Monitoring and assessment - 2025

Skene Street School Stawell (5272)

Submitted for review by Matt Haddow (School Principal) on 18 December, 2024 at 12:14 PM
Endorsed by Therese Allen (Senior Education Improvement Leader) on 20 December, 2024 at 09:25 AM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	Improve student learning outcomes
12-month target 1.1 target	Increase the percentage of students recording in-band or next-band growth annually, as measured by ABLES: Maintain Reading and viewing, from 51% (2024) Maintain Speaking and listening from 58% (2024) Maintain Number from 69% (2024) Writing from % (2024) to 25% (2025)
12-month target 1.2 target	Increase the percentage of students meeting their annual Literacy and Numeracy goal on their individual learning plan: Reading from 62% (2024) to 66% (2025) Numeracy (N&A) from 50% (2024) to 55% (2025) Writing from 46% (2024) to 55% (2025)
12-month target 1.3 target	Teacher and Principal class increase positive endorsement of the following factor on the SSS: Maintain Understand curriculum from 100% (2024) Increase positive endorsement of the following factors on the SSS: Use data for curriculum planning from 80% (2024) to 85% (2025) Academic emphasis from 63% (2024) to 75% (2025) Collaborate to scaffold student learning from 80% (2024) to 85% (2025) Use Pedagogical model from 60% (2024) to 75% (2025) Maintain or improve Shielding and buffering from 80% (2024)
KIS 1.a	Build staff knowledge and understanding of the Victorian Curriculum with a particular focus on levels A–D to meet student point of need.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and update whole school curriculum documentation to ensure alignment with the Victorian curriculum 2.0 We will build staff capacity and knowledge to implement the Victorian Curriculum 2.0 Establish a school wide approach to support the transition to Disability Inclusion
Delivery of the annual actions for this KIS	
Outcomes	Teachers will become more consistent and confident in curriculum planning and teaching with the new Victorian Curriculum 2.0 as well as how it will connect with the current A-D levels. Teachers and ES staff will plan for and implement differentiated learning opportunities for our students based on individual student needs Leaders will: support teaching staff to revise and refine whole school curriculum documentation to ensure alignment with the Victorian curriculum 2.0 Teachers will: work collaboratively to build knowledge of updates in the Victorian Curriculum 2.0 and update school wide curriculum documents re-align goal setting documents to incorporate changes in line with the Victorian Curriculum 2.0 Students will: display increased confidence when progressing to the next steps in their learning in Numeracy and English
Success indicators	Teachers formative assessment data and summative judgements against the curriculum 2.0 Teacher records and observations of student progress ABLES reporting Essential Assessment records Teacher judgement against Victorian Curriculum 2.0 Curriculum documentation is aligned to Victorian Curriculum 2.0 Successful Disability Inclusion profile meeting

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Review the professional calendar and update to prioritise opportunities for moderation aligned to the Victorian Curriculum 2.0 within meeting time	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 2	Work within the local area network to provide Professional Learning for staff in Disability Inclusion processes and documentation	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Provide opportunities for staff to visit Specialist Schools who have implemented Disability Inclusion processes	☑ Principal ☑ Assistant principal ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Implementation of leadership positions with defined roles and responsibilities, to lead and implement Disability Inclusion (Assessment and Reporting special payment)	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 5	Appoint an acting Assistant Principal and Inclusion Outreach Coach to support the implementation of the Victorian Curriculum 2.0 and Disability Inclusion	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 6	Review the school meeting schedule to incorporate time for staff to work collaboratively to review curriculum documents and update with Victorian Curriculum 2.0 and to undertake professional learning	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 7	Engagement with the Inclusion Outreach Coach	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 8	Creation of documentation to support the successful implementation Disability Inclusion processes	☑ Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop and embed an instructional model.			
Actions	Continue to develop and embed the Skene Street Specialist School Instructional Model to ensure alignment with Victorian Teaching and learning model 2.0			

	Implement the agreed elements of the departments F-2 approach to reading			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will: support staff to work collaboratively to continue the development of our Instructional Model and the agreed elements of the F-2 approach to reading to ensure consistency across the school Teachers will: plan collaboratively using the Instructional Model and the agreed elements of the F-2 approach to reading Teachers and ES staff will: understand the Instructional model and the agreed elements of the F-2 approach to reading and embed them in the class planning and running of each lesson Students will: understand the learning model and feel confident in the environment, knowing the structure of lessons			
Success indicators	School planning documents Moderated student samples Essential Assessments Teachers will use the school instructional model and the agreed elements of the F-2 approach to reading across the school consistently and teacher and leadership planning documents will reflect this			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Teacher PLT meetings will work on the review and implementation of the Instructional Model to ensure consistency of teaching and learning and that the Skene Street	☑ Principal	from: Term 1 to: Term 4	-1%

	Instructional Model is aligned to the Victorian F-2 approach to Reading			
Activity 2	Professional Learning schedule will reflect the opportunity for staff to engage with professional learning linked to the Victorian teaching and learning model	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Staff will be given the opportunity to visit other Schools with a focus on the implementation of the Instructional Model and the F-2 approach to Reading	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 4	Implement Leadership Learning walks to ensure the implementation of the School Instructional model and approach to reading across the school	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Creation of supporting documents for the implementation of the Instructional model and approach to reading 2.0	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 6	Review and explore THRASS and other phonics programs for the possible implementation in 2026	☑ All staff	from: Term 1 to: Term 4	-1%

Goal 2	Improve the personal and social capabilities of all students.

12-month target 2.1 target	By 2026, increase the percentage of students demonstrating: One band growth on the personal capability dimension: Self–awareness using the Victorian Curriculum teacher judgement assessment tool from 27% (2024) to 35% Maintain Two bands growth on the personal capability dimension: Self–awareness using the Victorian Curriculum teacher judgement assessment tool from 5% (2024) One band growth on the Personal capability dimension: Social awareness, using the Victorian Curriculum Teacher Judgement assessment tool from 25% (2024) to 35% Two band growth on the Personal Capability dimension: Social awareness using the Victorian Curriculum Teacher Judgement assessment tool from 11% (2024) to 15%
12-month target 2.2 target	By 2025, improve the proportion of students achieving the personal learning goal set in their IEP from 30% in 2024 to 40%.
12-month target 2.3 target	Improve the positive endorsement on the SSS for the following factors: Maintain Focus on learning real life problems from 100% (2024) Maintain Promote student ownership of learning goals from 100% (2024) Trust in students and parents from 44% (2024) to 55% (2025)
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop, enhance, and strengthen active partnerships with specialist services, education providers and community organisations to enrich personal and social capabilities and to provide responsive support to students.
Actions	Review and evaluate school values and expected behaviours with a focus on minor behaviours and processes Establish a whole school approach to student behaviour and expectations Implement additional supports for students to support wellbeing and behaviours of concern
Delivery of the annual actions for this KIS	

Outcomes	Recorded incidents of student minor and major behaviours will increase Learning walks indicate a safe and calm environment in classrooms Agreed understanding of the difference between a minor and major behaviour Document an agreed approach to behaviour management Staff will become more consistent with responses to inappropriate behaviour Students will become more able to regulate their own emotions and behaviours Students are engaged with tier 2 supports			
Success indicators	School major and minor behaviour register Edusafe reports Behaviour management document Students requiring tier 2 and 3 supports have received it Major and minor behaviours have decreased			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Employ additional wellbeing and mental health staff to support at-risk students: *ONE RED TREE PSYCHOLOGY & EDUCATION RESOURCE CENTRE – ARARAT STUDENT PSYCHOLOGY SUPPORT 2023 * Acting Assistant Principal Disability and Inclusion * Leading Teacher Wellbeing and	☑ Principal ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

	Engagement			
Activity 2	Creation a whole school behaviour register with minor and major behaviours recorded	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Create an agreed whole school behaviour document, outlining expectations and responses and how to record them	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 4	Provide staff with Mental Health First Aide training X2 days (Blended model F2F + elearning)	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 5	Allied Health Consultation and support (Sexual Health, hygiene and healthy life choices) Pagan Muller - nurse	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Mental health and wellbeing leader to be appointed to help guide student mental health concerns and drive the use of Zones of Regulation	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 7	Embed the NDIS Navigator role in the school	☑ Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	Improve student learning outcomes
12-month target 1.1 target	Increase the percentage of students recording in-band or next-band growth annually, as measured by ABLES: Maintain Reading and viewing, from 51% (2024) Maintain Speaking and listening from 58% (2024) Maintain Number from 69% (2024) Writing from % (2024) to 25% (2025)
12-month target 1.2 target	Increase the percentage of students meeting their annual Literacy and Numeracy goal on their individual learning plan: Reading from 62% (2024) to 66% (2025) Numeracy (N&A) from 50% (2024) to 55% (2025) Writing from 46% (2024) to 55% (2025)
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Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and update whole school curriculum documentation to ensure alignment with the Victorian curriculum 2.0 We will build staff capacity and knowledge to implement the Victorian Curriculum 2.0 Establish a school wide approach to support the transition to Disability Inclusion
Delivery of the annual actions for this KIS	
Outcomes	Teachers will become more consistent and confident in curriculum planning and teaching with the new Victorian Curriculum 2.0 as well as how it will connect with the current A-D levels. Teachers and ES staff will plan for and implement differentiated learning opportunities for our students based on individual student needs Leaders will: support teaching staff to revise and refine whole school curriculum documentation to ensure alignment with the Victorian curriculum 2.0 Teachers will: work collaboratively to build knowledge of updates in the Victorian Curriculum 2.0 and update school wide curriculum documents re-align goal setting documents to incorporate changes in line with the Victorian Curriculum 2.0 Students will: display increased confidence when progressing to the next steps in their learning in Numeracy and English
Success indicators	Teachers formative assessment data and summative judgements against the curriculum 2.0 Teacher records and observations of student progress ABLES reporting Essential Assessment records Teacher judgement against Victorian Curriculum 2.0 Curriculum documentation is aligned to Victorian Curriculum 2.0 Successful Disability Inclusion profile meeting

Commentary on progress				
Enablers				
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OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
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Activity 3	Provide opportunities for staff to visit Specialist Schools who have implemented Disability Inclusion processes	☑ Principal ☑ Assistant principal ☑ Leadership team	from: Term 1 to: Term 4	-1%
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Activity 5	Appoint an acting Assistant Principal and Inclusion Outreach Coach to support the implementation of the Victorian Curriculum 2.0 and Disability Inclusion	☑ Principal	from: Term 1 to: Term 1	-1%
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Actions	Continue to develop and embed the Skene Street Specialist School Instructional Model to ensure alignment with Victorian Teaching and learning model 2.0			

	Implement the agreed elements of the departments F-2 approach to reading			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will: support staff to work collaboratively to continue the development of our Instructional Model and the agreed elements of the F-2 approach to reading to ensure consistency across the school Teachers will: plan collaboratively using the Instructional Model and the agreed elements of the F-2 approach to reading Teachers and ES staff will: understand the Instructional model and the agreed elements of the F-2 approach to reading and embed them in the class planning and running of each lesson Students will: understand the learning model and feel confident in the environment, knowing the structure of lessons			
Success indicators	School planning documents Moderated student samples Essential Assessments Teachers will use the school instructional model and the agreed elements of the F-2 approach to reading across the school consistently and teacher and leadership planning documents will reflect this			
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Activity 2	Professional Learning schedule will reflect the opportunity for staff to engage with professional learning linked to the Victorian teaching and learning model	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Staff will be given the opportunity to visit other Schools with a focus on the implementation of the Instructional Model and the F-2 approach to Reading	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 4	Implement Leadership Learning walks to ensure the implementation of the School Instructional model and approach to reading across the school	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Creation of supporting documents for the implementation of the Instructional model and approach to reading 2.0	☑ Leadership team	from: Term 1 to: Term 4	-1%
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Delivery of the annual actions for this KIS	

Outcomes	Recorded incidents of student minor and major behaviours will increase Learning walks indicate a safe and calm environment in classrooms Agreed understanding of the difference between a minor and major behaviour Document an agreed approach to behaviour management Staff will become more consistent with responses to inappropriate behaviour Students will become more able to regulate their own emotions and behaviours Students are engaged with tier 2 supports			
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	Engagement			
Activity 2	Creation a whole school behaviour register with minor and major behaviours recorded	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Create an agreed whole school behaviour document, outlining expectations and responses and how to record them	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 4	Provide staff with Mental Health First Aide training X2 days (Blended model F2F + elearning)	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 5	Allied Health Consultation and support (Sexual Health, hygiene and healthy life choices) Pagan Muller - nurse	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Mental health and wellbeing leader to be appointed to help guide student mental health concerns and drive the use of Zones of Regulation	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 7	Embed the NDIS Navigator role in the school	☑ Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	Improve student learning outcomes
12-month target 1.1 target	Increase the percentage of students recording in-band or next-band growth annually, as measured by ABLES: Maintain Reading and viewing, from 51% (2024) Maintain Speaking and listening from 58% (2024) Maintain Number from 69% (2024) Writing from % (2024) to 25% (2025)
12-month target 1.2 target	Increase the percentage of students meeting their annual Literacy and Numeracy goal on their individual learning plan: Reading from 62% (2024) to 66% (2025) Numeracy (N&A) from 50% (2024) to 55% (2025) Writing from 46% (2024) to 55% (2025)
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KIS 1.a	Build staff knowledge and understanding of the Victorian Curriculum with a particular focus on levels A–D to meet student point of need.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Audit and update whole school curriculum documentation to ensure alignment with the Victorian curriculum 2.0 We will build staff capacity and knowledge to implement the Victorian Curriculum 2.0 Establish a school wide approach to support the transition to Disability Inclusion
Delivery of the annual actions for this KIS	
Outcomes	Teachers will become more consistent and confident in curriculum planning and teaching with the new Victorian Curriculum 2.0 as well as how it will connect with the current A-D levels. Teachers and ES staff will plan for and implement differentiated learning opportunities for our students based on individual student needs Leaders will: support teaching staff to revise and refine whole school curriculum documentation to ensure alignment with the Victorian curriculum 2.0 Teachers will: work collaboratively to build knowledge of updates in the Victorian Curriculum 2.0 and update school wide curriculum documents re-align goal setting documents to incorporate changes in line with the Victorian Curriculum 2.0 Students will: display increased confidence when progressing to the next steps in their learning in Numeracy and English
Success indicators	Teachers formative assessment data and summative judgements against the curriculum 2.0 Teacher records and observations of student progress ABLES reporting Essential Assessment records Teacher judgement against Victorian Curriculum 2.0 Curriculum documentation is aligned to Victorian Curriculum 2.0 Successful Disability Inclusion profile meeting

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Review the professional calendar and update to prioritise opportunities for moderation aligned to the Victorian Curriculum 2.0 within meeting time	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 2	Work within the local area network to provide Professional Learning for staff in Disability Inclusion processes and documentation	☑ Principal	from: Term 1 to: Term 4	-1%
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Actions	Continue to develop and embed the Skene Street Specialist School Instructional Model to ensure alignment with Victorian Teaching and learning model 2.0			

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Delivery of the annual actions for this KIS				
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Activities	**Activity**	**Who**	**When**	**Percentage complete**
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Activity 6	Review and explore THRASS and other phonics programs for the possible implementation in 2026	☑ All staff	from: Term 1 to: Term 4	-1%

Goal 2	Improve the personal and social capabilities of all students.

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Delivery of the annual actions for this KIS	

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	Engagement			
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Activity 7	Embed the NDIS Navigator role in the school	☑ Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

End-of-year monitoring

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12-month target 1.1 target	Increase the percentage of students recording in-band or next-band growth annually, as measured by ABLES: Maintain Reading and viewing, from 51% (2024) Maintain Speaking and listening from 58% (2024) Maintain Number from 69% (2024) Writing from % (2024) to 25% (2025)
Has this 12-month target been met	Not Met
12-month target 1.2 target	Increase the percentage of students meeting their annual Literacy and Numeracy goal on their individual learning plan: Reading from 62% (2024) to 66% (2025) Numeracy (N&A) from 50% (2024) to 55% (2025) Writing from 46% (2024) to 55% (2025)
Has this 12-month target been met	Not Met
12-month target 1.3 target	Teacher and Principal class increase positive endorsement of the following factor on the SSS: Maintain Understand curriculum from 100% (2024) Increase positive endorsement of the following factors on the SSS: Use data for curriculum planning from 80% (2024) to 85% (2025) Academic emphasis from 63% (2024) to 75% (2025) Collaborate to scaffold student learning from 80% (2024) to 85% (2025)

	Use Pedagogical model from 60% (2024) to 75% (2025) Maintain or improve Shielding and buffering from 80% (2024)
Has this 12-month target been met	Not Met
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff knowledge and understanding of the Victorian Curriculum with a particular focus on levels A–D to meet student point of need.
Actions	Audit and update whole school curriculum documentation to ensure alignment with the Victorian curriculum 2.0 We will build staff capacity and knowledge to implement the Victorian Curriculum 2.0 Establish a school wide approach to support the transition to Disability Inclusion
Delivery of the annual actions for this KIS	
Outcomes	Teachers will become more consistent and confident in curriculum planning and teaching with the new Victorian Curriculum 2.0 as well as how it will connect with the current A-D levels. Teachers and ES staff will plan for and implement differentiated learning opportunities for our students based on individual student needs Leaders will: support teaching staff to revise and refine whole school curriculum documentation to ensure alignment with the Victorian curriculum 2.0 Teachers will: work collaboratively to build knowledge of updates in the Victorian Curriculum 2.0 and update school wide curriculum documents re-align goal setting documents to incorporate changes in line with the Victorian Curriculum 2.0 Students will: display increased confidence when progressing to the next steps in their learning in Numeracy and English

Success indicators	Teachers formative assessment data and summative judgements against the curriculum 2.0 Teacher records and observations of student progress ABLES reporting Essential Assessment records Teacher judgement against Victorian Curriculum 2.0 Curriculum documentation is aligned to Victorian Curriculum 2.0 Successful Disability Inclusion profile meeting			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Review the professional calendar and update to prioritise opportunities for moderation aligned to the Victorian Curriculum 2.0 within meeting time	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 2	Work within the local area network to provide Professional Learning for staff in Disability Inclusion processes and documentation	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Provide opportunities for staff to visit Specialist Schools who have implemented Disability Inclusion processes	☑ Principal ☑ Assistant principal ☑ Leadership team	from: Term 1 to: Term 4	-1%

Activity 4	Implementation of leadership positions with defined roles and responsibilities, to lead and implement Disability Inclusion (Assessment and Reporting special payment)	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Appoint an acting Assistant Principal and Inclusion Outreach Coach to support the implementation of the Victorian Curriculum 2.0 and Disability Inclusion	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 6	Review the school meeting schedule to incorporate time for staff to work collaboratively to review curriculum documents and update with Victorian Curriculum 2.0 and to undertake professional learning	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 7	Engagement with the Inclusion Outreach Coach	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 8	Creation of documentation to support the successful implementation Disability Inclusion processes	☑ Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Develop and embed an instructional model.			

incorporating extra-curricula programs				
Actions	Continue to develop and embed the Skene Street Specialist School Instructional Model to ensure alignment with Victorian Teaching and learning model 2.0 Implement the agreed elements of the departments F-2 approach to reading			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will: support staff to work collaboratively to continue the development of our Instructional Model and the agreed elements of the F-2 approach to reading to ensure consistency across the school Teachers will: plan collaboratively using the Instructional Model and the agreed elements of the F-2 approach to reading Teachers and ES staff will: understand the Instructional model and the agreed elements of the F-2 approach to reading and embed them in the class planning and running of each lesson Students will: understand the learning model and feel confident in the environment, knowing the structure of lessons			
Success indicators	School planning documents Moderated student samples Essential Assessments Teachers will use the school instructional model and the agreed elements of the F-2 approach to reading across the school consistently and teacher and leadership planning documents will reflect this			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**

Activity 1	Teacher PLT meetings will work on the review and implementation of the Instructional Model to ensure consistency of teaching and learning and that the Skene Street Instructional Model is aligned to the Victorian F-2 approach to Reading	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 2	Professional Learning schedule will reflect the opportunity for staff to engage with professional learning linked to the Victorian teaching and learning model	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Staff will be given the opportunity to visit other Schools with a focus on the implementation of the Instructional Model and the F-2 approach to Reading	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 4	Implement Leadership Learning walks to ensure the implementation of the School Instructional model and approach to reading across the school	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Creation of supporting documents for the implementation of the Instructional model and approach to reading 2.0	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 6	Review and explore THRASS and other phonics programs for the possible implementation in 2026	☑ All staff	from: Term 1 to: Term 4	-1%

Goal 2	Improve the personal and social capabilities of all students.
12-month target 2.1 target	By 2026, increase the percentage of students demonstrating: One band growth on the personal capability dimension: Self–awareness using the Victorian Curriculum teacher judgement assessment tool from 27% (2024) to 35% Maintain Two bands growth on the personal capability dimension: Self–awareness using the Victorian Curriculum teacher judgement assessment tool from 5% (2024) One band growth on the Personal capability dimension: Social awareness, using the Victorian Curriculum Teacher Judgement assessment tool from 25% (2024) to 35% Two band growth on the Personal Capability dimension: Social awareness using the Victorian Curriculum Teacher Judgement assessment tool from 11% (2024) to 15%
Has this 12-month target been met	Not Met
12-month target 2.2 target	By 2025, improve the proportion of students achieving the personal learning goal set in their IEP from 30% in 2024 to 40%.
Has this 12-month target been met	Not Met
12-month target 2.3 target	Improve the positive endorsement on the SSS for the following factors: Maintain Focus on learning real life problems from 100% (2024) Maintain Promote student ownership of learning goals from 100% (2024) Trust in students and parents from 44% (2024) to 55% (2025)
Has this 12-month target been met	Not Met
KIS 2.a Responsive, tiered and contextualised approaches	Develop, enhance, and strengthen active partnerships with specialist services, education providers and community organisations to enrich personal and social capabilities and to provide responsive support to students.

and strong relationships to support student learning, wellbeing and inclusion				
Actions	Review and evaluate school values and expected behaviours with a focus on minor behaviours and processes Establish a whole school approach to student behaviour and expectations Implement additional supports for students to support wellbeing and behaviours of concern			
Delivery of the annual actions for this KIS				
Outcomes	Recorded incidents of student minor and major behaviours will increase Learning walks indicate a safe and calm environment in classrooms Agreed understanding of the difference between a minor and major behaviour Document an agreed approach to behaviour management Staff will become more consistent with responses to inappropriate behaviour Students will become more able to regulate their own emotions and behaviours Students are engaged with tier 2 supports			
Success indicators	School major and minor behaviour register Edusafe reports Behaviour management document Students requiring tier 2 and 3 supports have received it Major and minor behaviours have decreased			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**

Activity 1	Employ additional wellbeing and mental health staff to support at-risk students: *ONE RED TREE PSYCHOLOGY & EDUCATION RESOURCE CENTRE – ARARAT STUDENT PSYCHOLOGY SUPPORT 2023 * Acting Assistant Principal Disability and Inclusion * Leading Teacher Wellbeing and Engagement	☑ Principal ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 2	Creation a whole school behaviour register with minor and major behaviours recorded	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Create an agreed whole school behaviour document, outlining expectations and responses and how to record them	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 4	Provide staff with Mental Health First Aide training X2 days (Blended model F2F + elearning)	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 5	Allied Health Consultation and support (Sexual Health, hygiene and healthy life choices) Pagan Muller - nurse	☑ Principal	from: Term 1 to: Term 4	-1%

Activity 6	Mental health and wellbeing leader to be appointed to help guide student mental health concerns and drive the use of Zones of Regulation	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 7	Embed the NDIS Navigator role in the school	☑ Principal	from: Term 1 to: Term 4	-1%

Future planning	

Monitoring and Self-assessment - 2025

SEIL Feedback