

# Monitoring and Assessment - 2019

Edenhope College (5432)



Submitted for review by Jon Neall (School Principal) on 06 December, 2018 at 09:57 AM  
Endorsed by Joanna Day (Senior Education Improvement Leader) on 11 February, 2019 at 05:16 PM  
Endorsed by Nikki Hollis (School Council President) on 19 March, 2019 at 04:11 PM

# Monitoring and Assessment - 2019

## Term 1 monitoring (optional)

<b>Goal 1</b>	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
<b>12 Month Target 1.1</b>	To meet or exceed state benchmarks in Reading (medium to high growth) from years 3-5, 5-7, and 7-9.
<b>12 Month Target 1.2</b>	Student growth (as measured through: Teacher judgement and PAT testing results) show at least one years' growth for one year's learning.
<b>12 Month Target 1.3</b>	To meet 40% approval in the following components of the School Staff Survey: -Collective efficacy -Instructional leadership -Professional learning through peer observation -Collaboration to plan curriculum
<b>12 Month Target 1.4</b>	All VCE class study scores are at or above GAT predictions.
<b>12 Month Target 1.5</b>	Target to record at least an improvement in VCE class study score mean.
<b>KIS 1.a</b> Evidence-based high-impact teaching strategies	Build teacher capacity to effectively teach reading across all areas and levels of the College.
Actions	Develop a shared understanding of the importance of reading comprehension in all learning areas, and develop a consistent approach to integrating reading comprehension teaching strategies into all classes.  Workforce Planning -Selection of Literacy leaders  Strategic Resource Management -Selection of Sheena Cameron's reading comprehension model. -Allocation of meeting time to enable staff professional learning in reading strategies.

	<ul style="list-style-type: none"> <li>-Support Literacy Leaders to develop and deliver PD to whole staff.</li> <li>-Facilitation of cooperative/collaborative relationships between all members of staff – teacher and ES.</li> <li>-Budget available for Literacy Leaders PD and other staff as necessary – including backfilling classes.</li> <li>-Teachers will have one shared goals around reading comprehension strategies.</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Professional learning to align with Sheena Cameron reading comprehension strategies</li> <li>-All staff to complete PD scheduled by literacy leaders</li> <li>-All staff to learn how to plan and implement curriculum and instructional programs that integrate reading comprehension strategies into lesson planning; planning to be written into UBD templates as required.</li> </ul> <p>Monitoring Using the Improvement Cycle</p> <ul style="list-style-type: none"> <li>-By mid-year: Staff PLCs using strategies and then reflecting on practice.</li> <li>-By mid-year: ongoing documentation of reading model, instructional model, reflection and learnings.</li> </ul>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-experience more reading success and will be able to articulate why they are successful.</li> <li>-learn and explain strategies used to make meaning from texts.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-implement and review consistent approaches to integrating reading comprehension strategies into their lesson planning.</li> <li>-engage in peer observations based around implementation of reading comprehension strategies, and then reflect and evaluate strategies.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate PLC meetings in working collaboratively to improve teacher capacity to teach reading comprehension.</li> <li>-Support and facilitate the development of a consistent approach to the teaching of reading with staff.</li> <li>-facilitate professional learning to build teacher capacity to teach reading comprehension in all learning areas.</li> <li>-document an agreed approach to the teaching of reading.</li> <li>-monitor the effect of intervention programs on student learning.</li> </ul>
Success Indicators	<p>Staff Survey results to improve by 10% over 2018 results in the following components:</p> <ul style="list-style-type: none"> <li>-Collective efficacy</li> <li>-Instructional leadership</li> <li>-Professional learning through peer observation</li> <li>-Collaboration to plan curriculum</li> </ul>
Delivery of the annual actions for this KIS	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning -Teachers to plan on effectively implementing one/two of the reading strategies per term.</p> <p>Leaders will: -develop whole school PDP goals based on set schedule of 1-2 reading comprehension strategies per school term.</p> <p>Teachers will: -carrying out whole school PDP goal. They will attend Teaching and Learning and PLC meetings. They will organise and carry out observations of their own classes and those of others to assess results. They will also develop assessment strategies and student feedback forums/means to help support this assessment of effectiveness. -will assess effectiveness of actions using feedback such as student achievement data (PAT/PMI/Running Records/other assessment), student survey (or other) feedback, and peer observation data.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	<p>Professional Learning -Professional learning to align with Sheena Cameron Reading Comprehension model/Teachers to complete PD scheduled by literacy leaders</p> <p>Teachers will: -implement and review consistent approaches to integrating reading and comprehension learning into their lesson planning. -engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies.</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	<p>Strategic Resource Management -Allocation of meeting time to enable staff professional learning in reading strategies.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	<p>Workforce Planning -Selection of Literacy leaders.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 5	<p>Strategic Resource Management -Backfilling of classes due to Literacy Leader absence (6 days budgeted)</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	<p>Strategic Resource Management -Selection of Sheena Cameron's Reading Comprehension model (budget created for supporting resources where necessary)</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>-provide teaching staff members with materials (e.g. Sheena Cameron's 'Teaching Reading Comprehension Strategies' and 'The Reading Activity Handbook')</li> </ul>			
Activity 7	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Teachers will use data (SPA) to inform their teacher judgements.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-undertake PAT/PMI/Fountas and Pinnell assessment according to assessment schedule (schedule to be reviewed and distributed)</li> <li>-engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies. -triangulate SPA data with student feedback survey data.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Ensure that all data is entered into SPA and is up to date.</li> <li>-Staff have received SPA handbook and other PD into the use of SPA data.</li> <li>-ensure that meeting time is available for these purposes.</li> <li>-make available to staff accessible and whole-school based student feedback survey templates.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%
Activity 8	<p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-Literacy Leader(s) to attend PD where necessary</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%

Activity 9	<p>Professional Learning          -Teachers to learn how to plan and implement curriculum and instructional programs that integrate reading and comprehension strategies into lesson planning; planning to be written into UBD templates as required.</p> <p>Teachers will:          -implement and review consistent approaches to integrating reading and comprehension learning into their lesson planning.          -engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies. -will assess effectiveness of actions using feedback such as student achievement data (PAT/PMI/Running Records/other assessment), student survey (or other) feedback, and peer observation data.</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 10	<p>Strategic Resource Management          -Support Literacy Leaders to coordinate, develop and deliver PD to whole staff.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
<b>Goal 2</b>		To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.		
<b>12 Month Target 2.1</b>		Attitude to School Survey variables to be in at least the second quartile of schools: -sense of confidence -sense of connectedness-student voice and agency -advocate at school -respect for diversity -resilience		

	Attitude to School Survey variables to be in at least the third quartile of schools: -teacher concern
<b>12 Month Target 2.2</b>	Attitude to School Survey variables to be in at least the second quartile of schools: -Attitudes to attendance
<b>KIS 2.a</b> Empowering students and building school pride	Improve the capacity of teachers to contribute to student wellbeing through the implementation of the School Wide Positive Behaviour Support framework.
Actions	<p><b>Workforce Planning</b></p> <ul style="list-style-type: none"> <li>-SWPBS implementation team composition to align with Tiered Fidelity Inventory requirements</li> <li>-Development of PBS information in staff handbook and induction materials.</li> <li>-Development of implementation team as a proficient source of training and support to other staff members.</li> <li>-Embed SWPBS Tier 1 Universal preventions across the school, and ensure all staff are informed and capable of implementation.</li> <li>-Begin implementation of SWPBS Tier 1 Classroom Systems to improve teaching and learning.</li> </ul> <p><b>Strategic Resource Management</b></p> <ul style="list-style-type: none"> <li>-Development of a defined budget for promotion and acknowledgement of expected behaviours.</li> <li>-To continue to build a positive culture through the promotion and modelling of the school's vision, values and expectations.</li> <li>-To design and implement instructional programs to ensure students are engaged, motivated and thriving.</li> <li>-To enable students to set aspirational learning goals that support school values.</li> <li>-Employ strategies to maintain a safe, respectful, and positive learning environment.</li> <li>-Students and teachers will develop an authentic learning partnership to embed positive behaviour practices across the school.</li> <li>-School will develop formal and informal structures with, listen and respond, to the full range of student perspectives and feedback.</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>-Professional learning to align with Tiered Fidelity Inventory requirements.</li> <li>-All staff to learn how to plan and implement curriculum and instructional programs</li> <li>-All staff will develop a deep knowledge of the levels and complexities of student voice and how it impacts on a positive school culture, and how to leverage it for school engagement.</li> <li>-SWPBS Leadership team to provide training and support to all staff to implement and embed Tier 1 Universal Systems</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>-Collection and analysis of Self-Assessment Survey results</li> </ul>



	<ul style="list-style-type: none"> <li>-Measurement of progress and achievement against Tiered Fidelity Inventory.</li> <li>-Use SWPBS Big 5 Data</li> </ul>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-feel safer and more connected to their school, their teachers and peers, and their learning.</li> <li>-be able to contribute to PBS planning through defined student voice opportunities.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner.</li> <li>-be able to confidently teach behaviour expectations, and will be able to use an evidence based approach when identifying behaviour concerns and remedies.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</li> <li>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</li> </ul>
Success Indicators	<p>Attitude to School Survey variables to be in at least the second quartile of schools:</p> <ul style="list-style-type: none"> <li>-sense of confidence</li> <li>-sense of connectedness-student voice and agency</li> <li>-advocate at school</li> <li>-respect for diversity</li> <li>-resilience</li> </ul> <p>Attitude to School Survey variables to be in at least the third quartile of schools:</p> <ul style="list-style-type: none"> <li>-teacher concern</li> </ul> <p>Staff Survey results to meet or exceed state mean in the following components:</p> <ul style="list-style-type: none"> <li>-Collective efficacy</li> <li>-Instructional leadership</li> <li>-Professional learning through peer observation</li> <li>-Collaboration to plan curriculum</li> </ul>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Strategic Resource Management -School will develop formal and informal structures with, listen and respond, to the full range of student perspectives and feedback. Student voice teams to be consulted on aspects of PBS implementation.</p> <p>Students will: -feel safer and more connected to their school, their teachers and peers, and their learning. -be able to contribute to PBS planning through defined student voice opportunities.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	<p>Professional Learning -SWPBS Leadership team to provide training and support to all staff to implement and embed Tier 1 Universal Systems</p> <p>Teachers will: -be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	<p>Workforce Planning -Embed SWPBS Tier 1 Universal preventions across the school, and ensure all staff are informed and capable of</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

	<p>implementation.</p> <ul style="list-style-type: none"> <li>-Begin implementation of SWPBS Tier 1 Classroom Systems to improve teaching and learning.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</li> <li>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</li> </ul>			
Activity 4	<p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-Staff to promote and model the school's vision, values and expectations.</li> <li>-Implementation team (and teachers) to design and implement instructional programs to ensure students are engaged, motivated and thriving.</li> <li>-Teachers to employ strategies to maintain a safe, respectful, and positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%
Activity 5	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-All staff to learn how to plan and implement curriculum and instructional programs</li> <li>-All staff will develop a deep knowledge of the levels and complexities of student voice and how it impacts on a positive school culture, and how to leverage it for school engagement.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to confidently teach behaviour expectations, and will be able to use an</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%

	evidence based approach when identifying behaviour concerns and remedies.			
Activity 6	<p>Workforce Planning</p> <p>-Development of PBS information in staff handbook and induction materials.</p> <p>Leaders will:</p> <p>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</p> <p>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 7	<p>Workforce Planning</p> <p>-Development of implementation team as a proficient source of training and support to other staff members.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%

# Monitoring and Assessment - 2019

## Mid-year monitoring

<b>Goal 1</b>	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
<b>12 Month Target 1.1</b>	To meet or exceed state benchmarks in Reading (medium to high growth) from years 3-5, 5-7, and 7-9.
<b>12 Month Target 1.2</b>	Student growth (as measured through: Teacher judgement and PAT testing results) show at least one years' growth for one year's learning.
<b>12 Month Target 1.3</b>	To meet 40% approval in the following components of the School Staff Survey: -Collective efficacy -Instructional leadership -Professional learning through peer observation -Collaboration to plan curriculum
<b>12 Month Target 1.4</b>	All VCE class study scores are at or above GAT predictions.
<b>12 Month Target 1.5</b>	Target to record at least an improvement in VCE class study score mean.
<b>KIS 1.a</b> Evidence-based high-impact teaching strategies	Build teacher capacity to effectively teach reading across all areas and levels of the College.
Actions	Develop a shared understanding of the importance of reading comprehension in all learning areas, and develop a consistent approach to integrating reading comprehension teaching strategies into all classes.  Workforce Planning -Selection of Literacy leaders  Strategic Resource Management -Selection of Sheena Cameron's reading comprehension model. -Allocation of meeting time to enable staff professional learning in reading strategies.

	<ul style="list-style-type: none"> <li>-Support Literacy Leaders to develop and deliver PD to whole staff.</li> <li>-Facilitation of cooperative/collaborative relationships between all members of staff – teacher and ES.</li> <li>-Budget available for Literacy Leaders PD and other staff as necessary – including backfilling classes.</li> <li>-Teachers will have one shared goals around reading comprehension strategies.</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Professional learning to align with Sheena Cameron reading comprehension strategies</li> <li>-All staff to complete PD scheduled by literacy leaders</li> <li>-All staff to learn how to plan and implement curriculum and instructional programs that integrate reading comprehension strategies into lesson planning; planning to be written into UBD templates as required.</li> </ul> <p>Monitoring Using the Improvement Cycle</p> <ul style="list-style-type: none"> <li>-By mid-year: Staff PLCs using strategies and then reflecting on practice.</li> <li>-By mid-year: ongoing documentation of reading model, instructional model, reflection and learnings.</li> </ul>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-experience more reading success and will be able to articulate why they are successful.</li> <li>-learn and explain strategies used to make meaning from texts.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-implement and review consistent approaches to integrating reading comprehension strategies into their lesson planning.</li> <li>-engage in peer observations based around implementation of reading comprehension strategies, and then reflect and evaluate strategies.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate PLC meetings in working collaboratively to improve teacher capacity to teach reading comprehension.</li> <li>-Support and facilitate the development of a consistent approach to the teaching of reading with staff.</li> <li>-facilitate professional learning to build teacher capacity to teach reading comprehension in all learning areas.</li> <li>-document an agreed approach to the teaching of reading.</li> <li>-monitor the effect of intervention programs on student learning.</li> </ul>
Success Indicators	<p>Staff Survey results to improve by 10% over 2018 results in the following components:</p> <ul style="list-style-type: none"> <li>-Collective efficacy</li> <li>-Instructional leadership</li> <li>-Professional learning through peer observation</li> <li>-Collaboration to plan curriculum</li> </ul>
Delivery of the annual actions for this KIS	<p style="color: green;">On schedule or completed</p>

<p>Enablers</p> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)</li> <li><input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented</li> <li><input checked="" type="checkbox"/> Staff capability and consistency of practice</li> <li><input checked="" type="checkbox"/> Positive staff culture and readiness for change</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>The progress of this KPI has been slightly held back with our learning specialist leaving at the end of term 2. She has been replaced by our Literacy MYLNS Jen Altmann teacher as support to our Leading Teacher/new Acting Assistant Principal Emma Wallace who is overseeing the Reading Strategies initiative. All staff have worked with peers to observe or be observed rolling out the strategies. Staff are explicitly teaching the strategies and modelling them. Evidence so far is at PDP level with observations from staff and formative evidence from Reading Strategy Meeting conversations.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	<p>Continued rollout of strategies to teachers &amp; classes.</p>
<p>OPTIONAL: Upload Evidence</p>	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning            -Teachers to learn how to plan and implement curriculum and instructional programs that integrate reading and comprehension strategies into lesson planning; planning to be written into UBD templates as required.</p> <p>Teachers will:            -implement and review consistent approaches to integrating reading and comprehension learning into their lesson planning.            -engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies. -will assess effectiveness of actions using feedback such as student achievement data (PAT/PMI/Running Records/other assessment), student survey (or other) feedback, and peer observation data.</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	<p>Workforce Planning            -Selection of Literacy leaders.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 3	<p>Strategic Resource Management            -Selection of Sheena Cameron's Reading Comprehension model (budget created for supporting resources where necessary)</p> <p>Leaders will:</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%



	-provide teaching staff members with materials (e.g. Sheena Cameron's 'Teaching Reading Comprehension Strategies' and 'The Reading Activity Handbook')			
Activity 4	Strategic Resource Management -Allocation of meeting time to enable staff professional learning in reading strategies.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Professional Learning -Teachers to plan on effectively implementing one/two of the reading strategies per term.  Leaders will: -develop whole school PDP goals based on set schedule of 1-2 reading comprehension strategies per school term.  Teachers will: -carrying out whole school PDP goal. They will attend Teaching and Learning and PLC meetings. They will organise and carry out observations of their own classes and those of others to assess results. They will also develop assessment strategies and student feedback forums/means to help support this assessment of effectiveness. -will assess effectiveness of actions using feedback such as student achievement data (PAT/PMI/Running Records/other assessment), student survey (or other) feedback, and peer observation data.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Professional Learning -Teachers will use data (SPA) to inform their	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	0%

	<p>teacher judgements.</p> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-undertake PAT/PMI/Fountas and Pinnell assessment according to assessment schedule (schedule to be reviewed and distributed)</li> <li>-engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies. -triangulate SPA data with student feedback survey data.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Ensure that all data is entered into SPA and is up to date.</li> <li>-Staff have received SPA handbook and other PD into the use of SPA data.</li> <li>-ensure that meeting time is available for these purposes.</li> <li>-make available to staff accessible and whole-school based student feedback survey templates.</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	to: Term 4	
Activity 7	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Professional learning to align with Sheena Cameron Reading Comprehension model/Teachers to complete PD scheduled by literacy leaders</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-implement and review consistent approaches to integrating reading and comprehension learning into their lesson planning.</li> <li>-engage in peer observations based around implementation of reading</li> </ul>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	strategies/academic vocabulary, and then reflect and evaluate strategies.			
Activity 8	Strategic Resource Management -Backfilling of classes due to Literacy Leader absence (6 days budgeted)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 9	Strategic Resource Management -Support Literacy Leaders to coordinate, develop and deliver PD to whole staff.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
Activity 10	Strategic Resource Management -Literacy Leader(s) to attend PD where necessary	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
<b>Goal 2</b>	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.			
<b>12 Month Target 2.1</b>	Attitude to School Survey variables to be in at least the second quartile of schools: -sense of confidence -sense of connectedness-student voice and agency -advocate at school -respect for diversity -resilience Attitude to School Survey variables to be in at least the third quartile of schools: -teacher concern			
<b>12 Month Target 2.2</b>	Attitude to School Survey variables to be in at least the second quartile of schools: -Attitudes to attendance			
<b>KIS 2.a</b>	Improve the capacity of teachers to contribute to student wellbeing through the implementation of the School Wide Positive Behaviour Support framework.			

Empowering students and building school pride	
Actions	<p>Workforce Planning</p> <ul style="list-style-type: none"> <li>-SWPBS implementation team composition to align with Tiered Fidelity Inventory requirements</li> <li>-Development of PBS information in staff handbook and induction materials.</li> <li>-Development of implementation team as a proficient source of training and support to other staff members.</li> <li>-Embed SWPBS Tier 1 Universal preventions across the school, and ensure all staff are informed and capable of implementation.</li> <li>-Begin implementation of SWPBS Tier 1 Classroom Systems to improve teaching and learning.</li> </ul> <p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-Development of a defined budget for promotion and acknowledgement of expected behaviours.</li> <li>-To continue to build a positive culture through the promotion and modelling of the school's vision, values and expectations.</li> <li>-To design and implement instructional programs to ensure students are engaged, motivated and thriving.</li> <li>-To enable students to set aspirational learning goals that support school values.</li> <li>-Employ strategies to maintain a safe, respectful, and positive learning environment.</li> <li>-Students and teachers will develop an authentic learning partnership to embed positive behaviour practices across the school.</li> <li>-School will develop formal and informal structures with, listen and respond, to the full range of student perspectives and feedback.</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Professional learning to align with Tiered Fidelity Inventory requirements.</li> <li>-All staff to learn how to plan and implement curriculum and instructional programs</li> <li>-All staff will develop a deep knowledge of the levels and complexities of student voice and how it impacts on a positive school culture, and how to leverage it for school engagement.</li> <li>-SWPBS Leadership team to provide training and support to all staff to implement and embed Tier 1 Universal Systems</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>-Collection and analysis of Self-Assessment Survey results</li> <li>-Measurement of progress and achievement against Tiered Fidelity Inventory.</li> <li>-Use SWPBS Big 5 Data</li> </ul>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-feel safer and more connected to their school, their teachers and peers, and their learning.</li> <li>-be able to contribute to PBS planning through defined student voice opportunities.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner.</li> <li>-be able to confidently teach behaviour expectations, and will be able to use an evidence based approach when identifying behaviour</li> </ul>

	<p>concerns and remedies.  Leaders will:  -facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.  -facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</p>
Success Indicators	<p>Attitude to School Survey variables to be in at least the second quartile of schools:  -sense of confidence  -sense of connectedness-student voice and agency  -advocate at school  -respect for diversity  -resilience</p> <p>Attitude to School Survey variables to be in at least the third quartile of schools:  -teacher concern</p> <p>Staff Survey results to meet or exceed state mean in the following components:  -Collective efficacy  -Instructional leadership  -Professional learning through peer observation  -Collaboration to plan curriculum</p>
Delivery of the annual actions for this KIS	On schedule or completed
Enablers <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	<input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence

<ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>				
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>We are almost at Tier 2 stage. We've had good uptake of staff promoting &amp; rewarding students for positive behaviours. A buddy system is 80% in place for all minor incidents- where students go into a buddy class room. This is taking work from leadership, - we still have work to do in this area. Feedback from staff &amp; students is very positive and that's currently our evidence. SWPBS has been successful so far, but needs to be agenda driven in all PLT meetind to keep front &amp; centre</p>			
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	<p>We are looking to tier 2 stage rollout towards the year end &amp; continuation of the positive rollout so far. Brandi has given support.</p>			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-Staff to promote and model the school's vision, values and expectations.</li> <li>-Implementation team (and teachers) to design and implement instructional programs</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%

	<p>to ensure students are engaged, motivated and thriving.</p> <ul style="list-style-type: none"> <li>-Teachers to employ strategies to maintain a safe, respectful, and positive learning environment.</li> </ul>			
Activity 2	<p>Workforce Planning</p> <ul style="list-style-type: none"> <li>-Development of implementation team as a proficient source of training and support to other staff members.</li> </ul>	<input checked="" type="checkbox"/> Principal	<p>from: Term 1 to: Term 1</p>	0%
Activity 3	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-All staff to learn how to plan and implement curriculum and instructional programs</li> <li>-All staff will develop a deep knowledge of the levels and complexities of student voice and how it impacts on a positive school culture, and how to leverage it for school engagement.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to confidently teach behaviour expectations, and will be able to use an evidence based approach when identifying behaviour concerns and remedies.</li> </ul>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	0%
Activity 4	<p>Workforce Planning</p> <ul style="list-style-type: none"> <li>-Development of PBS information in staff handbook and induction materials.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</li> <li>-facilitate procedures for the development of effective behaviour expectations and the</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	0%

	process for teaching behaviour expectations in the classroom.			
Activity 5	<p>Workforce Planning</p> <ul style="list-style-type: none"> <li>-Embed SWPBS Tier 1 Universal preventions across the school, and ensure all staff are informed and capable of implementation.</li> <li>-Begin implementation of SWPBS Tier 1 Classroom Systems to improve teaching and learning.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</li> <li>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-SWPBS Leadership team to provide training and support to all staff to implement and embed Tier 1 Universal Systems</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner.</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 7	<p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-School will develop formal and informal structures with, listen and respond, to the full range of student perspectives and feedback. Student voice teams to be consulted on</li> </ul>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%



	<p>aspects of PBS implementation.</p> <p>Students will:</p> <ul style="list-style-type: none"><li>-feel safer and more connected to their school, their teachers and peers, and their learning.</li><li>-be able to contribute to PBS planning through defined student voice opportunities.</li></ul>			
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# Monitoring and Assessment - 2019

## Term 3 monitoring (optional)

<b>Goal 1</b>	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
<b>12 Month Target 1.1</b>	To meet or exceed state benchmarks in Reading (medium to high growth) from years 3-5, 5-7, and 7-9.
<b>12 Month Target 1.2</b>	Student growth (as measured through: Teacher judgement and PAT testing results) show at least one years' growth for one year's learning.
<b>12 Month Target 1.3</b>	To meet 40% approval in the following components of the School Staff Survey: -Collective efficacy -Instructional leadership -Professional learning through peer observation -Collaboration to plan curriculum
<b>12 Month Target 1.4</b>	All VCE class study scores are at or above GAT predictions.
<b>12 Month Target 1.5</b>	Target to record at least an improvement in VCE class study score mean.
<b>KIS 1.a</b> Evidence-based high-impact teaching strategies	Build teacher capacity to effectively teach reading across all areas and levels of the College.
Actions	Develop a shared understanding of the importance of reading comprehension in all learning areas, and develop a consistent approach to integrating reading comprehension teaching strategies into all classes.  Workforce Planning -Selection of Literacy leaders  Strategic Resource Management -Selection of Sheena Cameron's reading comprehension model. -Allocation of meeting time to enable staff professional learning in reading strategies.

	<ul style="list-style-type: none"> <li>-Support Literacy Leaders to develop and deliver PD to whole staff.</li> <li>-Facilitation of cooperative/collaborative relationships between all members of staff – teacher and ES.</li> <li>-Budget available for Literacy Leaders PD and other staff as necessary – including backfilling classes.</li> <li>-Teachers will have one shared goals around reading comprehension strategies.</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Professional learning to align with Sheena Cameron reading comprehension strategies</li> <li>-All staff to complete PD scheduled by literacy leaders</li> <li>-All staff to learn how to plan and implement curriculum and instructional programs that integrate reading comprehension strategies into lesson planning; planning to be written into UBD templates as required.</li> </ul> <p>Monitoring Using the Improvement Cycle</p> <ul style="list-style-type: none"> <li>-By mid-year: Staff PLCs using strategies and then reflecting on practice.</li> <li>-By mid-year: ongoing documentation of reading model, instructional model, reflection and learnings.</li> </ul>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-experience more reading success and will be able to articulate why they are successful.</li> <li>-learn and explain strategies used to make meaning from texts.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-implement and review consistent approaches to integrating reading comprehension strategies into their lesson planning.</li> <li>-engage in peer observations based around implementation of reading comprehension strategies, and then reflect and evaluate strategies.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate PLC meetings in working collaboratively to improve teacher capacity to teach reading comprehension.</li> <li>-Support and facilitate the development of a consistent approach to the teaching of reading with staff.</li> <li>-facilitate professional learning to build teacher capacity to teach reading comprehension in all learning areas.</li> <li>-document an agreed approach to the teaching of reading.</li> <li>-monitor the effect of intervention programs on student learning.</li> </ul>
Success Indicators	<p>Staff Survey results to improve by 10% over 2018 results in the following components:</p> <ul style="list-style-type: none"> <li>-Collective efficacy</li> <li>-Instructional leadership</li> <li>-Professional learning through peer observation</li> <li>-Collaboration to plan curriculum</li> </ul>
Delivery of the annual actions for this KIS	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning -Teachers to plan on effectively implementing one/two of the reading strategies per term.</p> <p>Leaders will: -develop whole school PDP goals based on set schedule of 1-2 reading comprehension strategies per school term.</p> <p>Teachers will: -carrying out whole school PDP goal. They will attend Teaching and Learning and PLC meetings. They will organise and carry out observations of their own classes and those of others to assess results. They will also develop assessment strategies and student feedback forums/means to help support this assessment of effectiveness. -will assess effectiveness of actions using feedback such as student achievement data (PAT/PMI/Running Records/other assessment), student survey (or other) feedback, and peer observation data.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	<p>Professional Learning -Professional learning to align with Sheena Cameron Reading Comprehension model/Teachers to complete PD scheduled by literacy leaders</p> <p>Teachers will: -implement and review consistent approaches to integrating reading and comprehension learning into their lesson planning. -engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies.</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	<p>Strategic Resource Management -Allocation of meeting time to enable staff professional learning in reading strategies.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	<p>Workforce Planning -Selection of Literacy leaders.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 5	<p>Strategic Resource Management -Backfilling of classes due to Literacy Leader absence (6 days budgeted)</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	<p>Strategic Resource Management -Selection of Sheena Cameron's Reading Comprehension model (budget created for supporting resources where necessary)</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>-provide teaching staff members with materials (e.g. Sheena Cameron's 'Teaching Reading Comprehension Strategies' and 'The Reading Activity Handbook')</li> </ul>			
Activity 7	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Teachers will use data (SPA) to inform their teacher judgements.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-undertake PAT/PMI/Fountas and Pinnell assessment according to assessment schedule (schedule to be reviewed and distributed)</li> <li>-engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies. -triangulate SPA data with student feedback survey data.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Ensure that all data is entered into SPA and is up to date.</li> <li>-Staff have received SPA handbook and other PD into the use of SPA data.</li> <li>-ensure that meeting time is available for these purposes.</li> <li>-make available to staff accessible and whole-school based student feedback survey templates.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Leadership Team</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%
Activity 8	<p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-Literacy Leader(s) to attend PD where necessary</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%

Activity 9	<p>Professional Learning          -Teachers to learn how to plan and implement curriculum and instructional programs that integrate reading and comprehension strategies into lesson planning; planning to be written into UBD templates as required.</p> <p>Teachers will:          -implement and review consistent approaches to integrating reading and comprehension learning into their lesson planning.          -engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies. -will assess effectiveness of actions using feedback such as student achievement data (PAT/PMI/Running Records/other assessment), student survey (or other) feedback, and peer observation data.</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 10	<p>Strategic Resource Management          -Support Literacy Leaders to coordinate, develop and deliver PD to whole staff.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
<b>Goal 2</b>	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.			
<b>12 Month Target 2.1</b>	Attitude to School Survey variables to be in at least the second quartile of schools: -sense of confidence -sense of connectedness-student voice and agency -advocate at school -respect for diversity -resilience			

	Attitude to School Survey variables to be in at least the third quartile of schools: -teacher concern
<b>12 Month Target 2.2</b>	Attitude to School Survey variables to be in at least the second quartile of schools: -Attitudes to attendance
<b>KIS 2.a</b> Empowering students and building school pride	Improve the capacity of teachers to contribute to student wellbeing through the implementation of the School Wide Positive Behaviour Support framework.
Actions	<p><b>Workforce Planning</b></p> <ul style="list-style-type: none"> <li>-SWPBS implementation team composition to align with Tiered Fidelity Inventory requirements</li> <li>-Development of PBS information in staff handbook and induction materials.</li> <li>-Development of implementation team as a proficient source of training and support to other staff members.</li> <li>-Embed SWPBS Tier 1 Universal preventions across the school, and ensure all staff are informed and capable of implementation.</li> <li>-Begin implementation of SWPBS Tier 1 Classroom Systems to improve teaching and learning.</li> </ul> <p><b>Strategic Resource Management</b></p> <ul style="list-style-type: none"> <li>-Development of a defined budget for promotion and acknowledgement of expected behaviours.</li> <li>-To continue to build a positive culture through the promotion and modelling of the school's vision, values and expectations.</li> <li>-To design and implement instructional programs to ensure students are engaged, motivated and thriving.</li> <li>-To enable students to set aspirational learning goals that support school values.</li> <li>-Employ strategies to maintain a safe, respectful, and positive learning environment.</li> <li>-Students and teachers will develop an authentic learning partnership to embed positive behaviour practices across the school.</li> <li>-School will develop formal and informal structures with, listen and respond, to the full range of student perspectives and feedback.</li> </ul> <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>-Professional learning to align with Tiered Fidelity Inventory requirements.</li> <li>-All staff to learn how to plan and implement curriculum and instructional programs</li> <li>-All staff will develop a deep knowledge of the levels and complexities of student voice and how it impacts on a positive school culture, and how to leverage it for school engagement.</li> <li>-SWPBS Leadership team to provide training and support to all staff to implement and embed Tier 1 Universal Systems</li> </ul> <p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>-Collection and analysis of Self-Assessment Survey results</li> </ul>



	<ul style="list-style-type: none"> <li>-Measurement of progress and achievement against Tiered Fidelity Inventory.</li> <li>-Use SWPBS Big 5 Data</li> </ul>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-feel safer and more connected to their school, their teachers and peers, and their learning.</li> <li>-be able to contribute to PBS planning through defined student voice opportunities.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner.</li> <li>-be able to confidently teach behaviour expectations, and will be able to use an evidence based approach when identifying behaviour concerns and remedies.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</li> <li>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</li> </ul>
Success Indicators	<p>Attitude to School Survey variables to be in at least the second quartile of schools:</p> <ul style="list-style-type: none"> <li>-sense of confidence</li> <li>-sense of connectedness-student voice and agency</li> <li>-advocate at school</li> <li>-respect for diversity</li> <li>-resilience</li> </ul> <p>Attitude to School Survey variables to be in at least the third quartile of schools:</p> <ul style="list-style-type: none"> <li>-teacher concern</li> </ul> <p>Staff Survey results to meet or exceed state mean in the following components:</p> <ul style="list-style-type: none"> <li>-Collective efficacy</li> <li>-Instructional leadership</li> <li>-Professional learning through peer observation</li> <li>-Collaboration to plan curriculum</li> </ul>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Strategic Resource Management -School will develop formal and informal structures with, listen and respond, to the full range of student perspectives and feedback. Student voice teams to be consulted on aspects of PBS implementation.</p> <p>Students will: -feel safer and more connected to their school, their teachers and peers, and their learning. -be able to contribute to PBS planning through defined student voice opportunities.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	<p>Professional Learning -SWPBS Leadership team to provide training and support to all staff to implement and embed Tier 1 Universal Systems</p> <p>Teachers will: -be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	<p>Workforce Planning -Embed SWPBS Tier 1 Universal preventions across the school, and ensure all staff are informed and capable of</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

	<p>implementation.</p> <ul style="list-style-type: none"> <li>-Begin implementation of SWPBS Tier 1 Classroom Systems to improve teaching and learning.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</li> <li>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</li> </ul>			
Activity 4	<p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-Staff to promote and model the school's vision, values and expectations.</li> <li>-Implementation team (and teachers) to design and implement instructional programs to ensure students are engaged, motivated and thriving.</li> <li>-Teachers to employ strategies to maintain a safe, respectful, and positive learning environment.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%
Activity 5	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-All staff to learn how to plan and implement curriculum and instructional programs</li> <li>-All staff will develop a deep knowledge of the levels and complexities of student voice and how it impacts on a positive school culture, and how to leverage it for school engagement.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to confidently teach behaviour expectations, and will be able to use an</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> All Staff</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%

	evidence based approach when identifying behaviour concerns and remedies.			
Activity 6	<p>Workforce Planning</p> <p>-Development of PBS information in staff handbook and induction materials.</p> <p>Leaders will:</p> <p>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</p> <p>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 7	<p>Workforce Planning</p> <p>-Development of implementation team as a proficient source of training and support to other staff members.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%

## Monitoring and Assessment - 2019

### End-of-year monitoring

<b>Goal 1</b>	Build active student engagement in their learning within a differentiated curriculum to stimulate and challenge all students.
<b>12 Month Target 1.1</b>	To meet or exceed state benchmarks in Reading (medium to high growth) from years 3-5, 5-7, and 7-9.
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 1.2</b>	Student growth (as measured through: Teacher judgement and PAT testing results) show at least one years' growth for one year's learning.
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 1.3</b>	To meet 40% approval in the following components of the School Staff Survey: -Collective efficacy -Instructional leadership -Professional learning through peer observation -Collaboration to plan curriculum
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 1.4</b>	All VCE class study scores are at or above GAT predictions.
<b>Has this 12 month target met</b>	Not Met
<b>12 Month Target 1.5</b>	Target to record at least an improvement in VCE class study score mean.
<b>Has this 12 month target met</b>	Not Met
<b>KIS 1.a</b> Evidence-based high-impact teaching strategies	Build teacher capacity to effectively teach reading across all areas and levels of the College.

<p>Actions</p>	<p>Develop a shared understanding of the importance of reading comprehension in all learning areas, and develop a consistent approach to integrating reading comprehension teaching strategies into all classes.</p> <p>Workforce Planning -Selection of Literacy leaders</p> <p>Strategic Resource Management -Selection of Sheena Cameron’s reading comprehension model. -Allocation of meeting time to enable staff professional learning in reading strategies. -Support Literacy Leaders to develop and deliver PD to whole staff. -Facilitation of cooperative/collaborative relationships between all members of staff – teacher and ES. -Budget available for Literacy Leaders PD and other staff as necessary – including backfilling classes. -Teachers will have one shared goals around reading comprehension strategies.</p> <p>Professional Learning -Professional learning to align with Sheena Cameron reading comprehension strategies -All staff to complete PD scheduled by literacy leaders -All staff to learn how to plan and implement curriculum and instructional programs that integrate reading comprehension strategies into lesson planning; planning to be written into UBD templates as required.</p> <p>Monitoring Using the Improvement Cycle -By mid-year: Staff PLCs using strategies and then reflecting on practice. -By mid-year: ongoing documentation of reading model, instructional model, reflection and learnings.</p>
<p>Outcomes</p>	<p>Students will: -experience more reading success and will be able to articulate why they are successful. -learn and explain strategies used to make meaning from texts.</p> <p>Teachers will: -implement and review consistent approaches to integrating reading comprehension strategies into their lesson planning. -engage in peer observations based around implementation of reading comprehension strategies, and then reflect and evaluate strategies.</p> <p>Leaders will: -facilitate PLC meetings in working collaboratively to improve teacher capacity to teach reading comprehension. -Support and facilitate the development of a consistent approach to the teaching of reading with staff. -facilitate professional learning to build teacher capacity to teach reading comprehension in all learning areas. -document an agreed approach to the teaching of reading. -monitor the effect of intervention programs on student learning.</p>

Success Indicators	Staff Survey results to improve by 10% over 2018 results in the following components: -Collective efficacy -Instructional leadership -Professional learning through peer observation -Collaboration to plan curriculum			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Professional Learning -Teachers to plan on effectively implementing one/two of the reading strategies per term.</p> <p>Leaders will: -develop whole school PDP goals based on set schedule of 1-2 reading comprehension strategies per school term.</p> <p>Teachers will: -carrying out whole school PDP goal. They will attend Teaching and Learning and PLC meetings. They will organise and carry out observations of their own classes and those</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	<p>of others to assess results. They will also develop assessment strategies and student feedback forums/means to help support this assessment of effectiveness.</p> <p>-will assess effectiveness of actions using feedback such as student achievement data (PAT/PMI/Running Records/other assessment), student survey (or other) feedback, and peer observation data.</p>			
Activity 2	<p>Professional Learning</p> <p>-Professional learning to align with Sheena Cameron Reading Comprehension model/Teachers to complete PD scheduled by literacy leaders</p> <p>Teachers will:</p> <p>-implement and review consistent approaches to integrating reading and comprehension learning into their lesson planning.</p> <p>-engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies.</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	<p>Strategic Resource Management</p> <p>-Allocation of meeting time to enable staff professional learning in reading strategies.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	<p>Workforce Planning</p> <p>-Selection of Literacy leaders.</p>	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%



Activity 5	Strategic Resource Management -Backfilling of classes due to Literacy Leader absence (6 days budgeted)	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	Strategic Resource Management -Selection of Sheena Cameron's Reading Comprehension model (budget created for supporting resources where necessary)  Leaders will: -provide teaching staff members with materials (e.g. Sheena Cameron's 'Teaching Reading Comprehension Strategies' and 'The Reading Activity Handbook')	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 7	Professional Learning -Teachers will use data (SPA) to inform their teacher judgements.  Teachers will: -undertake PAT/PMI/Fountas and Pinnell assessment according to assessment schedule (schedule to be reviewed and distributed) -engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies. -triangulate SPA data with student feedback survey data.  Leaders will: -Ensure that all data is entered into SPA and is up to date. -Staff have received SPA handbook and other PD into the use of SPA data. -ensure that meeting time is available for	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

	<p>these purposes.</p> <ul style="list-style-type: none"> <li>-make available to staff accessible and whole-school based student feedback survey templates.</li> </ul>			
Activity 8	<p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-Literacy Leader(s) to attend PD where necessary</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Literacy Leader</li> <li><input checked="" type="checkbox"/> Learning Specialist(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%
Activity 9	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Teachers to learn how to plan and implement curriculum and instructional programs that integrate reading and comprehension strategies into lesson planning; planning to be written into UBD templates as required.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-implement and review consistent approaches to integrating reading and comprehension learning into their lesson planning.</li> <li>-engage in peer observations based around implementation of reading strategies/academic vocabulary, and then reflect and evaluate strategies. -will assess effectiveness of actions using feedback such as student achievement data (PAT/PMI/Running Records/other assessment), student survey (or other) feedback, and peer observation data.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Teacher(s)</li> </ul>	<p>from: Term 1 to: Term 4</p>	0%
Activity 10	<p>Strategic Resource Management</p> <ul style="list-style-type: none"> <li>-Support Literacy Leaders to coordinate, develop and deliver PD to whole staff.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership Team</li> <li><input checked="" type="checkbox"/> Literacy Leader</li> </ul>	<p>from: Term 1</p>	0%

			to: Term 4	
<b>Goal 2</b>	To foster a safe and supportive environment and a culture that promotes respectful relationships, resilience, values diversity and is inclusive.			
<b>12 Month Target 2.1</b>	Attitude to School Survey variables to be in at least the second quartile of schools: -sense of confidence -sense of connectedness-student voice and agency -advocate at school -respect for diversity -resilience Attitude to School Survey variables to be in at least the third quartile of schools: -teacher concern			
<b>Has this 12 month target met</b>	Not Met			
<b>12 Month Target 2.2</b>	Attitude to School Survey variables to be in at least the second quartile of schools: -Attitudes to attendance			
<b>Has this 12 month target met</b>	Not Met			
<b>KIS 2.a</b> Empowering students and building school pride	Improve the capacity of teachers to contribute to student wellbeing through the implementation of the School Wide Positive Behaviour Support framework.			
<b>Actions</b>	Workforce Planning -SWPBS implementation team composition to align with Tiered Fidelity Inventory requirements -Development of PBS information in staff handbook and induction materials. -Development of implementation team as a proficient source of training and support to other staff members. -Embed SWPBS Tier 1 Universal preventions across the school, and ensure all staff are informed and capable of implementation. -Begin implementation of SWPBS Tier 1 Classroom Systems to improve teaching and learning.  Strategic Resource Management -Development of a defined budget for promotion and acknowledgement of expected behaviours.			

	<ul style="list-style-type: none"> <li>-To continue to build a positive culture through the promotion and modelling of the school's vision, values and expectations.</li> <li>-To design and implement instructional programs to ensure students are engaged, motivated and thriving.</li> <li>-To enable students to set aspirational learning goals that support school values.</li> <li>-Employ strategies to maintain a safe, respectful, and positive learning environment.</li> <li>-Students and teachers will develop an authentic learning partnership to embed positive behaviour practices across the school.</li> <li>-School will develop formal and informal structures with, listen and respond, to the full range of student perspectives and feedback.</li> </ul> <p>Professional Learning</p> <ul style="list-style-type: none"> <li>-Professional learning to align with Tiered Fidelity Inventory requirements.</li> <li>-All staff to learn how to plan and implement curriculum and instructional programs</li> <li>-All staff will develop a deep knowledge of the levels and complexities of student voice and how it impacts on a positive school culture, and how to leverage it for school engagement.</li> <li>-SWPBS Leadership team to provide training and support to all staff to implement and embed Tier 1 Universal Systems</li> </ul> <p>Monitoring</p> <ul style="list-style-type: none"> <li>-Collection and analysis of Self-Assessment Survey results</li> <li>-Measurement of progress and achievement against Tiered Fidelity Inventory.</li> <li>-Use SWPBS Big 5 Data</li> </ul>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-feel safer and more connected to their school, their teachers and peers, and their learning.</li> <li>-be able to contribute to PBS planning through defined student voice opportunities.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner.</li> <li>-be able to confidently teach behaviour expectations, and will be able to use an evidence based approach when identifying behaviour concerns and remedies.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</li> <li>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</li> </ul>
Success Indicators	<p>Attitude to School Survey variables to be in at least the second quartile of schools:</p> <ul style="list-style-type: none"> <li>-sense of confidence</li> <li>-sense of connectedness-student voice and agency</li> <li>-advocate at school</li> <li>-respect for diversity</li> <li>-resilience</li> </ul>

	<p>Attitude to School Survey variables to be in at least the third quartile of schools: -teacher concern</p> <p>Staff Survey results to meet or exceed state mean in the following components: -Collective efficacy -Instructional leadership -Professional learning through peer observation -Collaboration to plan curriculum</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Strategic Resource Management -School will develop formal and informal structures with, listen and respond, to the full range of student perspectives and feedback. Student voice teams to be consulted on aspects of PBS implementation.</p> <p>Students will: -feel safer and more connected to their school, their teachers and peers, and their learning.</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	0%

	-be able to contribute to PBS planning through defined student voice opportunities.			
Activity 2	<p>Professional Learning</p> <p>-SWPBS Leadership team to provide training and support to all staff to implement and embed Tier 1 Universal Systems</p> <p>Teachers will:</p> <p>-be able to consistently manage classroom behaviour issues in a supportive rather than a punitive manner.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	<p>Workforce Planning</p> <p>-Embed SWPBS Tier 1 Universal preventions across the school, and ensure all staff are informed and capable of implementation.</p> <p>-Begin implementation of SWPBS Tier 1 Classroom Systems to improve teaching and learning.</p> <p>Leaders will:</p> <p>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</p> <p>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</p>	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	<p>Strategic Resource Management</p> <p>-Staff to promote and model the school's vision, values and expectations.</p> <p>-Implementation team (and teachers) to design and implement instructional programs to ensure students are engaged, motivated</p>	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	<p>and thriving.</p> <ul style="list-style-type: none"> <li>-Teachers to employ strategies to maintain a safe, respectful, and positive learning environment.</li> </ul>			
Activity 5	<p>Professional Learning</p> <ul style="list-style-type: none"> <li>-All staff to learn how to plan and implement curriculum and instructional programs</li> <li>-All staff will develop a deep knowledge of the levels and complexities of student voice and how it impacts on a positive school culture, and how to leverage it for school engagement.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-be able to confidently teach behaviour expectations, and will be able to use an evidence based approach when identifying behaviour concerns and remedies.</li> </ul>	<input checked="" type="checkbox"/> All Staff	<p>from: Term 1 to: Term 4</p>	0%
Activity 6	<p>Workforce Planning</p> <ul style="list-style-type: none"> <li>-Development of PBS information in staff handbook and induction materials.</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-facilitate SWPBS implementation team meetings and will develop basic foundations of the SWPBS process.</li> <li>-facilitate procedures for the development of effective behaviour expectations and the process for teaching behaviour expectations in the classroom.</li> </ul>	<input checked="" type="checkbox"/> Leadership Team	<p>from: Term 1 to: Term 4</p>	0%
Activity 7	<p>Workforce Planning</p> <ul style="list-style-type: none"> <li>-Development of implementation team as a</li> </ul>	<input checked="" type="checkbox"/> Principal	<p>from: Term 1</p>	0%

	proficient source of training and support to other staff members.		to: Term 1	
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# Monitoring and Self-assessment - 2019

SEIL Feedback