

Monitoring and assessment - 2024

Kurunjang Primary School (5256)



Submitted for review by Thomas Goddard (School Principal) on 15 February, 2024 at 07:40 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 08 March, 2024 at 09:02 AM

Endorsed by Catherine Redman (School Council President) on 15 May, 2024 at 03:49 PM

Term 2 Monitoring submitted by Thomas Goddard (School Principal) on 19 July, 2024 at 04:49 PM

Term 4 Monitoring submitted by Toni Havers (School Principal) on 22 November, 2024 at 01:26 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 2	To improve student outcomes in numeracy.
12-month target 2.1 target	Increase strong and exceeding proficiency levels in NAPLAN in Year 3 from 45% (2023) to 47% (2024). Increase strong and exceeding proficiency levels in NAPLAN in Year 5 from 39% (2023) to 41% (2024).
12-month target 2.2 target	One growth point per year
12-month target 2.3 target	Decrease the percentage of Year F-6 assessed below the expected level against the Victorian Curriculum in Number and Algebra from 39% (2022) to 37% (2024).
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.
Actions	Employ a full time Learning Specialist of Numeracy Review and regularly monitor numeracy practices to ensure improvement in data and engagement with a consistent approach to formative and summative assessment Develop teacher knowledge of Victorian Numeracy Curriculum 2.0 and monitor a consistent implementation Develop the data literacy of teachers to inform their understanding of student needs and progression throughout the year by regularly reviewing and monitoring numeracy practices.
Delivery of the annual actions for this KIS	

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and use evidence based High Impact Teaching Strategies (Differentiation, Feedback, Setting Goals, Questioning) - support staff through professional learning and coaching conversations to deepen their understanding of analysing data to develop the numeracy skills in students as measured against the Victorian Mathematics Curriculum 2.0. <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons confidently and accurately identifying learning needs of their students using the High Impact Teaching Strategies when planning within the PLC Improvement Cycle - plan and implement lessons that include 'multiple exposures' to new learning using the Victorian Mathematics Curriculum 2.0 - conduct conferences to support students to discuss their progress and identify their next learning goals <p>Students will:</p> <ul style="list-style-type: none"> - know their next steps / goals in their learning and articulate the Learning Intention and Success Criteria - be able to articulate progress against IEP goals - provide feedback on their learning - can understand and self-assess their progress providing feedback on their learning - can explain concepts to peers and record their understanding in multiple ways
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations that in the delivery of the KPS instructional model - lead Teaching & Learning PLC's and cohort teams and provide consistent message and support - have clearly documented coaching conversations, observations and feedback supported by improved whole school data analysis <p>Teachers will:</p> <ul style="list-style-type: none"> - ensure planning reflects the consistent implementation of the KPS Instructional Model - triangulate data (PAT, MOI, NAPLAN, pre/post) and use formative assessment data and teacher judgement data to assist in teacher judgements - provide a differentiated curriculum for students at need - regular feedback and monitor student progress is uploaded to Compass (analytics / ongoing reporting)

	Students will: <ul style="list-style-type: none"> - view achievement data that reflects individual improvement - articulate and understand their next steps / goals in their learning - demonstrate their understanding of Learning Intention and Success Criteria in multiple contents - receive and provide feedback on their learning 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ a Learning Specialist of Numeracy 0.40	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 2	Release of teachers to observe consultant in term 1 In term 2 release of teachers to do peer observations	☑ Assistant principal ☑ School leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Provide professional learning for classroom teachers and ES staff with a focus on numeracy - Term 1 - Instructional Model / HITS / hands on learning Term 2 - hands on learning	☑ Numeracy leader ☑ Numeracy support ☑ School leadership team	from: Term 1 to: Term 4	-1%

	Term 3 - TBC Term 4 - TBC			
Activity 4	Teams to develop three PLC Inquiry Cycles on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
Activity 5	Tutoring to have a numeracy focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 6	Refine assessment processes to track student growth in numeracy	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	-1%
Activity 7	Investigate other programs for data storage programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 2	-1%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.			
Actions	Review current numeracy teaching practices, assessment practices and assessment schedule Embed a consistent approach to formative and summative assessment and develop data literacy of teachers to inform			

	<p>teachers understanding of student needs and progress</p> <p>Embed PLC Improvement Cycle with a numeracy focus</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and evidence based High Impact Teaching Strategies in all planning documents - provide professional learning to staff to embed consistent assessment practices <p>Teachers will:</p> <ul style="list-style-type: none"> - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) - engage in a numeracy PL improvement cycle to reflective practice, evaluate and plan curriculum, assessments and lessons - use data to identify 'misconceptions' and eliminate 'assumptions' of mathematical concepts - use data to strengthen engagement and differentiate targeted lessons and individual student goals <p>Students will:</p> <ul style="list-style-type: none"> - engage in a variety of numeracy assessment tasks - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations - facilitate and document the PLC Improvement Cycle within curriculum units and lesson planning - provide observational data which will show improved consistency in the delivery of the KPS Instructional Model - lead Teaching & Learning PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement the KPS Instructional Model and reflect this in their planning - use formative, summative assessment and teacher judgement in planning - triangulate data to assist in teacher judgement - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) <p>Students will:</p>

	<ul style="list-style-type: none"> - have access to their achievement data and will reflect on the next stages of their learning - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Digital resources and applications	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Review the assessment schedule	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 4 to: Term 4	-1%
Activity 3	Professional learning for staff on the PLC Improvement Cycle	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 1	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared	Build teacher capabilities through targeted professional learning and coaching strategies.			

goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<p>Hire a consultant (Michael Ymer)</p> <p>Regularly monitor numeracy practices to ensure improvement in data and engagement</p> <p>Staff members to attend Extending Mathematical Understanding specialist training through Monash University</p> <p>Develop teacher knowledge of Victorian Mathematics Curriculum 2.0 and monitor consistent implementation</p> <p>Plan whole school professional learning on numeracy, participate in area and regional professional learning sessions</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and conduct coaching conversations and provide timely feedback - provide professional learning to staff to embed the KPS Instructional Model - provide professional learning to staff to implement the Victorian Mathematics Curriculum 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons within the PLC Improvement Cycle - engage in coaching at KPS to reflect teacher practice - assess, plan, monitor and deliver EMU intervention lessons <p>Students will:</p> <ul style="list-style-type: none"> - be engaged in numeracy lessons - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals - attend daily EMU intervention sessions for 20 weeks
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a meeting schedule that targeted professional learning that has been provided - undertake classroom observations and learning walks; keep notes of coaching conversations and provide timely

	<p>feedback</p> <ul style="list-style-type: none"> - record observational data will show improved consistency in the delivery of the KPS Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional reading, attend scheduled targeted professional learning - take notes during learning walks, classroom / peer / consultant observations - implement stages / areas of the Victorian Mathematics Curriculum 2.0 <p>Students will:</p> <ul style="list-style-type: none"> - have achievement data that will reflect on improvement - have workbooks that demonstrate application of feedback - use achievement data and reflect on improvement 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Hire a numeracy consultant	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 2	Teachers to attend Michael Ymer professional learning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%

Activity 3	Staff to engage in professional reading and development of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Staff members to attend Extending Mathematical Understanding (EMU) Specialist Training through Monash University and Ongoing Professional Learning (OPL) training	<input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 5	Participate in area and regional professional learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

Goal 3	To improve student wellbeing and mental health.
12-month target 3.1 target	Reduce the percentage of Year F-6 students with 20+ days absence from 66% (2022) to 63% (2024).
12-month target 3.2 target	Student voice and agency from 63%(2023) to 64% (2024). Managing bullying will increase from 66% (2023) to 67% (2024). Sense of connectedness will increase from 70% in (2023) to 71% (2024).
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop a school wide approach and strategies to address student management and attendance.

participation and engagement in school	
Actions	<p>Whole School Approach to Improving Student Attendance Rates</p> <p>Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop and review whole school documentation that clearly outlines the school's structures, processes and approaches that support positive student attendance, including student, teacher, parent and whole school action plans, together with student management and engagement. - will have a clear understanding of school's structures, processes, roles and responsibilities and approaches that support positive student attendance - employ an attendance office (2 hours per day) - identify absence data patterns to develop action plans to meet the needs of individual students and families <p>Teachers will:</p> <ul style="list-style-type: none"> - have a clear understanding of school's structures, processes roles and responsibilities and approaches that support positive attendance at a whole school and classroom level. - contact families after the third unexplained absence regarding student absenteeism - track student absences to determine if there is a pattern and refer student to wellbeing team - provide Social Emotional curriculum, including SWPBS, Berry Street and The Resilience Project to engage, nurture and build student wellbeing - plan and engage in school events to bring together and promote social interactions in the school community <p>Students will:</p> <ul style="list-style-type: none"> - attend school on a regular basis - participate and engage in learning opportunities - participate in Social Emotional curriculum and use strategies to build upon their wellbeing and engagement - engage in school events to bring together and promote social interactions in the school community

Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor and track student attendance data - implement and support teachers with the agreed structures, processes and approaches that supports positive student attendance - conduct termly SSG Meeting and record on Compass - case manage targeted families to support attendance and engagement - implement engaging programs such as The Fathering Project, Breakfast Club, parent helpers. - use Panorama YTD data to track 20 + absence days and 0.5-10 absence days - promote positive engagement with students and families - see an increase in participation in staff and Parent Opinion Survey <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the agreed structures, processes and approaches that supports positive student attendance - Document and implement SEL curriculum using Record of Procedure - work alongside the Learning Specialist in planning Social Emotional Learning - have a 100% participation rate in completing the Staff Opinion Survey <p>Students will:</p> <ul style="list-style-type: none"> - have a 100% participation in the Attitudes to School Survey - Display the school values - participate in weekly Social Emotional Learning lessons 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Attendance officer 0.60	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 2	Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Recruitment of a Mental Health and Wellbeing Coordinator 0.60	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 4	New staff to attend BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist to plan Social Emotional Learning lessons with each cohort 0.20	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	The Resilience Project - student and staff books and professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%
Activity 7	The Fathering Project Termly after school sessions	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal	from: Term 1	-1%

		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	to: Term 4	
Activity 8	Breakfast Club	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 2	To improve student outcomes in numeracy.
12-month target 2.1 target	Increase strong and exceeding proficiency levels in NAPLAN in Year 3 from 45% (2023) to 47% (2024). Increase strong and exceeding proficiency levels in NAPLAN in Year 5 from 39% (2023) to 41% (2024).
12-month target 2.2 target	One growth point per year
12-month target 2.3 target	Decrease the percentage of Year F-6 assessed below the expected level against the Victorian Curriculum in Number and Algebra from 39% (2022) to 37% (2024).
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.
Actions	Employ a full time Learning Specialist of Numeracy Review and regularly monitor numeracy practices to ensure improvement in data and engagement with a consistent approach to formative and summative assessment Develop teacher knowledge of Victorian Numeracy Curriculum 2.0 and monitor a consistent implementation Develop the data literacy of teachers to inform their understanding of student needs and progression throughout the year by regularly reviewing and monitoring numeracy practices.
Delivery of the annual actions for this KIS	Completed

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and use evidence based High Impact Teaching Strategies (Differentiation, Feedback, Setting Goals, Questioning) - support staff through professional learning and coaching conversations to deepen their understanding of analysing data to develop the numeracy skills in students as measured against the Victorian Mathematics Curriculum 2.0. <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons confidently and accurately identifying learning needs of their students using the High Impact Teaching Strategies when planning within the PLC Improvement Cycle - plan and implement lessons that include 'multiple exposures' to new learning using the Victorian Mathematics Curriculum 2.0 - conduct conferences to support students to discuss their progress and identify their next learning goals <p>Students will:</p> <ul style="list-style-type: none"> - know their next steps / goals in their learning and articulate the Learning Intention and Success Criteria - be able to articulate progress against IEP goals - provide feedback on their learning - can understand and self-assess their progress providing feedback on their learning - can explain concepts to peers and record their understanding in multiple ways
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations that in the delivery of the KPS instructional model - lead Teaching & Learning PLC's and cohort teams and provide consistent message and support - have clearly documented coaching conversations, observations and feedback supported by improved whole school data analysis <p>Teachers will:</p> <ul style="list-style-type: none"> - ensure planning reflects the consistent implementation of the KPS Instructional Model - triangulate data (PAT, MOI, NAPLAN, pre/post) and use formative assessment data and teacher judgement data to assist in teacher judgements - provide a differentiated curriculum for students at need - regular feedback and monitor student progress is uploaded to Compass (analytics / ongoing reporting)

	<p>Students will:</p> <ul style="list-style-type: none"> - view achievement data that reflects individual improvement - articulate and understand their next steps / goals in their learning - demonstrate their understanding of Learning Intention and Success Criteria in multiple contents - receive and provide feedback on their learning
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Key improvement strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Positive staff culture and readiness for change ✓ Other <p>Hired a numeracy consultant - Michael Ymer</p>
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Workforce constraints i.e., change in leadership, understaffed, staff absence ✓ Workforce capability i.e., in use of data and evidence ✓ Staff readiness for change / limited change management and support in place
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What 	<p>LS developed a scope and sequence in consultation with leadership team and staff now using during planning</p> <p>Staff when planning are familiarising with VC Maths 2.0</p> <p>Change over in staff - eager to learn and willing to try new things</p> <p>Access to resources - new resources purchased as result from consultant suggestions</p> <p>Staff released to observe Michael Ymer (consultant)</p> <p>Michael attending planning sessions with each team</p> <p>Michael coaching our Leading Teacher of Numeracy</p>

<p>changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 	<p>Essential Learning to be developed VC Maths 2.0 Planning documents to change to reflect VC Maths 2.0 Data Wall to be redeveloped Numeracy assessment timeline</p>			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ a Learning Specialist of Numeracy 0.40	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	100%
Activity 2	Release of teachers to observe consultant in term 1	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 1	100%

	In term 2 release of teachers to do peer observations		to: Term 2	
Activity 3	Provide professional learning for classroom teachers and ES staff with a focus on numeracy - Term 1 - Instructional Model / HITS / hands on learning Term 2 - hands on learning Term 3 - TBC Term 4 - TBC	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	50%
Activity 4	Teams to develop three PLC Inquiry Cycles on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Activity 5	Tutoring to have a numeracy focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	75%
Activity 6	Refine assessment processes to track student growth in numeracy	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	25%
Activity 7	Investigate other programs for data storage programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 2	0%

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.
Actions	Review current numeracy teaching practices, assessment practices and assessment schedule Embed a consistent approach to formative and summative assessment and develop data literacy of teachers to inform teachers understanding of student needs and progress Embed PLC Improvement Cycle with a numeracy focus
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and evidence based High Impact Teaching Strategies in all planning documents - provide professional learning to staff to embed consistent assessment practices <p>Teachers will:</p> <ul style="list-style-type: none"> - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) - engage in a numeracy PL improvement cycle to reflective practice, evaluate and plan curriculum, assessments and lessons - use data to identify 'misconceptions' and eliminate 'assumptions' of mathematical concepts - use data to strengthen engagement and differentiate targeted lessons and individual student goals <p>Students will:</p> <ul style="list-style-type: none"> - engage in a variety of numeracy assessment tasks - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations

	<ul style="list-style-type: none"> - facilitate and document the PLC Improvement Cycle within curriculum units and lesson planning - provide observational data which will show improved consistency in the delivery of the KPS Instructional Model - lead Teaching & Learning PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement the KPS Instructional Model and reflect this in their planning - use formative, summative assessment and teacher judgement in planning - triangulate data to assist in teacher judgement - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) <p>Students will:</p> <ul style="list-style-type: none"> - have access to their achievement data and will reflect on the next stages of their learning - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Positive staff culture and readiness for change ✓ Workforce stability and effective change management practices
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Time constraints i.e., not enough time allocated
Commentary on progress <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress 	<p>Sufficient time allocated - Leading Teachers and Learning Specialists all released .4 for coaching and planning with staff. Each PLC has allocated time to plan together</p> <p>Positive staff culture and readiness for change - taking things slowly and not introducing too many new things, focus has been implementing one thing at a time.</p> <p>Professional reading for team leaders - Lyn Sharratt Clarity - focus on data walls, 'putting faces to the names'</p> <p>Professional reading for Leadership team - Driving School Improvement</p>

<p>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 	<p>Ongoing reporting - occurring fortnightly each term (4 numeracy, 4 literacy) Leadship team attend NAPLAN PL to review prelim. data and ways to analyse and present data</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 	<p>Leadership team - Leading School Improvement and Data driven school improvement through the Victorian Academy of Teaching and Leadership Consistent use of data to be used in planning, eg: pre and post assessments Development of assessment tracking through compass and google docs AP and LTs to provide PL on NAPLAN data and analysis to use when planning</p>			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Digital resources and applications	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	25%

Activity 2	Review the assessment schedule	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 4 to: Term 4	25%
Activity 3	Professional learning for staff on the PLC Improvement Cycle	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 1	50%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build teacher capabilities through targeted professional learning and coaching strategies.			
Actions	Hire a consultant (Michael Ymer) Regularly monitor numeracy practices to ensure improvement in data and engagement Staff members to attend Extending Mathematical Understanding specialist training through Monash University Develop teacher knowledge of Victorian Mathematics Curriculum 2.0 and monitor consistent implementation Plan whole school professional learning on numeracy, participate in area and regional professional learning sessions			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Leaders will: <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and conduct coaching conversations and provide timely feedback - provide professional learning to staff to embed the KPS Instructional Model - provide professional learning to staff to implement the Victorian Mathematics Curriculum 2.0 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons within the PLC Improvement Cycle - engage in coaching at KPS to reflect teacher practice - assess, plan, monitor and deliver EMU intervention lessons <p>Students will:</p> <ul style="list-style-type: none"> - be engaged in numeracy lessons - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals - attend daily EMU intervention sessions for 20 weeks
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a meeting schedule that targeted professional learning that has been provided - undertake classroom observations and learning walks; keep notes of coaching conversations and provide timely feedback - record observational data will show improved consistency in the delivery of the KPS Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional reading, attend scheduled targeted professional learning - take notes during learning walks, classroom / peer / consultant observations - implement stages / areas of the Victorian Mathematics Curriculum 2.0 <p>Students will:</p> <ul style="list-style-type: none"> - have achievement data that will reflect on improvement - have workbooks that demonstrate application of feedback - use achievement data and reflect on improvement
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Key improvement strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well)

	<ul style="list-style-type: none"> ✓ Positive staff culture and readiness for change ✓ Workforce stability and effective change management practices
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Workforce constraints i.e., change in leadership, understaffed, staff absence ✓ Workforce capability i.e., in use of data and evidence ✓ Staff readiness for change / limited change management and support in place
Commentary on progress <ul style="list-style-type: none"> • 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? 	<p>Consultant provided PL across the school from F-6 around numeracy curriculum</p> <p>Consultant provided planning support, classroom observations and modelling - staff took on and implemented feedback</p> <p>LT attended all PLC numeracy planning</p> <p>Staff attend external PL and shared back to school</p> <p>AP and LT to attend Numeracy CoP</p>
Future planning <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to 	<p>Learning walks and observations will show evidence of what students are learning and what they know about their learning.</p> <p>Teacher record of procedure will show evidence of differentiation based on classroom observation data and pre and post assessments.</p> <p>Meeting schedules will show regular staff PL around numeracy</p>

document these next steps?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Hire a numeracy consultant	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	100%
Activity 2	Teachers to attend Michael Ymer professional learning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	100%
Activity 3	Staff to engage in professional reading and development of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	50%
Activity 4	Staff members to attend Extending Mathematical Understanding (EMU) Specialist Training through Monash University and Ongoing Professional Learning (OPL) training	<input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	75%

Activity 5	Participate in area and regional professional learning	☑ All staff	from: Term 1 to: Term 4	50%
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Goal 3	To improve student wellbeing and mental health.			
12-month target 3.1 target	Reduce the percentage of Year F-6 students with 20+ days absence from 66% (2022) to 63% (2024).			
12-month target 3.2 target	Student voice and agency from 63%(2023) to 64% (2024). Managing bullying will increase from 66% (2023) to 67% (2024). Sense of connectedness will increase from 70% in (2023) to 71% (2024).			
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop a school wide approach and strategies to address student management and attendance.			
Actions	Whole School Approach to Improving Student Attendance Rates Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Leaders will: - develop and review whole school documentation that clearly outlines the school's structures, processes and approaches that support positive student attendance, including student, teacher, parent and whole school action plans,			

	<p>together with student management and engagement.</p> <ul style="list-style-type: none"> - will have a clear understanding of school's structures, processes, roles and responsibilities and approaches that support positive student attendance - employ an attendance office (2 hours per day) - identify absence data patterns to develop action plans to meet the needs of individual students and families <p>Teachers will:</p> <ul style="list-style-type: none"> - have a clear understanding of school's structures, processes roles and responsibilities and approaches that support positive attendance at a whole school and classroom level. - contact families after the third unexplained absence regarding student absenteeism - track student absences to determine if there is a pattern and refer student to wellbeing team - provide Social Emotional curriculum, including SWPBS, Berry Street and The Resilience Project to engage, nurture and build student wellbeing - plan and engage in school events to bring together and promote social interactions in the school community <p>Students will:</p> <ul style="list-style-type: none"> - attend school on a regular basis - participate and engage in learning opportunities - participate in Social Emotional curriculum and use strategies to build upon their wellbeing and engagement - engage in school events to bring together and promote social interactions in the school community
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor and track student attendance data - implement and support teachers with the agreed structures, processes and approaches that supports positive student attendance - conduct termly SSG Meeting and record on Compass - case manage targeted families to support attendance and engagement - implement engaging programs such as The Fathering Project, Breakfast Club, parent helpers. - use Panorama YTD data to track 20 + absence days and 0.5-10 absence days - promote positive engagement with students and families - see an increase in participation in staff and Parent Opinion Survey <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the agreed structures, processes and approaches that supports positive student attendance - Document and implement SEL curriculum using Record of Procedure

	<ul style="list-style-type: none"> - work alongside the Learning Specialist in planning Social Emotional Learning - have a 100% participation rate in completing the Staff Opinion Survey <p>Students will:</p> <ul style="list-style-type: none"> - have a 100% participation in the Attitudes to School Survey - Display the school values - participate in weekly Social Emotional Learning lessons
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Key improvement strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Staff capability and consistency of practice
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Time constraints i.e., not enough time allocated ✓ Key improvement strategies' focus too broad / too ambitious ✓ Workforce capability i.e., in use of data and evidence ✓ Staff readiness for change / limited change management and support in place
Commentary on progress <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour 	<p>AP and LS reviewing current documentation and updating according to student and staff needs</p> <p>Implementation of whole school TRP</p> <p>Attendance officer 3 hours per day to focus on unexplained absences</p>

/ practice / mindset have been observed? • What is the evidence?				
Future planning • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps?	Attendance officer focus on lateness for semester 2			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Attendance officer 0.60	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 2	Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%

Activity 3	Recruitment of a Mental Health and Wellbeing Coordinator 0.60	✓ Principal	from: Term 1 to: Term 1	100%
Activity 4	New staff to attend BSEM Professional Learning	✓ Assistant principal	from: Term 1 to: Term 2	100%
Activity 5	Learning Specialist to plan Social Emotional Learning lessons with each cohort 0.20	✓ Learning specialist(s)	from: Term 1 to: Term 4	100%
Activity 6	The Resilience Project - student and staff books and professional learning	✓ All staff ✓ Assistant principal	from: Term 1 to: Term 1	100%
Activity 7	The Fathering Project Termly after school sessions	✓ Allied health ✓ Principal ✓ Assistant principal ✓ Wellbeing team	from: Term 1 to: Term 4	50%
Activity 8	Breakfast Club	✓ Education support ✓ Leading teacher(s) ✓ Wellbeing team	from: Term 1 to: Term 4	100%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 2	To improve student outcomes in numeracy.
12-month target 2.1 target	Increase strong and exceeding proficiency levels in NAPLAN in Year 3 from 45% (2023) to 47% (2024). Increase strong and exceeding proficiency levels in NAPLAN in Year 5 from 39% (2023) to 41% (2024).
12-month target 2.2 target	One growth point per year
12-month target 2.3 target	Decrease the percentage of Year F-6 assessed below the expected level against the Victorian Curriculum in Number and Algebra from 39% (2022) to 37% (2024).
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.
Actions	Employ a full time Learning Specialist of Numeracy Review and regularly monitor numeracy practices to ensure improvement in data and engagement with a consistent approach to formative and summative assessment Develop teacher knowledge of Victorian Numeracy Curriculum 2.0 and monitor a consistent implementation Develop the data literacy of teachers to inform their understanding of student needs and progression throughout the year by regularly reviewing and monitoring numeracy practices.
Delivery of the annual actions for this KIS	Completed

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and use evidence based High Impact Teaching Strategies (Differentiation, Feedback, Setting Goals, Questioning) - support staff through professional learning and coaching conversations to deepen their understanding of analysing data to develop the numeracy skills in students as measured against the Victorian Mathematics Curriculum 2.0. <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons confidently and accurately identifying learning needs of their students using the High Impact Teaching Strategies when planning within the PLC Improvement Cycle - plan and implement lessons that include 'multiple exposures' to new learning using the Victorian Mathematics Curriculum 2.0 - conduct conferences to support students to discuss their progress and identify their next learning goals <p>Students will:</p> <ul style="list-style-type: none"> - know their next steps / goals in their learning and articulate the Learning Intention and Success Criteria - be able to articulate progress against IEP goals - provide feedback on their learning - can understand and self-assess their progress providing feedback on their learning - can explain concepts to peers and record their understanding in multiple ways
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations that in the delivery of the KPS instructional model - lead Teaching & Learning PLC's and cohort teams and provide consistent message and support - have clearly documented coaching conversations, observations and feedback supported by improved whole school data analysis <p>Teachers will:</p> <ul style="list-style-type: none"> - ensure planning reflects the consistent implementation of the KPS Instructional Model - triangulate data (PAT, MOI, NAPLAN, pre/post) and use formative assessment data and teacher judgement data to assist in teacher judgements - provide a differentiated curriculum for students at need - regular feedback and monitor student progress is uploaded to Compass (analytics / ongoing reporting)

	<p>Students will:</p> <ul style="list-style-type: none"> - view achievement data that reflects individual improvement - articulate and understand their next steps / goals in their learning - demonstrate their understanding of Learning Intention and Success Criteria in multiple contents - receive and provide feedback on their learning
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • 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? 	

Future planning <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ a Learning Specialist of Numeracy 0.40	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	100%
Activity 2	Release of teachers to observe consultant in term 1 In term 2 release of teachers to do peer observations	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 2	100%
Activity 3	Provide professional learning for classroom teachers and ES staff with a focus on numeracy - Term 1 - Instructional Model / HITS / hands on learning	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	50%

	Term 2 - hands on learning Term 3 - TBC Term 4 - TBC			
Activity 4	Teams to develop three PLC Inquiry Cycles on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Activity 5	Tutoring to have a numeracy focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	75%
Activity 6	Refine assessment processes to track student growth in numeracy	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	25%
Activity 7	Investigate other programs for data storage programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 2	0%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.			

Actions	<p>Review current numeracy teaching practices, assessment practices and assessment schedule</p> <p>Embed a consistent approach to formative and summative assessment and develop data literacy of teachers to inform teachers understanding of student needs and progress</p> <p>Embed PLC Improvement Cycle with a numeracy focus</p>
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and evidence based High Impact Teaching Strategies in all planning documents - provide professional learning to staff to embed consistent assessment practices <p>Teachers will:</p> <ul style="list-style-type: none"> - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) - engage in a numeracy PL improvement cycle to reflective practice, evaluate and plan curriculum, assessments and lessons - use data to identify 'misconceptions' and eliminate 'assumptions' of mathematical concepts - use data to strengthen engagement and differentiate targeted lessons and individual student goals <p>Students will:</p> <ul style="list-style-type: none"> - engage in a variety of numeracy assessment tasks - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations - facilitate and document the PLC Improvement Cycle within curriculum units and lesson planning - provide observational data which will show improved consistency in the delivery of the KPS Instructional Model - lead Teaching & Learning PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement the KPS Instructional Model and reflect this in their planning - use formative, summative assessment and teacher judgement in planning - triangulate data to assist in teacher judgement - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting)

	<p>Students will:</p> <ul style="list-style-type: none"> - have access to their achievement data and will reflect on the next stages of their learning - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • 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? 	
Future planning	

<ul style="list-style-type: none">• What action will be taken next?• What support is required?• What adjustments or additions will you make to your AIP to document these next steps?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Digital resources and applications	<div><input checked="" type="checkbox"/> Information Technology leader/team</div> <div><input checked="" type="checkbox"/> Numeracy leader</div>	from: Term 1 to: Term 4	25%
Activity 2	Review the assessment schedule	<div><input checked="" type="checkbox"/> School leadership team</div> <div><input checked="" type="checkbox"/> Assistant principal</div>	from: Term 4 to: Term 4	25%
Activity 3	Professional learning for staff on the PLC Improvement Cycle	<div><input checked="" type="checkbox"/> School leadership team</div>	from: Term 1 to: Term 1	50%
KIS 2.c	Build teacher capabilities through targeted professional learning and coaching strategies.			

<p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	
<p>Actions</p>	<p>Hire a consultant (Michael Ymer) Regularly monitor numeracy practices to ensure improvement in data and engagement Staff members to attend Extending Mathematical Understanding specialist training through Monash University Develop teacher knowledge of Victorian Mathematics Curriculum 2.0 and monitor consistent implementation Plan whole school professional learning on numeracy, participate in area and regional professional learning sessions</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and conduct coaching conversations and provide timely feedback - provide professional learning to staff to embed the KPS Instructional Model - provide professional learning to staff to implement the Victorian Mathematics Curriculum 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons within the PLC Improvement Cycle - engage in coaching at KPS to reflect teacher practice - assess, plan, monitor and deliver EMU intervention lessons <p>Students will:</p> <ul style="list-style-type: none"> - be engaged in numeracy lessons - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals - attend daily EMU intervention sessions for 20 weeks

Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a meeting schedule that targeted professional learning that has been provided - undertake classroom observations and learning walks; keep notes of coaching conversations and provide timely feedback - record observational data will show improved consistency in the delivery of the KPS Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional reading, attend scheduled targeted professional learning - take notes during learning walks, classroom / peer / consultant observations - implement stages / areas of the Victorian Mathematics Curriculum 2.0 <p>Students will:</p> <ul style="list-style-type: none"> - have achievement data that will reflect on improvement - have workbooks that demonstrate application of feedback - use achievement data and reflect on improvement
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • 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?				
Future planning • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Hire a numeracy consultant	☑ Principal	from: Term 1 to: Term 2	100%

Activity 2	Teachers to attend Michael Ymer professional learning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	100%
Activity 3	Staff to engage in professional reading and development of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	50%
Activity 4	Staff members to attend Extending Mathematical Understanding (EMU) Specialist Training through Monash University and Ongoing Professional Learning (OPL) training	<input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	75%
Activity 5	Participate in area and regional professional learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%

Goal 3	To improve student wellbeing and mental health.
12-month target 3.1 target	Reduce the percentage of Year F-6 students with 20+ days absence from 66% (2022) to 63% (2024).
12-month target 3.2 target	Student voice and agency from 63%(2023) to 64% (2024). Managing bullying will increase from 66% (2023) to 67% (2024). Sense of connectedness will increase from 70% in (2023) to 71% (2024).
KIS 3.c	Develop a school wide approach and strategies to address student management and attendance.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Actions	<p>Whole School Approach to Improving Student Attendance Rates</p> <p>Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop and review whole school documentation that clearly outlines the school's structures, processes and approaches that support positive student attendance, including student, teacher, parent and whole school action plans, together with student management and engagement. - will have a clear understanding of school's structures, processes, roles and responsibilities and approaches that support positive student attendance - employ an attendance office (2 hours per day) - identify absence data patterns to develop action plans to meet the needs of individual students and families <p>Teachers will:</p> <ul style="list-style-type: none"> - have a clear understanding of school's structures, processes roles and responsibilities and approaches that support positive attendance at a whole school and classroom level. - contact families after the third unexplained absence regarding student absenteeism - track student absences to determine if there is a pattern and refer student to wellbeing team - provide Social Emotional curriculum, including SWPBS, Berry Street and The Resilience Project to engage, nurture and build student wellbeing - plan and engage in school events to bring together and promote social interactions in the school community <p>Students will:</p>

	<ul style="list-style-type: none"> - attend school on a regular basis - participate and engage in learning opportunities - participate in Social Emotional curriculum and use strategies to build upon their wellbeing and engagement - engage in school events to bring together and promote social interactions in the school community
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor and track student attendance data - implement and support teachers with the agreed structures, processes and approaches that supports positive student attendance - conduct termly SSG Meeting and record on Compass - case manage targeted families to support attendance and engagement - implement engaging programs such as The Fathering Project, Breakfast Club, parent helpers. - use Panorama YTD data to track 20 + absence days and 0.5-10 absence days - promote positive engagement with students and families - see an increase in participation in staff and Parent Opinion Survey <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the agreed structures, processes and approaches that supports positive student attendance - Document and implement SEL curriculum using Record of Procedure - work alongside the Learning Specialist in planning Social Emotional Learning - have a 100% participation rate in completing the Staff Opinion Survey <p>Students will:</p> <ul style="list-style-type: none"> - have a 100% participation in the Attitudes to School Survey - Display the school values - participate in weekly Social Emotional Learning lessons
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers	

<ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • 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? 	
<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Attendance officer 0.60	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 2	Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 3	Recruitment of a Mental Health and Wellbeing Coordinator 0.60	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	100%
Activity 4	New staff to attend BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	100%
Activity 5	Learning Specialist to plan Social Emotional Learning lessons with each cohort 0.20	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	100%
Activity 6	The Resilience Project - student and staff books and professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1	100%

			to: Term 1	
Activity 7	The Fathering Project Termly after school sessions	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 8	Breakfast Club	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 2	To improve student outcomes in numeracy.
12-month target 2.1 target	Increase strong and exceeding proficiency levels in NAPLAN in Year 3 from 45% (2023) to 47% (2024). Increase strong and exceeding proficiency levels in NAPLAN in Year 5 from 39% (2023) to 41% (2024).
Has this 12-month target been met	Partially Met
12-month target 2.2 target	One growth point per year
Has this 12-month target been met	Not Met
12-month target 2.3 target	Decrease the percentage of Year F-6 assessed below the expected level against the Victorian Curriculum in Number and Algebra from 39% (2022) to 37% (2024).
Has this 12-month target been met	Partially Met
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.

Actions	<p>Employ a full time Learning Specialist of Numeracy</p> <p>Review and regularly monitor numeracy practices to ensure improvement in data and engagement with a consistent approach to formative and summative assessment</p> <p>Develop teacher knowledge of Victorian Numeracy Curriculum 2.0 and monitor a consistent implementation</p> <p>Develop the data literacy of teachers to inform their understanding of student needs and progression throughout the year by regularly reviewing and monitoring numeracy practices.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and use evidence based High Impact Teaching Strategies (Differentiation, Feedback, Setting Goals, Questioning) - support staff through professional learning and coaching conversations to deepen their understanding of analysing data to develop the numeracy skills in students as measured against the Victorian Mathematics Curriculum 2.0. <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons confidently and accurately identifying learning needs of their students using the High Impact Teaching Strategies when planning within the PLC Improvement Cycle - plan and implement lessons that include 'multiple exposures' to new learning using the Victorian Mathematics Curriculum 2.0 - conduct conferences to support students to discuss their progress and identify their next learning goals <p>Students will:</p> <ul style="list-style-type: none"> - know their next steps / goals in their learning and articulate the Learning Intention and Success Criteria - be able to articulate progress against IEP goals - provide feedback on their learning - can understand and self-assess their progress providing feedback on their learning - can explain concepts to peers and record their understanding in multiple ways
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations that in the delivery of the KPS instructional model - lead Teaching & Learning PLC's and cohort teams and provide consistent message and support - have clearly documented coaching conversations, observations and feedback supported by improved whole school

	<p>data analysis</p> <p>Teachers will:</p> <ul style="list-style-type: none"> - ensure planning reflects the consistent implementation of the KPS Instructional Model - triangulate data (PAT, MOI, NAPLAN, pre/post) and use formative assessment data and teacher judgement data to assist in teacher judgements - provide a differentiated curriculum for students at need - regular feedback and monitor student progress is uploaded to Compass (analytics / ongoing reporting) <p>Students will:</p> <ul style="list-style-type: none"> - view achievement data that reflects individual improvement - articulate and understand their next steps / goals in their learning - demonstrate their understanding of Learning Intention and Success Criteria in multiple contents - receive and provide feedback on their learning
Reflection on progress	<p>Throughout 2024, leaders:</p> <ul style="list-style-type: none"> - undertook limited classroom observations due to time constraints, staffing and a leader focus on resourcing and unit development. - professional learning was undertaken with Michael Ymer in semester one, with follow up in PLC planning with Leading Teacher. With some focus on VC2.0 and building student engagement in mathematics - had limited coaching cycles with staff and building leadership capacity on coaching model. - reviewed documentation for coaching cycles, models and learning walks. <p>Throughout 2024, teachers:</p> <ul style="list-style-type: none"> - were timetabled to plan with the support of numeracy consultant and leading teacher - reviewed with Instructional Model and were provided some professional learning to support implementation - used some data (MOI, NAPLAN) to support planning. During semester 1, the use of whole school data walls was inhibited due to school building works following a flood. - were given PL to include differentiation to support students in the area of Disability Inclusion - regularly engage with ongoing reporting via Compass through fortnightly learning tasks and semester reports. <p>Throughout 2024, students:</p> <ul style="list-style-type: none"> - engaged in hands-on learning tasks in numeracy as supported by numeracy consultant Michael Ymer - identified by DE and school-based criteria for IEPs had limited participation in the development of their learning plan.

	<ul style="list-style-type: none"> - are beginning to articulate and understand learning goals as outlined in learning intentions and success criteria - were introduced to the use of exit slips to reflect and share feedback on their learning from Foundation – Year 6. 			
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ School review has refocussed directions for the school 			
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Time constraints i.e., not enough time allocated ✓ Key improvement strategies' focus too broad / too ambitious ✓ Change in priorities of the school i.e., school review identified new directions ✓ Workforce capability i.e., in use of data and evidence ✓ Staff readiness for change / limited change management and support in place 			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ a Learning Specialist of Numeracy 0.40	✓ Principal	from: Term 1 to: Term 1	100%

Activity 2	Release of teachers to observe consultant in term 1 In term 2 release of teachers to do peer observations	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 2	100%
Activity 3	Provide professional learning for classroom teachers and ES staff with a focus on numeracy - Term 1 - Instructional Model / HITS / hands on learning Term 2 - hands on learning Term 3 - TBC Term 4 - TBC	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	50%
Activity 4	Teams to develop three PLC Inquiry Cycles on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	25%
Activity 5	Tutoring to have a numeracy focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	100%
Activity 6	Refine assessment processes to track student growth in numeracy	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	100%
Activity 7	Investigate other programs for data storage programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 2	100%

KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.
Actions	Review current numeracy teaching practices, assessment practices and assessment schedule Embed a consistent approach to formative and summative assessment and develop data literacy of teachers to inform teachers understanding of student needs and progress Embed PLC Improvement Cycle with a numeracy focus
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and evidence based High Impact Teaching Strategies in all planning documents - provide professional learning to staff to embed consistent assessment practices <p>Teachers will:</p> <ul style="list-style-type: none"> - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) - engage in a numeracy PL improvement cycle to reflective practice, evaluate and plan curriculum, assessments and lessons - use data to identify 'misconceptions' and eliminate 'assumptions' of mathematical concepts - use data to strengthen engagement and differentiate targeted lessons and individual student goals <p>Students will:</p> <ul style="list-style-type: none"> - engage in a variety of numeracy assessment tasks - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations

	<ul style="list-style-type: none"> - facilitate and document the PLC Improvement Cycle within curriculum units and lesson planning - provide observational data which will show improved consistency in the delivery of the KPS Instructional Model - lead Teaching & Learning PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement the KPS Instructional Model and reflect this in their planning - use formative, summative assessment and teacher judgement in planning - triangulate data to assist in teacher judgement - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) <p>Students will:</p> <ul style="list-style-type: none"> - have access to their achievement data and will reflect on the next stages of their learning - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Reflection on progress	<p>Throughout 2024, leaders:</p> <ul style="list-style-type: none"> - undertook limited classroom observations due to time constraints, staffing and a leader focus on resourcing and unit development. - developed unit planners against the VC2.0 explored in teams to coincide with yearly overviews. - were provided with PL on the PLC improvement cycle and reviewed documentation to support the implementation. - had limited coaching cycles with staff and building leadership capacity on coaching model. - reviewed documentation for coaching cycles, models and learning walks. - attend weekly or fortnightly PLCs to support planning and use of data <p>Throughout 2024, staff:</p> <ul style="list-style-type: none"> - were provided some PL to support consistent implementation of the instructional model - used some data (MOI, NAPLAN) to support planning. During semester 1, the use of whole school data walls was inhibited due to school building works following a flood. - completed limited supported triangulation - were provided multiple PLs to support the differentiation for EAL/D students with a focus on vocabulary - regularly engage with ongoing reporting via Compass through fortnightly learning tasks and semester reports. <p>Throughout 2024, students:</p> <ul style="list-style-type: none"> - are able to share success in formalised, individual assessments (F&P, MOI) - are beginning to use learning intentions and success criteria to reflect on their learning

	- are beginning to articulate strategies used to meeting learning intentions and success criteria.			
Enablers <ul style="list-style-type: none">What enablers are supporting/supported the delivery of this KIS?	<div><input checked="" type="checkbox"/> Sufficient budget</div> <div><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</div> <div><input checked="" type="checkbox"/> Sufficient time allocated</div> <div><input checked="" type="checkbox"/> Key improvement strategies are able to be implemented</div>			
Barriers <ul style="list-style-type: none">What barriers are impeding/impeded the delivery of this KIS?	<div><input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence</div> <div><input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence</div> <div><input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place</div>			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Digital resources and applications	<div><input checked="" type="checkbox"/> Information Technology leader/team</div> <div><input checked="" type="checkbox"/> Numeracy leader</div>	from: Term 1 to: Term 4	100%
Activity 2	Review the assessment schedule	<div><input checked="" type="checkbox"/> School leadership team</div> <div><input checked="" type="checkbox"/> Assistant principal</div>	from: Term 4 to: Term 4	100%

Activity 3	Professional learning for staff on the PLC Improvement Cycle	☑ School leadership team	from: Term 1 to: Term 1	50%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build teacher capabilities through targeted professional learning and coaching strategies.			
Actions	Hire a consultant (Michael Ymer) Regularly monitor numeracy practices to ensure improvement in data and engagement Staff members to attend Extending Mathematical Understanding specialist training through Monash University Develop teacher knowledge of Victorian Mathematics Curriculum 2.0 and monitor consistent implementation Plan whole school professional learning on numeracy, participate in area and regional professional learning sessions			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Leaders will: <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and conduct coaching conversations and provide timely feedback - provide professional learning to staff to embed the KPS Instructional Model - provide professional learning to staff to implement the Victorian Mathematics Curriculum 2.0 Teachers will: <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons within the PLC Improvement Cycle - engage in coaching at KPS to reflect teacher practice - assess, plan, monitor and deliver EMU intervention lessons 			

	<p>Students will:</p> <ul style="list-style-type: none"> - be engaged in numeracy lessons - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals - attend daily EMU intervention sessions for 20 weeks
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a meeting schedule that targeted professional learning that has been provided - undertake classroom observations and learning walks; keep notes of coaching conversations and provide timely feedback - record observational data will show improved consistency in the delivery of the KPS Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional reading, attend scheduled targeted professional learning - take notes during learning walks, classroom / peer / consultant observations - implement stages / areas of the Victorian Mathematics Curriculum 2.0 <p>Students will:</p> <ul style="list-style-type: none"> - have achievement data that will reflect on improvement - have workbooks that demonstrate application of feedback - use achievement data and reflect on improvement
Reflection on progress	<p>In 2024, leaders:</p> <ul style="list-style-type: none"> - developed a meeting schedule that targeted professional learning around numeracy presented by Leading Teacher or numeracy consultant - engaged in and recorded some classroom observations throughout each year level with a focus on the instructional model and teacher practice - engaged with professional reading on Clarity, Driving School Improvement and other school supported resources. <p>In 2024, teachers:</p> <ul style="list-style-type: none"> - engaged with limited professional reading, linked with leadership professional reading - were released for PLC planning and to complete observations of consultants - began exploring and comparisons of VC2.0 during PLC planning <p>In 2024, students:</p>

	<ul style="list-style-type: none">- have made limited learning growth as measured by NAPLAN and Teacher Judgement- have workbooks that show some evidence of teacher feedback- have limited interaction with assessment data and are beginning to reflect on their improvement with formal assessments – F&P, MOI			
Enablers <ul style="list-style-type: none">• What enablers are supporting/supported the delivery of this KIS?	<ul style="list-style-type: none">✔ Sufficient budget✔ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)✔ Sufficient time allocated✔ Key improvement strategies are able to be implemented			
Barriers <ul style="list-style-type: none">• What barriers are impeding/impeded the delivery of this KIS?	<ul style="list-style-type: none">✔ Workforce capability i.e., in use of data and evidence✔ Staff readiness for change / limited change management and support in place			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Hire a numeracy consultant	✔ Principal	from: Term 1 to: Term 2	100%
Activity 2	Teachers to attend Michael Ymer professional learning	<ul style="list-style-type: none">✔ Teacher(s)✔ Numeracy leader✔ Assistant principal	from: Term 1 to: Term 1	100%

Activity 3	Staff to engage in professional reading and development of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	100%
Activity 4	Staff members to attend Extending Mathematical Understanding (EMU) Specialist Training through Monash University and Ongoing Professional Learning (OPL) training	<input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	100%
Activity 5	Participate in area and regional professional learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%

Goal 3	To improve student wellbeing and mental health.			
12-month target 3.1 target	Reduce the percentage of Year F-6 students with 20+ days absence from 66% (2022) to 63% (2024).			
Has this 12-month target been met	Not Met			
12-month target 3.2 target	Student voice and agency from 63%(2023) to 64% (2024). Managing bullying will increase from 66% (2023) to 67% (2024). Sense of connectedness will increase from 70% in (2023) to 71% (2024).			
Has this 12-month target been met	Partially Met			
KIS 3.c	Develop a school wide approach and strategies to address student management and attendance.			

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Actions	<p>Whole School Approach to Improving Student Attendance Rates</p> <p>Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop and review whole school documentation that clearly outlines the school's structures, processes and approaches that support positive student attendance, including student, teacher, parent and whole school action plans, together with student management and engagement. - will have a clear understanding of school's structures, processes, roles and responsibilities and approaches that support positive student attendance - employ an attendance office (2 hours per day) - identify absence data patterns to develop action plans to meet the needs of individual students and families <p>Teachers will:</p> <ul style="list-style-type: none"> - have a clear understanding of school's structures, processes roles and responsibilities and approaches that support positive attendance at a whole school and classroom level. - contact families after the third unexplained absence regarding student absenteeism - track student absences to determine if there is a pattern and refer student to wellbeing team - provide Social Emotional curriculum, including SWPBS, Berry Street and The Resilience Project to engage, nurture and build student wellbeing - plan and engage in school events to bring together and promote social interactions in the school community <p>Students will:</p>

	<ul style="list-style-type: none"> - attend school on a regular basis - participate and engage in learning opportunities - participate in Social Emotional curriculum and use strategies to build upon their wellbeing and engagement - engage in school events to bring together and promote social interactions in the school community
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor and track student attendance data - implement and support teachers with the agreed structures, processes and approaches that supports positive student attendance - conduct termly SSG Meeting and record on Compass - case manage targeted families to support attendance and engagement - implement engaging programs such as The Fathering Project, Breakfast Club, parent helpers. - use Panorama YTD data to track 20 + absence days and 0.5-10 absence days - promote positive engagement with students and families - see an increase in participation in staff and Parent Opinion Survey <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the agreed structures, processes and approaches that supports positive student attendance - Document and implement SEL curriculum using Record of Procedure - work alongside the Learning Specialist in planning Social Emotional Learning - have a 100% participation rate in completing the Staff Opinion Survey <p>Students will:</p> <ul style="list-style-type: none"> - have a 100% participation in the Attitudes to School Survey - Display the school values - participate in weekly Social Emotional Learning lessons
Reflection on progress	<p>Throughout 2024, leaders:</p> <ul style="list-style-type: none"> - developed an attendance data wall to monitor and track student absence data - supported staff to analyse and display student absence data on data wall - meet fortnightly with attendance officer to discuss and plan for attendance concerns - conducted SSG meetings - regularly discuss case management of at risk families - facilitated the implementation of engagement programs such as The Fathering Project (once per term – with an increase of participants per term), Breakfast Club (3x per week – increased from 2x per week; approx 80 students per

	<p>day), parent helpers (3 attended session)</p> <ul style="list-style-type: none"> - promoted the Parent Opinion Survey with QR codes around the school, open to all parents, which saw a very small increase (under 5) in responses – 33 total responses; with feedback from families stating the survey was too long. <p>Throughout 2024, teachers:</p> <ul style="list-style-type: none"> - were provided PL regarding positive support structures and expectations for families - inconsistently followed up with student absences as per school policies - were supported in planning and delivering the SEL curriculum by learning specialists and PCT - were given structured meeting time to complete the staff opinion survey <p>Throughout 2024, students:</p> <ul style="list-style-type: none"> - were supervised by a leading teacher to complete AToSS and provided with multiple make up sessions, however due to student attendance, not all students were able to complete - were given explicit lessons on school values and schoolwide expectations as supported by our SEL curriculum - participate in weekly SEL lessons, including The Resilience Project & RR
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> ☑ Sufficient budget ☑ Sufficient time allocated
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<ul style="list-style-type: none"> ☑ Time constraints i.e., not enough time allocated ☑ Staff readiness for change / limited change management and support in place
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Attendance officer 0.60	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 2	Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%
Activity 3	Recruitment of a Mental Health and Wellbeing Coordinator 0.60	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	100%
Activity 4	New staff to attend BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	100%
Activity 5	Learning Specialist to plan Social Emotional Learning lessons with each cohort 0.20	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	100%
Activity 6	The Resilience Project - student and staff books and professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	100%

Activity 7	The Fathering Project Termly after school sessions	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 8	Breakfast Club	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%

Future planning	<p>The 2024 School Performance Report shows: - learning performance group, current level as low, with change level as maintained - overall outcome as developing - wellbeing performance group, current level as low, change level as declined - overall outcome as developing - as a school, we are in the developing performance group</p> <p>During 2024, we faced significant barriers including: - teacher shortages - significant changes in staffing and school leadership teams - replacement of absent teachers (CRT limitations for three out of four terms) - changes in the Victorian Curriculum - inexperience of staff; including four staff who are provisionally registered and eight staff employed under permission to teach - a range of schoolwide initiatives as evidenced through curriculum priorities by individual leadership team members - staff & student attendance - staff mental health - limited time for staff to meet and collaborate as determined by the VGSA - numeracy consultancy did not meet leadership expectations and support the needs of staff and school direction as expected</p> <p>Student Outcomes: - year 3 NAPLAN outcomes saw an increase in Numeracy for students working in Strong & Exceeding by 2% - we saw an increase in MOI data, with approximately 50% of students making one growth point improvement in 12 months - teacher judgement has seen as +6.2% improvement in numeracy</p> <p>Our 2025 goals, will include: - improving student outcomes in Literacy and Numeracy - improving data literacy of teaching staff - embedding the PLC improvement Cycle - coaching and undertaking professional learning around new DE initiatives - increasing student sense of connectedness and attendance - improving student learning outcomes through TLI in both literacy and numeracy</p>
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Monitoring and assessment - 2024

Mid Term 1 monitoring

Goal 2	To improve student outcomes in numeracy.
12-month target 2.1 target	Increase strong and exceeding proficiency levels in NAPLAN in Year 3 from 45% (2023) to 47% (2024). Increase strong and exceeding proficiency levels in NAPLAN in Year 5 from 39% (2023) to 41% (2024).
12-month target 2.2 target	One growth point per year
12-month target 2.3 target	Decrease the percentage of Year F-6 assessed below the expected level against the Victorian Curriculum in Number and Algebra from 39% (2022) to 37% (2024).
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.
Actions	Employ a full time Learning Specialist of Numeracy Review and regularly monitor numeracy practices to ensure improvement in data and engagement with a consistent approach to formative and summative assessment Develop teacher knowledge of Victorian Numeracy Curriculum 2.0 and monitor a consistent implementation Develop the data literacy of teachers to inform their understanding of student needs and progression throughout the year by regularly reviewing and monitoring numeracy practices.
Delivery of the annual actions for this KIS	

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and use evidence based High Impact Teaching Strategies (Differentiation, Feedback, Setting Goals, Questioning) - support staff through professional learning and coaching conversations to deepen their understanding of analysing data to develop the numeracy skills in students as measured against the Victorian Mathematics Curriculum 2.0. <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons confidently and accurately identifying learning needs of their students using the High Impact Teaching Strategies when planning within the PLC Improvement Cycle - plan and implement lessons that include 'multiple exposures' to new learning using the Victorian Mathematics Curriculum 2.0 - conduct conferences to support students to discuss their progress and identify their next learning goals <p>Students will:</p> <ul style="list-style-type: none"> - know their next steps / goals in their learning and articulate the Learning Intention and Success Criteria - be able to articulate progress against IEP goals - provide feedback on their learning - can understand and self-assess their progress providing feedback on their learning - can explain concepts to peers and record their understanding in multiple ways
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations that in the delivery of the KPS instructional model - lead Teaching & Learning PLC's and cohort teams and provide consistent message and support - have clearly documented coaching conversations, observations and feedback supported by improved whole school data analysis <p>Teachers will:</p> <ul style="list-style-type: none"> - ensure planning reflects the consistent implementation of the KPS Instructional Model - triangulate data (PAT, MOI, NAPLAN, pre/post) and use formative assessment data and teacher judgement data to assist in teacher judgements - provide a differentiated curriculum for students at need - regular feedback and monitor student progress is uploaded to Compass (analytics / ongoing reporting)

	Students will: <ul style="list-style-type: none"> - view achievement data that reflects individual improvement - articulate and understand their next steps / goals in their learning - demonstrate their understanding of Learning Intention and Success Criteria in multiple contents - receive and provide feedback on their learning 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ a Learning Specialist of Numeracy 0.40	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 2	Release of teachers to observe consultant in term 1 In term 2 release of teachers to do peer observations	☑ Assistant principal ☑ School leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Provide professional learning for classroom teachers and ES staff with a focus on numeracy - Term 1 - Instructional Model / HITS / hands on learning Term 2 - hands on learning	☑ Numeracy leader ☑ Numeracy support ☑ School leadership team	from: Term 1 to: Term 4	-1%

	Term 3 - TBC Term 4 - TBC			
Activity 4	Teams to develop three PLC Inquiry Cycles on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
Activity 5	Tutoring to have a numeracy focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 6	Refine assessment processes to track student growth in numeracy	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	-1%
Activity 7	Investigate other programs for data storage programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 2	-1%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.			
Actions	Review current numeracy teaching practices, assessment practices and assessment schedule Embed a consistent approach to formative and summative assessment and develop data literacy of teachers to inform			

	<p>teachers understanding of student needs and progress</p> <p>Embed PLC Improvement Cycle with a numeracy focus</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and evidence based High Impact Teaching Strategies in all planning documents - provide professional learning to staff to embed consistent assessment practices <p>Teachers will:</p> <ul style="list-style-type: none"> - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) - engage in a numeracy PL improvement cycle to reflective practice, evaluate and plan curriculum, assessments and lessons - use data to identify 'misconceptions' and eliminate 'assumptions' of mathematical concepts - use data to strengthen engagement and differentiate targeted lessons and individual student goals <p>Students will:</p> <ul style="list-style-type: none"> - engage in a variety of numeracy assessment tasks - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations - facilitate and document the PLC Improvement Cycle within curriculum units and lesson planning - provide observational data which will show improved consistency in the delivery of the KPS Instructional Model - lead Teaching & Learning PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement the KPS Instructional Model and reflect this in their planning - use formative, summative assessment and teacher judgement in planning - triangulate data to assist in teacher judgement - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) <p>Students will:</p>

	<ul style="list-style-type: none"> - have access to their achievement data and will reflect on the next stages of their learning - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Digital resources and applications	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Review the assessment schedule	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 4 to: Term 4	-1%
Activity 3	Professional learning for staff on the PLC Improvement Cycle	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 1	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared	Build teacher capabilities through targeted professional learning and coaching strategies.			

goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<p>Hire a consultant (Michael Ymer)</p> <p>Regularly monitor numeracy practices to ensure improvement in data and engagement</p> <p>Staff members to attend Extending Mathematical Understanding specialist training through Monash University</p> <p>Develop teacher knowledge of Victorian Mathematics Curriculum 2.0 and monitor consistent implementation</p> <p>Plan whole school professional learning on numeracy, participate in area and regional professional learning sessions</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and conduct coaching conversations and provide timely feedback - provide professional learning to staff to embed the KPS Instructional Model - provide professional learning to staff to implement the Victorian Mathematics Curriculum 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons within the PLC Improvement Cycle - engage in coaching at KPS to reflect teacher practice - assess, plan, monitor and deliver EMU intervention lessons <p>Students will:</p> <ul style="list-style-type: none"> - be engaged in numeracy lessons - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals - attend daily EMU intervention sessions for 20 weeks
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a meeting schedule that targeted professional learning that has been provided - undertake classroom observations and learning walks; keep notes of coaching conversations and provide timely

	<p>feedback</p> <ul style="list-style-type: none"> - record observational data will show improved consistency in the delivery of the KPS Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional reading, attend scheduled targeted professional learning - take notes during learning walks, classroom / peer / consultant observations - implement stages / areas of the Victorian Mathematics Curriculum 2.0 <p>Students will:</p> <ul style="list-style-type: none"> - have achievement data that will reflect on improvement - have workbooks that demonstrate application of feedback - use achievement data and reflect on improvement 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Hire a numeracy consultant	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 2	Teachers to attend Michael Ymer professional learning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%

Activity 3	Staff to engage in professional reading and development of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Staff members to attend Extending Mathematical Understanding (EMU) Specialist Training through Monash University and Ongoing Professional Learning (OPL) training	<input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 5	Participate in area and regional professional learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

Goal 3	To improve student wellbeing and mental health.
12-month target 3.1 target	Reduce the percentage of Year F-6 students with 20+ days absence from 66% (2022) to 63% (2024).
12-month target 3.2 target	Student voice and agency from 63%(2023) to 64% (2024). Managing bullying will increase from 66% (2023) to 67% (2024). Sense of connectedness will increase from 70% in (2023) to 71% (2024).
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop a school wide approach and strategies to address student management and attendance.

participation and engagement in school	
Actions	<p>Whole School Approach to Improving Student Attendance Rates</p> <p>Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop and review whole school documentation that clearly outlines the school's structures, processes and approaches that support positive student attendance, including student, teacher, parent and whole school action plans, together with student management and engagement. - will have a clear understanding of school's structures, processes, roles and responsibilities and approaches that support positive student attendance - employ an attendance office (2 hours per day) - identify absence data patterns to develop action plans to meet the needs of individual students and families <p>Teachers will:</p> <ul style="list-style-type: none"> - have a clear understanding of school's structures, processes roles and responsibilities and approaches that support positive attendance at a whole school and classroom level. - contact families after the third unexplained absence regarding student absenteeism - track student absences to determine if there is a pattern and refer student to wellbeing team - provide Social Emotional curriculum, including SWPBS, Berry Street and The Resilience Project to engage, nurture and build student wellbeing - plan and engage in school events to bring together and promote social interactions in the school community <p>Students will:</p> <ul style="list-style-type: none"> - attend school on a regular basis - participate and engage in learning opportunities - participate in Social Emotional curriculum and use strategies to build upon their wellbeing and engagement - engage in school events to bring together and promote social interactions in the school community

Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor and track student attendance data - implement and support teachers with the agreed structures, processes and approaches that supports positive student attendance - conduct termly SSG Meeting and record on Compass - case manage targeted families to support attendance and engagement - implement engaging programs such as The Fathering Project, Breakfast Club, parent helpers. - use Panorama YTD data to track 20 + absence days and 0.5-10 absence days - promote positive engagement with students and families - see an increase in participation in staff and Parent Opinion Survey <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the agreed structures, processes and approaches that supports positive student attendance - Document and implement SEL curriculum using Record of Procedure - work alongside the Learning Specialist in planning Social Emotional Learning - have a 100% participation rate in completing the Staff Opinion Survey <p>Students will:</p> <ul style="list-style-type: none"> - have a 100% participation in the Attitudes to School Survey - Display the school values - participate in weekly Social Emotional Learning lessons 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Attendance officer 0.60	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 2	Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Recruitment of a Mental Health and Wellbeing Coordinator 0.60	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 4	New staff to attend BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist to plan Social Emotional Learning lessons with each cohort 0.20	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	The Resilience Project - student and staff books and professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%
Activity 7	The Fathering Project Termly after school sessions	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal	from: Term 1	-1%

		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	to: Term 4	
Activity 8	Breakfast Club	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid Term 2 monitoring

Goal 2	To improve student outcomes in numeracy.
12-month target 2.1 target	Increase strong and exceeding proficiency levels in NAPLAN in Year 3 from 45% (2023) to 47% (2024). Increase strong and exceeding proficiency levels in NAPLAN in Year 5 from 39% (2023) to 41% (2024).
12-month target 2.2 target	One growth point per year
12-month target 2.3 target	Decrease the percentage of Year F-6 assessed below the expected level against the Victorian Curriculum in Number and Algebra from 39% (2022) to 37% (2024).
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.
Actions	Employ a full time Learning Specialist of Numeracy Review and regularly monitor numeracy practices to ensure improvement in data and engagement with a consistent approach to formative and summative assessment Develop teacher knowledge of Victorian Numeracy Curriculum 2.0 and monitor a consistent implementation Develop the data literacy of teachers to inform their understanding of student needs and progression throughout the year by regularly reviewing and monitoring numeracy practices.
Delivery of the annual actions for this KIS	

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and use evidence based High Impact Teaching Strategies (Differentiation, Feedback, Setting Goals, Questioning) - support staff through professional learning and coaching conversations to deepen their understanding of analysing data to develop the numeracy skills in students as measured against the Victorian Mathematics Curriculum 2.0. <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons confidently and accurately identifying learning needs of their students using the High Impact Teaching Strategies when planning within the PLC Improvement Cycle - plan and implement lessons that include 'multiple exposures' to new learning using the Victorian Mathematics Curriculum 2.0 - conduct conferences to support students to discuss their progress and identify their next learning goals <p>Students will:</p> <ul style="list-style-type: none"> - know their next steps / goals in their learning and articulate the Learning Intention and Success Criteria - be able to articulate progress against IEP goals - provide feedback on their learning - can understand and self-assess their progress providing feedback on their learning - can explain concepts to peers and record their understanding in multiple ways
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations that in the delivery of the KPS instructional model - lead Teaching & Learning PLC's and cohort teams and provide consistent message and support - have clearly documented coaching conversations, observations and feedback supported by improved whole school data analysis <p>Teachers will:</p> <ul style="list-style-type: none"> - ensure planning reflects the consistent implementation of the KPS Instructional Model - triangulate data (PAT, MOI, NAPLAN, pre/post) and use formative assessment data and teacher judgement data to assist in teacher judgements - provide a differentiated curriculum for students at need - regular feedback and monitor student progress is uploaded to Compass (analytics / ongoing reporting)

	Students will: <ul style="list-style-type: none"> - view achievement data that reflects individual improvement - articulate and understand their next steps / goals in their learning - demonstrate their understanding of Learning Intention and Success Criteria in multiple contents - receive and provide feedback on their learning 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ a Learning Specialist of Numeracy 0.40	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 2	Release of teachers to observe consultant in term 1 In term 2 release of teachers to do peer observations	☑ Assistant principal ☑ School leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Provide professional learning for classroom teachers and ES staff with a focus on numeracy - Term 1 - Instructional Model / HITS / hands on learning Term 2 - hands on learning	☑ Numeracy leader ☑ Numeracy support ☑ School leadership team	from: Term 1 to: Term 4	-1%

	Term 3 - TBC Term 4 - TBC			
Activity 4	Teams to develop three PLC Inquiry Cycles on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
Activity 5	Tutoring to have a numeracy focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 6	Refine assessment processes to track student growth in numeracy	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	-1%
Activity 7	Investigate other programs for data storage programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 2	-1%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.			
Actions	Review current numeracy teaching practices, assessment practices and assessment schedule Embed a consistent approach to formative and summative assessment and develop data literacy of teachers to inform			

	<p>teachers understanding of student needs and progress</p> <p>Embed PLC Improvement Cycle with a numeracy focus</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and evidence based High Impact Teaching Strategies in all planning documents - provide professional learning to staff to embed consistent assessment practices <p>Teachers will:</p> <ul style="list-style-type: none"> - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) - engage in a numeracy PL improvement cycle to reflective practice, evaluate and plan curriculum, assessments and lessons - use data to identify 'misconceptions' and eliminate 'assumptions' of mathematical concepts - use data to strengthen engagement and differentiate targeted lessons and individual student goals <p>Students will:</p> <ul style="list-style-type: none"> - engage in a variety of numeracy assessment tasks - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations - facilitate and document the PLC Improvement Cycle within curriculum units and lesson planning - provide observational data which will show improved consistency in the delivery of the KPS Instructional Model - lead Teaching & Learning PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement the KPS Instructional Model and reflect this in their planning - use formative, summative assessment and teacher judgement in planning - triangulate data to assist in teacher judgement - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) <p>Students will:</p>

	<ul style="list-style-type: none"> - have access to their achievement data and will reflect on the next stages of their learning - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Digital resources and applications	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Review the assessment schedule	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 4 to: Term 4	-1%
Activity 3	Professional learning for staff on the PLC Improvement Cycle	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 1	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared	Build teacher capabilities through targeted professional learning and coaching strategies.			

goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<p>Hire a consultant (Michael Ymer)</p> <p>Regularly monitor numeracy practices to ensure improvement in data and engagement</p> <p>Staff members to attend Extending Mathematical Understanding specialist training through Monash University</p> <p>Develop teacher knowledge of Victorian Mathematics Curriculum 2.0 and monitor consistent implementation</p> <p>Plan whole school professional learning on numeracy, participate in area and regional professional learning sessions</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and conduct coaching conversations and provide timely feedback - provide professional learning to staff to embed the KPS Instructional Model - provide professional learning to staff to implement the Victorian Mathematics Curriculum 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons within the PLC Improvement Cycle - engage in coaching at KPS to reflect teacher practice - assess, plan, monitor and deliver EMU intervention lessons <p>Students will:</p> <ul style="list-style-type: none"> - be engaged in numeracy lessons - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals - attend daily EMU intervention sessions for 20 weeks
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a meeting schedule that targeted professional learning that has been provided - undertake classroom observations and learning walks; keep notes of coaching conversations and provide timely

	<p>feedback</p> <ul style="list-style-type: none"> - record observational data will show improved consistency in the delivery of the KPS Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional reading, attend scheduled targeted professional learning - take notes during learning walks, classroom / peer / consultant observations - implement stages / areas of the Victorian Mathematics Curriculum 2.0 <p>Students will:</p> <ul style="list-style-type: none"> - have achievement data that will reflect on improvement - have workbooks that demonstrate application of feedback - use achievement data and reflect on improvement 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Hire a numeracy consultant	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 2	Teachers to attend Michael Ymer professional learning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%

Activity 3	Staff to engage in professional reading and development of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Staff members to attend Extending Mathematical Understanding (EMU) Specialist Training through Monash University and Ongoing Professional Learning (OPL) training	<input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 5	Participate in area and regional professional learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

Goal 3	To improve student wellbeing and mental health.
12-month target 3.1 target	Reduce the percentage of Year F-6 students with 20+ days absence from 66% (2022) to 63% (2024).
12-month target 3.2 target	Student voice and agency from 63%(2023) to 64% (2024). Managing bullying will increase from 66% (2023) to 67% (2024). Sense of connectedness will increase from 70% in (2023) to 71% (2024).
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop a school wide approach and strategies to address student management and attendance.

participation and engagement in school	
Actions	<p>Whole School Approach to Improving Student Attendance Rates</p> <p>Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop and review whole school documentation that clearly outlines the school's structures, processes and approaches that support positive student attendance, including student, teacher, parent and whole school action plans, together with student management and engagement. - will have a clear understanding of school's structures, processes, roles and responsibilities and approaches that support positive student attendance - employ an attendance office (2 hours per day) - identify absence data patterns to develop action plans to meet the needs of individual students and families <p>Teachers will:</p> <ul style="list-style-type: none"> - have a clear understanding of school's structures, processes roles and responsibilities and approaches that support positive attendance at a whole school and classroom level. - contact families after the third unexplained absence regarding student absenteeism - track student absences to determine if there is a pattern and refer student to wellbeing team - provide Social Emotional curriculum, including SWPBS, Berry Street and The Resilience Project to engage, nurture and build student wellbeing - plan and engage in school events to bring together and promote social interactions in the school community <p>Students will:</p> <ul style="list-style-type: none"> - attend school on a regular basis - participate and engage in learning opportunities - participate in Social Emotional curriculum and use strategies to build upon their wellbeing and engagement - engage in school events to bring together and promote social interactions in the school community

Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor and track student attendance data - implement and support teachers with the agreed structures, processes and approaches that supports positive student attendance - conduct termly SSG Meeting and record on Compass - case manage targeted families to support attendance and engagement - implement engaging programs such as The Fathering Project, Breakfast Club, parent helpers. - use Panorama YTD data to track 20 + absence days and 0.5-10 absence days - promote positive engagement with students and families - see an increase in participation in staff and Parent Opinion Survey <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the agreed structures, processes and approaches that supports positive student attendance - Document and implement SEL curriculum using Record of Procedure - work alongside the Learning Specialist in planning Social Emotional Learning - have a 100% participation rate in completing the Staff Opinion Survey <p>Students will:</p> <ul style="list-style-type: none"> - have a 100% participation in the Attitudes to School Survey - Display the school values - participate in weekly Social Emotional Learning lessons 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Attendance officer 0.60	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 2	Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Recruitment of a Mental Health and Wellbeing Coordinator 0.60	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 4	New staff to attend BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist to plan Social Emotional Learning lessons with each cohort 0.20	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	The Resilience Project - student and staff books and professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%
Activity 7	The Fathering Project Termly after school sessions	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal	from: Term 1	-1%

		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	to: Term 4	
Activity 8	Breakfast Club	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid Term 3 monitoring

Goal 2	To improve student outcomes in numeracy.
12-month target 2.1 target	Increase strong and exceeding proficiency levels in NAPLAN in Year 3 from 45% (2023) to 47% (2024). Increase strong and exceeding proficiency levels in NAPLAN in Year 5 from 39% (2023) to 41% (2024).
12-month target 2.2 target	One growth point per year
12-month target 2.3 target	Decrease the percentage of Year F-6 assessed below the expected level against the Victorian Curriculum in Number and Algebra from 39% (2022) to 37% (2024).
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.
Actions	Employ a full time Learning Specialist of Numeracy Review and regularly monitor numeracy practices to ensure improvement in data and engagement with a consistent approach to formative and summative assessment Develop teacher knowledge of Victorian Numeracy Curriculum 2.0 and monitor a consistent implementation Develop the data literacy of teachers to inform their understanding of student needs and progression throughout the year by regularly reviewing and monitoring numeracy practices.
Delivery of the annual actions for this KIS	

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and use evidence based High Impact Teaching Strategies (Differentiation, Feedback, Setting Goals, Questioning) - support staff through professional learning and coaching conversations to deepen their understanding of analysing data to develop the numeracy skills in students as measured against the Victorian Mathematics Curriculum 2.0. <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons confidently and accurately identifying learning needs of their students using the High Impact Teaching Strategies when planning within the PLC Improvement Cycle - plan and implement lessons that include 'multiple exposures' to new learning using the Victorian Mathematics Curriculum 2.0 - conduct conferences to support students to discuss their progress and identify their next learning goals <p>Students will:</p> <ul style="list-style-type: none"> - know their next steps / goals in their learning and articulate the Learning Intention and Success Criteria - be able to articulate progress against IEP goals - provide feedback on their learning - can understand and self-assess their progress providing feedback on their learning - can explain concepts to peers and record their understanding in multiple ways
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations that in the delivery of the KPS instructional model - lead Teaching & Learning PLC's and cohort teams and provide consistent message and support - have clearly documented coaching conversations, observations and feedback supported by improved whole school data analysis <p>Teachers will:</p> <ul style="list-style-type: none"> - ensure planning reflects the consistent implementation of the KPS Instructional Model - triangulate data (PAT, MOI, NAPLAN, pre/post) and use formative assessment data and teacher judgement data to assist in teacher judgements - provide a differentiated curriculum for students at need - regular feedback and monitor student progress is uploaded to Compass (analytics / ongoing reporting)

	Students will: <ul style="list-style-type: none"> - view achievement data that reflects individual improvement - articulate and understand their next steps / goals in their learning - demonstrate their understanding of Learning Intention and Success Criteria in multiple contents - receive and provide feedback on their learning 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ a Learning Specialist of Numeracy 0.40	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 2	Release of teachers to observe consultant in term 1 In term 2 release of teachers to do peer observations	☑ Assistant principal ☑ School leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Provide professional learning for classroom teachers and ES staff with a focus on numeracy - Term 1 - Instructional Model / HITS / hands on learning Term 2 - hands on learning	☑ Numeracy leader ☑ Numeracy support ☑ School leadership team	from: Term 1 to: Term 4	-1%

	Term 3 - TBC Term 4 - TBC			
Activity 4	Teams to develop three PLC Inquiry Cycles on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
Activity 5	Tutoring to have a numeracy focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 6	Refine assessment processes to track student growth in numeracy	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	-1%
Activity 7	Investigate other programs for data storage programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 2	-1%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.			
Actions	Review current numeracy teaching practices, assessment practices and assessment schedule Embed a consistent approach to formative and summative assessment and develop data literacy of teachers to inform			

	<p>teachers understanding of student needs and progress</p> <p>Embed PLC Improvement Cycle with a numeracy focus</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and evidence based High Impact Teaching Strategies in all planning documents - provide professional learning to staff to embed consistent assessment practices <p>Teachers will:</p> <ul style="list-style-type: none"> - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) - engage in a numeracy PL improvement cycle to reflective practice, evaluate and plan curriculum, assessments and lessons - use data to identify 'misconceptions' and eliminate 'assumptions' of mathematical concepts - use data to strengthen engagement and differentiate targeted lessons and individual student goals <p>Students will:</p> <ul style="list-style-type: none"> - engage in a variety of numeracy assessment tasks - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations - facilitate and document the PLC Improvement Cycle within curriculum units and lesson planning - provide observational data which will show improved consistency in the delivery of the KPS Instructional Model - lead Teaching & Learning PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement the KPS Instructional Model and reflect this in their planning - use formative, summative assessment and teacher judgement in planning - triangulate data to assist in teacher judgement - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) <p>Students will:</p>

	<ul style="list-style-type: none"> - have access to their achievement data and will reflect on the next stages of their learning - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Digital resources and applications	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Review the assessment schedule	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 4 to: Term 4	-1%
Activity 3	Professional learning for staff on the PLC Improvement Cycle	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 1	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared	Build teacher capabilities through targeted professional learning and coaching strategies.			

goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<p>Hire a consultant (Michael Ymer)</p> <p>Regularly monitor numeracy practices to ensure improvement in data and engagement</p> <p>Staff members to attend Extending Mathematical Understanding specialist training through Monash University</p> <p>Develop teacher knowledge of Victorian Mathematics Curriculum 2.0 and monitor consistent implementation</p> <p>Plan whole school professional learning on numeracy, participate in area and regional professional learning sessions</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and conduct coaching conversations and provide timely feedback - provide professional learning to staff to embed the KPS Instructional Model - provide professional learning to staff to implement the Victorian Mathematics Curriculum 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons within the PLC Improvement Cycle - engage in coaching at KPS to reflect teacher practice - assess, plan, monitor and deliver EMU intervention lessons <p>Students will:</p> <ul style="list-style-type: none"> - be engaged in numeracy lessons - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals - attend daily EMU intervention sessions for 20 weeks
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a meeting schedule that targeted professional learning that has been provided - undertake classroom observations and learning walks; keep notes of coaching conversations and provide timely

	<p>feedback</p> <ul style="list-style-type: none"> - record observational data will show improved consistency in the delivery of the KPS Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional reading, attend scheduled targeted professional learning - take notes during learning walks, classroom / peer / consultant observations - implement stages / areas of the Victorian Mathematics Curriculum 2.0 <p>Students will:</p> <ul style="list-style-type: none"> - have achievement data that will reflect on improvement - have workbooks that demonstrate application of feedback - use achievement data and reflect on improvement 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Hire a numeracy consultant	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 2	Teachers to attend Michael Ymer professional learning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%

Activity 3	Staff to engage in professional reading and development of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Staff members to attend Extending Mathematical Understanding (EMU) Specialist Training through Monash University and Ongoing Professional Learning (OPL) training	<input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 5	Participate in area and regional professional learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

Goal 3	To improve student wellbeing and mental health.
12-month target 3.1 target	Reduce the percentage of Year F-6 students with 20+ days absence from 66% (2022) to 63% (2024).
12-month target 3.2 target	Student voice and agency from 63%(2023) to 64% (2024). Managing bullying will increase from 66% (2023) to 67% (2024). Sense of connectedness will increase from 70% in (2023) to 71% (2024).
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop a school wide approach and strategies to address student management and attendance.

participation and engagement in school	
Actions	<p>Whole School Approach to Improving Student Attendance Rates</p> <p>Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop and review whole school documentation that clearly outlines the school's structures, processes and approaches that support positive student attendance, including student, teacher, parent and whole school action plans, together with student management and engagement. - will have a clear understanding of school's structures, processes, roles and responsibilities and approaches that support positive student attendance - employ an attendance office (2 hours per day) - identify absence data patterns to develop action plans to meet the needs of individual students and families <p>Teachers will:</p> <ul style="list-style-type: none"> - have a clear understanding of school's structures, processes roles and responsibilities and approaches that support positive attendance at a whole school and classroom level. - contact families after the third unexplained absence regarding student absenteeism - track student absences to determine if there is a pattern and refer student to wellbeing team - provide Social Emotional curriculum, including SWPBS, Berry Street and The Resilience Project to engage, nurture and build student wellbeing - plan and engage in school events to bring together and promote social interactions in the school community <p>Students will:</p> <ul style="list-style-type: none"> - attend school on a regular basis - participate and engage in learning opportunities - participate in Social Emotional curriculum and use strategies to build upon their wellbeing and engagement - engage in school events to bring together and promote social interactions in the school community

Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor and track student attendance data - implement and support teachers with the agreed structures, processes and approaches that supports positive student attendance - conduct termly SSG Meeting and record on Compass - case manage targeted families to support attendance and engagement - implement engaging programs such as The Fathering Project, Breakfast Club, parent helpers. - use Panorama YTD data to track 20 + absence days and 0.5-10 absence days - promote positive engagement with students and families - see an increase in participation in staff and Parent Opinion Survey <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the agreed structures, processes and approaches that supports positive student attendance - Document and implement SEL curriculum using Record of Procedure - work alongside the Learning Specialist in planning Social Emotional Learning - have a 100% participation rate in completing the Staff Opinion Survey <p>Students will:</p> <ul style="list-style-type: none"> - have a 100% participation in the Attitudes to School Survey - Display the school values - participate in weekly Social Emotional Learning lessons 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Attendance officer 0.60	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 2	Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Recruitment of a Mental Health and Wellbeing Coordinator 0.60	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 4	New staff to attend BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist to plan Social Emotional Learning lessons with each cohort 0.20	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	The Resilience Project - student and staff books and professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%
Activity 7	The Fathering Project Termly after school sessions	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal	from: Term 1	-1%

		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	to: Term 4	
Activity 8	Breakfast Club	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid Term 4 monitoring

Goal 2	To improve student outcomes in numeracy.
12-month target 2.1 target	Increase strong and exceeding proficiency levels in NAPLAN in Year 3 from 45% (2023) to 47% (2024). Increase strong and exceeding proficiency levels in NAPLAN in Year 5 from 39% (2023) to 41% (2024).
12-month target 2.2 target	One growth point per year
12-month target 2.3 target	Decrease the percentage of Year F-6 assessed below the expected level against the Victorian Curriculum in Number and Algebra from 39% (2022) to 37% (2024).
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop the capabilities of staff to gather, analyse data, and use evidence to drive high level classroom practice relative to the new Victorian Mathematics Curriculum 2.0.
Actions	Employ a full time Learning Specialist of Numeracy Review and regularly monitor numeracy practices to ensure improvement in data and engagement with a consistent approach to formative and summative assessment Develop teacher knowledge of Victorian Numeracy Curriculum 2.0 and monitor a consistent implementation Develop the data literacy of teachers to inform their understanding of student needs and progression throughout the year by regularly reviewing and monitoring numeracy practices.
Delivery of the annual actions for this KIS	

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and use evidence based High Impact Teaching Strategies (Differentiation, Feedback, Setting Goals, Questioning) - support staff through professional learning and coaching conversations to deepen their understanding of analysing data to develop the numeracy skills in students as measured against the Victorian Mathematics Curriculum 2.0. <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons confidently and accurately identifying learning needs of their students using the High Impact Teaching Strategies when planning within the PLC Improvement Cycle - plan and implement lessons that include 'multiple exposures' to new learning using the Victorian Mathematics Curriculum 2.0 - conduct conferences to support students to discuss their progress and identify their next learning goals <p>Students will:</p> <ul style="list-style-type: none"> - know their next steps / goals in their learning and articulate the Learning Intention and Success Criteria - be able to articulate progress against IEP goals - provide feedback on their learning - can understand and self-assess their progress providing feedback on their learning - can explain concepts to peers and record their understanding in multiple ways
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations that in the delivery of the KPS instructional model - lead Teaching & Learning PLC's and cohort teams and provide consistent message and support - have clearly documented coaching conversations, observations and feedback supported by improved whole school data analysis <p>Teachers will:</p> <ul style="list-style-type: none"> - ensure planning reflects the consistent implementation of the KPS Instructional Model - triangulate data (PAT, MOI, NAPLAN, pre/post) and use formative assessment data and teacher judgement data to assist in teacher judgements - provide a differentiated curriculum for students at need - regular feedback and monitor student progress is uploaded to Compass (analytics / ongoing reporting)

	Students will: <ul style="list-style-type: none"> - view achievement data that reflects individual improvement - articulate and understand their next steps / goals in their learning - demonstrate their understanding of Learning Intention and Success Criteria in multiple contents - receive and provide feedback on their learning 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ a Learning Specialist of Numeracy 0.40	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 2	Release of teachers to observe consultant in term 1 In term 2 release of teachers to do peer observations	☑ Assistant principal ☑ School leadership team	from: Term 1 to: Term 2	-1%
Activity 3	Provide professional learning for classroom teachers and ES staff with a focus on numeracy - Term 1 - Instructional Model / HITS / hands on learning Term 2 - hands on learning	☑ Numeracy leader ☑ Numeracy support ☑ School leadership team	from: Term 1 to: Term 4	-1%

	Term 3 - TBC Term 4 - TBC			
Activity 4	Teams to develop three PLC Inquiry Cycles on numeracy	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
Activity 5	Tutoring to have a numeracy focus	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 6	Refine assessment processes to track student growth in numeracy	<input checked="" type="checkbox"/> Numeracy support <input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	-1%
Activity 7	Investigate other programs for data storage programs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School leadership team	from: Term 2 to: Term 2	-1%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Increase the documentation and effectiveness of quality practices in planning, instruction, and assessment (NAPLAN, PAT-M, TJ) to target all students zone of proximal development.			
Actions	Review current numeracy teaching practices, assessment practices and assessment schedule Embed a consistent approach to formative and summative assessment and develop data literacy of teachers to inform			

	<p>teachers understanding of student needs and progress</p> <p>Embed PLC Improvement Cycle with a numeracy focus</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - support teachers to consistently and explicitly plan and embed the KPS Instructional Model and evidence based High Impact Teaching Strategies in all planning documents - provide professional learning to staff to embed consistent assessment practices <p>Teachers will:</p> <ul style="list-style-type: none"> - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) - engage in a numeracy PL improvement cycle to reflective practice, evaluate and plan curriculum, assessments and lessons - use data to identify 'misconceptions' and eliminate 'assumptions' of mathematical concepts - use data to strengthen engagement and differentiate targeted lessons and individual student goals <p>Students will:</p> <ul style="list-style-type: none"> - engage in a variety of numeracy assessment tasks - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and keep notes of coaching conversations - facilitate and document the PLC Improvement Cycle within curriculum units and lesson planning - provide observational data which will show improved consistency in the delivery of the KPS Instructional Model - lead Teaching & Learning PLCs <p>Teachers will:</p> <ul style="list-style-type: none"> - consistently implement the KPS Instructional Model and reflect this in their planning - use formative, summative assessment and teacher judgement in planning - triangulate data to assist in teacher judgement - provide regular feedback and monitor student progress using Compass (analytics / ongoing reporting) <p>Students will:</p>

	<ul style="list-style-type: none"> - have access to their achievement data and will reflect on the next stages of their learning - be able to talk about what they are learning, learning goals and strategies they are using to achieve these goals 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Digital resources and applications	<input checked="" type="checkbox"/> Information Technology leader/team <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Review the assessment schedule	<input checked="" type="checkbox"/> School leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 4 to: Term 4	-1%
Activity 3	Professional learning for staff on the PLC Improvement Cycle	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 1	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared	Build teacher capabilities through targeted professional learning and coaching strategies.			

goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<p>Hire a consultant (Michael Ymer)</p> <p>Regularly monitor numeracy practices to ensure improvement in data and engagement</p> <p>Staff members to attend Extending Mathematical Understanding specialist training through Monash University</p> <p>Develop teacher knowledge of Victorian Mathematics Curriculum 2.0 and monitor consistent implementation</p> <p>Plan whole school professional learning on numeracy, participate in area and regional professional learning sessions</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - undertake classroom observations and learning walks; and conduct coaching conversations and provide timely feedback - provide professional learning to staff to embed the KPS Instructional Model - provide professional learning to staff to implement the Victorian Mathematics Curriculum 2.0 <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in reflective practice, evaluate and plan curriculum, assessments and lessons within the PLC Improvement Cycle - engage in coaching at KPS to reflect teacher practice - assess, plan, monitor and deliver EMU intervention lessons <p>Students will:</p> <ul style="list-style-type: none"> - be engaged in numeracy lessons - be able to talk about what they are learning about, learning goals that they are working towards and attributes and knowledge they are using to achieve their learning goals - attend daily EMU intervention sessions for 20 weeks
Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop a meeting schedule that targeted professional learning that has been provided - undertake classroom observations and learning walks; keep notes of coaching conversations and provide timely

	<p>feedback</p> <ul style="list-style-type: none"> - record observational data will show improved consistency in the delivery of the KPS Instructional Model <p>Teachers will:</p> <ul style="list-style-type: none"> - engage in professional reading, attend scheduled targeted professional learning - take notes during learning walks, classroom / peer / consultant observations - implement stages / areas of the Victorian Mathematics Curriculum 2.0 <p>Students will:</p> <ul style="list-style-type: none"> - have achievement data that will reflect on improvement - have workbooks that demonstrate application of feedback - use achievement data and reflect on improvement 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Hire a numeracy consultant	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 2	Teachers to attend Michael Ymer professional learning	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%

Activity 3	Staff to engage in professional reading and development of learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Staff members to attend Extending Mathematical Understanding (EMU) Specialist Training through Monash University and Ongoing Professional Learning (OPL) training	<input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%
Activity 5	Participate in area and regional professional learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

Goal 3	To improve student wellbeing and mental health.
12-month target 3.1 target	Reduce the percentage of Year F-6 students with 20+ days absence from 66% (2022) to 63% (2024).
12-month target 3.2 target	Student voice and agency from 63%(2023) to 64% (2024). Managing bullying will increase from 66% (2023) to 67% (2024). Sense of connectedness will increase from 70% in (2023) to 71% (2024).
KIS 3.c Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop a school wide approach and strategies to address student management and attendance.

participation and engagement in school	
Actions	<p>Whole School Approach to Improving Student Attendance Rates</p> <p>Develop whole school documentation that clearly outlines the school's structures, processes and approaches that supports positive student attendance.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - develop and review whole school documentation that clearly outlines the school's structures, processes and approaches that support positive student attendance, including student, teacher, parent and whole school action plans, together with student management and engagement. - will have a clear understanding of school's structures, processes, roles and responsibilities and approaches that support positive student attendance - employ an attendance office (2 hours per day) - identify absence data patterns to develop action plans to meet the needs of individual students and families <p>Teachers will:</p> <ul style="list-style-type: none"> - have a clear understanding of school's structures, processes roles and responsibilities and approaches that support positive attendance at a whole school and classroom level. - contact families after the third unexplained absence regarding student absenteeism - track student absences to determine if there is a pattern and refer student to wellbeing team - provide Social Emotional curriculum, including SWPBS, Berry Street and The Resilience Project to engage, nurture and build student wellbeing - plan and engage in school events to bring together and promote social interactions in the school community <p>Students will:</p> <ul style="list-style-type: none"> - attend school on a regular basis - participate and engage in learning opportunities - participate in Social Emotional curriculum and use strategies to build upon their wellbeing and engagement - engage in school events to bring together and promote social interactions in the school community

Success indicators	<p>Leaders will:</p> <ul style="list-style-type: none"> - monitor and track student attendance data - implement and support teachers with the agreed structures, processes and approaches that supports positive student attendance - conduct termly SSG Meeting and record on Compass - case manage targeted families to support attendance and engagement - implement engaging programs such as The Fathering Project, Breakfast Club, parent helpers. - use Panorama YTD data to track 20 + absence days and 0.5-10 absence days - promote positive engagement with students and families - see an increase in participation in staff and Parent Opinion Survey <p>Teachers will:</p> <ul style="list-style-type: none"> - implement the agreed structures, processes and approaches that supports positive student attendance - Document and implement SEL curriculum using Record of Procedure - work alongside the Learning Specialist in planning Social Emotional Learning - have a 100% participation rate in completing the Staff Opinion Survey <p>Students will:</p> <ul style="list-style-type: none"> - have a 100% participation in the Attitudes to School Survey - Display the school values - participate in weekly Social Emotional Learning lessons 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Attendance officer 0.60	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 2	Mental Health in Primary Schools Professional Learning	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Recruitment of a Mental Health and Wellbeing Coordinator 0.60	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 4	New staff to attend BSEM Professional Learning	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist to plan Social Emotional Learning lessons with each cohort 0.20	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	The Resilience Project - student and staff books and professional learning	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%
Activity 7	The Fathering Project Termly after school sessions	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Principal	from: Term 1	-1%

		<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	to: Term 4	
Activity 8	Breakfast Club	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%

Monitoring and Self-assessment - 2024

SEIL Feedback

Submitted Feedback
<p>End of 2024 monitoring is really surgical in that you have assessed with evidence and been realistic about progress compared to where you want to be - try not to be too hard on yourselves however. Through ISS in 2025 there is an opportunity to focus on the VTLM and the F2 reading approach which your self assessment indicates need some focus via your AIP. In fact 2025 will be a really exciting year given the willingness to work with the ISS team and Area on indentified improvement areas one step at a time.</p> <p>Submitted by Tony Simpson (SEIL) on 24 January, 2025 at 03:36 PM</p>
<p>Well done on the mid cycle monitoring , clear comments indicate where you have got to with each action and you can see what to just push a bit to get done and where to be less focussed if that is the right word. Can you get Michael wymer to clarify what Explicit Instruction looks like in a way that is consistent with the new VTLM? Just a thought and he may already be on to it. Maybe MH needs some focus? feel free to reach out to the Area team.</p> <p>Submitted by Tony Simpson (SEIL) on 08 August, 2024 at 02:13 PM</p>