistent data use within PLCs remains a priority. Wellbeing efforts focus heavily on attendance improvement and disability inclusion (DI). Tools such as an Attendance Flow Chart, Behaviour and Wellbeing spreadsheet, and the use of Xuno for tracking have strengthened at-risk student support. The development of a school-wide DI map and tiered support matrix are further enhancing inclusive practices. Initiatives such as Breakfast Club and the establishment of a Welfare Team underscore the school's proactive engagement strategies. Key enablers include a collaborative staff culture, improved PL engagement, and targeted systems to support consistency. Challenges remain around static ATOS data and small enrolment numbers, prompting the school to refine and embed current strategies in Semester 2. Next steps involve deepening implementation of writing strategies, strengthening formative assessment, and sustaining a tiered wellbeing approach with clear data systems and staff support. Acting SEIL- Robert Pyers Submitted by Therese Allen (SEIL) on 06 August, 2025 at 05:18 PM