

Monitoring and assessment - 2024

Edenhope College (5432)



Submitted for review by Chad Frost (School Principal) on 01 December, 2023 at 02:39 PM

Endorsed by Robert Pyers (Senior Education Improvement Leader) on 27 January, 2024 at 08:35 AM

Awaiting endorsement by School Council President

Monitoring and assessment - 2024

Term 1 monitoring (optional)

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>Student growth as measured through: NAPLAN relative growth, PAT testing suite and evidence based Teacher Judgements (Victorian Curriculum) show at least one year's growth for one year's learning over the life of the Strategic Plan.</p> <p>By the end of 2024 increase the percentage of positive endorsement in the SSS:</p> <p>Academic Emphasis from 33% (2023) to 65% or above Collective Efficacy from 41% (2023) to 65% or above Teacher Collaboration from 61% (2022) to 65% or above.</p> <p>Student voice and agency from 60% (2023) to 65% or above (2024) Self-regulation and goal setting from 64% (2023) to 65% or above Stimulated learning from 61% (2023) to 65% or above Motivation and interest from 62% (2023) to 65% or above</p> <p>By the end of 2024 decrease the percentage of students with 20 or more absence days</p> <p>Foundation–Year 6 from 49% (2023) to 30% (2024) Years 7–12 from 59% (2023) to 40% (2024)</p>
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

and a positive, safe and orderly learning environment	
Actions	To identify and enable actions that build the capacity of middle leaders to lead data informed teaching practices To embed evidence based literacy resources specifically across primary
Delivery of the annual actions for this KIS	
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> - resource and support the development of middle leaders by sourcing and providing professional development and resources - provide ongoing support to middle leaders to develop instructional leadership practices <p>Middle leaders will:</p> <ul style="list-style-type: none"> - participate in community of practice with a literacy focus - provide PL opportunities to all staff - lead PLC enquiry into differentiated learning, including the use of elastiks to identify learning gaps <p>Teachers will:</p> <ul style="list-style-type: none"> - improved staff data literacy through collaboration - record differentiated learning tasks - participate in and reflect on targeted peer to peer observations
Success indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Peer observations reflection - PLC/faculty meeting minutes - Middle leader participation in Literacy COP - Recorded documentation of differentiated learning - Staff use of elastiks <p>Late Indicators</p> <p>Student Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Student voice and agency from to 60 (2023) - 70% in 2024 <p>Staff Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Collective Efficacy from 41% in 2023 - 60% in 2024

	- Academic Emphasis f41% in 2023 - 60% in 2024 Naplan data - % of Students in Strong or Exceeding (Year 9) for Reading to increase from 505 - 60%			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Leadership to resource professional learning opportunities for middle leaders (Unlocking Potential for APs, Middle Leaders for Sub-school coordinators, Sounds Write for Literacy teachers)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Embed data informed PLC meeting schedule, inclusive of using PIVOT survey	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Embed peer-peer observation practices focused on differentiated learning tasks	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%

Activity 4	Learning specialist to lead collaborative workshops to develop staff understanding and use of elastiks to perform gap reviews and plan targeted differentiated learning tasks	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Nominate literacy teachers to participate in Literacy Community of Practice	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy network teacher	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To improve student engagement, specifically targeting student attendance Student Representative Council to lead positive change across school to improve engagement			
Delivery of the annual actions for this KIS				
Outcomes	Leadership will: <ul style="list-style-type: none"> - Support staff to ensure there is consistency in the monitoring of at risk students and attendance - Provide support for wellbeing and engagement team to develop IEPs and to support staff to utilise the IEPs to inform teaching and learning - Target support to reengage chronic absentees - Target Koori engagement opportunities & clarify Koori attendance data - Provide school counsellor for student support Middle Leaders wills:			

	<ul style="list-style-type: none"> - Support Home Group teachers to follow-up with unexplained absences as per their role descriptions - Support staff to access and use student IEPs - Provide leadership opportunities for SRC representatives - Provide ongoing support to embed SWPBS practices <p>Teachers will:</p> <ul style="list-style-type: none"> - Follow up unexplained absences - Embed student and staff expectations - Utilise and embed the support services in place, namely the Tap In/Tap Out and Behaviour management Plan - Follow SWPBS processes
Success indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Pivot survey data - PLC/faculty meeting minutes - Student SSGs - SWPBS data - Student <p>Late Indicators</p> <p>Student Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Student voice and agency from to 60 (2023) - 70% in 2024 <p>Staff Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Collective Efficacy from 41% in 2023 - 60% in 2024 - Parents Attitudes to School Survey data <p>Attendance</p> <ul style="list-style-type: none"> - Decrease Koori Student Absences
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Mentoring of Home Group teachers to understand their role in following up on student absence	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Wellbeing and engagement team to develop IEPs, supporting staff to utilise the IEPs to inform teaching and learning, specifically targeting at risk and NCCD students	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Provide SRC members external leadership training opportunities	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 4	Liaise with KESOs and KEC to identify Koori engagement opportunities	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 5	Provide ongoing professional learning and mentoring in the use of internal support service, e.g. Tap In/Tap Out	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

Activity 6	Embed SWPBS reflection and monitoring into the Wellbeing and Engagement meeting schedule	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 7	Provide school counsellor for ongoing student support	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>Student growth as measured through: NAPLAN relative growth, PAT testing suite and evidence based Teacher Judgements (Victorian Curriculum) show at least one year's growth for one year's learning over the life of the Strategic Plan.</p> <p>By the end of 2024 increase the percentage of positive endorsement in the SSS:</p> <p>Academic Emphasis from 33% (2023) to 65% or above Collective Efficacy from 41% (2023) to 65% or above Teacher Collaboration from 61% (2022) to 65% or above.</p> <p>Student voice and agency from 60% (2023) to 65% or above (2024) Self-regulation and goal setting from 64% (2023) to 65% or above Stimulated learning from 61% (2023) to 65% or above Motivation and interest from 62% (2023) to 65% or above</p> <p>By the end of 2024 decrease the percentage of students with 20 or more absence days</p> <p>Foundation–Year 6 from 49% (2023) to 30% (2024) Years 7–12 from 59% (2023) to 40% (2024)</p>
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>

and a positive, safe and orderly learning environment	
Actions	To identify and enable actions that build the capacity of middle leaders to lead data informed teaching practices To embed evidence based literacy resources specifically across primary
Delivery of the annual actions for this KIS	
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> - resource and support the development of middle leaders by sourcing and providing professional development and resources - provide ongoing support to middle leaders to develop instructional leadership practices <p>Middle leaders will:</p> <ul style="list-style-type: none"> - participate in community of practice with a literacy focus - provide PL opportunities to all staff - lead PLC enquiry into differentiated learning, including the use of elastiks to identify learning gaps <p>Teachers will:</p> <ul style="list-style-type: none"> - improved staff data literacy through collaboration - record differentiated learning tasks - participate in and reflect on targeted peer to peer observations
Success indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Peer observations reflection - PLC/faculty meeting minutes - Middle leader participation in Literacy COP - Recorded documentation of differentiated learning - Staff use of elastiks <p>Late Indicators</p> <p>Student Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Student voice and agency from to 60 (2023) - 70% in 2024 <p>Staff Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Collective Efficacy from 41% in 2023 - 60% in 2024

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Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Leadership to resource professional learning opportunities for middle leaders (Unlocking Potential for APs, Middle Leaders for Sub-school coordinators, Sounds Write for Literacy teachers)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Embed data informed PLC meeting schedule, inclusive of using PIVOT survey	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Embed peer-peer observation practices focused on differentiated learning tasks	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%

Activity 4	Learning specialist to lead collaborative workshops to develop staff understanding and use of elastiks to perform gap reviews and plan targeted differentiated learning tasks	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Nominate literacy teachers to participate in Literacy Community of Practice	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy network teacher	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To improve student engagement, specifically targeting student attendance Student Representative Council to lead positive change across school to improve engagement			
Delivery of the annual actions for this KIS				
Outcomes	Leadership will: <ul style="list-style-type: none"> - Support staff to ensure there is consistency in the monitoring of at risk students and attendance - Provide support for wellbeing and engagement team to develop IEPs and to support staff to utilise the IEPs to inform teaching and learning - Target support to reengage chronic absentees - Target Koori engagement opportunities & clarify Koori attendance data - Provide school counsellor for student support Middle Leaders wills:			

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Success indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Pivot survey data - PLC/faculty meeting minutes - Student SSGs - SWPBS data - Student <p>Late Indicators</p> <p>Student Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Student voice and agency from to 60 (2023) - 70% in 2024 <p>Staff Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Collective Efficacy from 41% in 2023 - 60% in 2024 - Parents Attitudes to School Survey data <p>Attendance</p> <ul style="list-style-type: none"> - Decrease Koori Student Absences
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Future planning				
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Activity 3	Provide SRC members external leadership training opportunities	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
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Activity 6	Embed SWPBS reflection and monitoring into the Wellbeing and Engagement meeting schedule	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 7	Provide school counsellor for ongoing student support	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

<p>Goal 1</p>	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p>12-month target 1.1 target</p>	<p>Student growth as measured through: NAPLAN relative growth, PAT testing suite and evidence based Teacher Judgements (Victorian Curriculum) show at least one year's growth for one year's learning over the life of the Strategic Plan.</p> <p>By the end of 2024 increase the percentage of positive endorsement in the SSS:</p> <p>Academic Emphasis from 33% (2023) to 65% or above Collective Efficacy from 41% (2023) to 65% or above Teacher Collaboration from 61% (2022) to 65% or above.</p> <p>Student voice and agency from 60% (2023) to 65% or above (2024) Self-regulation and goal setting from 64% (2023) to 65% or above Stimulated learning from 61% (2023) to 65% or above Motivation and interest from 62% (2023) to 65% or above</p> <p>By the end of 2024 decrease the percentage of students with 20 or more absence days</p> <p>Foundation–Year 6 from 49% (2023) to 30% (2024) Years 7–12 from 59% (2023) to 40% (2024)</p>
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and a positive, safe and orderly learning environment	
Actions	To identify and enable actions that build the capacity of middle leaders to lead data informed teaching practices To embed evidence based literacy resources specifically across primary
Delivery of the annual actions for this KIS	
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> - resource and support the development of middle leaders by sourcing and providing professional development and resources - provide ongoing support to middle leaders to develop instructional leadership practices <p>Middle leaders will:</p> <ul style="list-style-type: none"> - participate in community of practice with a literacy focus - provide PL opportunities to all staff - lead PLC enquiry into differentiated learning, including the use of elastiks to identify learning gaps <p>Teachers will:</p> <ul style="list-style-type: none"> - improved staff data literacy through collaboration - record differentiated learning tasks - participate in and reflect on targeted peer to peer observations
Success indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Peer observations reflection - PLC/faculty meeting minutes - Middle leader participation in Literacy COP - Recorded documentation of differentiated learning - Staff use of elastiks <p>Late Indicators</p> <p>Student Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Student voice and agency from to 60 (2023) - 70% in 2024 <p>Staff Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Collective Efficacy from 41% in 2023 - 60% in 2024

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Enablers	
Barriers	
Commentary on progress	

Future planning				
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Activity 7	Provide school counsellor for ongoing student support	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>Student growth as measured through: NAPLAN relative growth, PAT testing suite and evidence based Teacher Judgements (Victorian Curriculum) show at least one year's growth for one year's learning over the life of the Strategic Plan.</p> <p>By the end of 2024 increase the percentage of positive endorsement in the SSS:</p> <p>Academic Emphasis from 33% (2023) to 65% or above Collective Efficacy from 41% (2023) to 65% or above Teacher Collaboration from 61% (2022) to 65% or above.</p> <p>Student voice and agency from 60% (2023) to 65% or above (2024) Self-regulation and goal setting from 64% (2023) to 65% or above Stimulated learning from 61% (2023) to 65% or above Motivation and interest from 62% (2023) to 65% or above</p> <p>By the end of 2024 decrease the percentage of students with 20 or more absence days</p> <p>Foundation-Year 6 from 49% (2023) to 30% (2024) Years 7-12 from 59% (2023) to 40% (2024)</p>
Has this 12-month target been met	Not Met
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

and values; high expectations; and a positive, safe and orderly learning environment	
Actions	To identify and enable actions that build the capacity of middle leaders to lead data informed teaching practices To embed evidence based literacy resources specifically across primary
Delivery of the annual actions for this KIS	
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> - resource and support the development of middle leaders by sourcing and providing professional development and resources - provide ongoing support to middle leaders to develop instructional leadership practices <p>Middle leaders will:</p> <ul style="list-style-type: none"> - participate in community of practice with a literacy focus - provide PL opportunities to all staff - lead PLC enquiry into differentiated learning, including the use of elastiks to identify learning gaps <p>Teachers will:</p> <ul style="list-style-type: none"> - improved staff data literacy through collaboration - record differentiated learning tasks - participate in and reflect on targeted peer to peer observations
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	<ul style="list-style-type: none"> - Collective Efficacy from 41% in 2023 - 60% in 2024 - Academic Emphasis f41% in 2023 - 60% in 2024 <p>Naplan data</p> <ul style="list-style-type: none"> - % of Students in Strong or Exceeding (Year 9) for Reading to increase from 505 - 60% 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
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Activity 4	Learning specialist to lead collaborative workshops to develop staff	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	-1%

	understanding and use of elastiks to perform gap reviews and plan targeted differentiated learning tasks	<input checked="" type="checkbox"/> Leadership team	to: Term 4	
Activity 5	Nominate literacy teachers to participate in Literacy Community of Practice	<input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy network teacher	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To improve student engagement, specifically targeting student attendance Student Representative Council to lead positive change across school to improve engagement			
Delivery of the annual actions for this KIS				
Outcomes	<p>Leadership will:</p> <ul style="list-style-type: none"> - Support staff to ensure there is consistency in the monitoring of at risk students and attendance - Provide support for wellbeing and engagement team to develop IEPs and to support staff to utilise the IEPs to inform teaching and learning - Target support to reengage chronic absentees - Target Koori engagement opportunities & clarify Koori attendance data - Provide school counsellor for student support <p>Middle Leaders will:</p> <ul style="list-style-type: none"> - Support Home Group teachers to follow-up with unexplained absences as per their role descriptions - Support staff to access and use student IEPs 			

	<ul style="list-style-type: none"> - Provide leadership opportunities for SRC representatives - Provide ongoing support to embed SWPBS practices <p>Teachers will:</p> <ul style="list-style-type: none"> - Follow up unexplained absences - Embed student and staff expectations - Utilise and embed the support services in place, namely the Tap In/Tap Out and Behaviour management Plan - Follow SWPBS processes
<p>Success indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Pivot survey data - PLC/faculty meeting minutes - Student SSGs - SWPBS data - Student <p>Late Indicators</p> <p>Student Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Student voice and agency from to 60 (2023) - 70% in 2024 <p>Staff Attitudes to School Survey data</p> <ul style="list-style-type: none"> - Collective Efficacy from 41% in 2023 - 60% in 2024 - Parents Attitudes to School Survey data <p>Attendance</p> <ul style="list-style-type: none"> - Decrease Koori Student Absences
<p>Commentary on progress</p>	
<p>Enablers</p>	
<p>Barriers</p>	
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Mentoring of Home Group teachers to understand their role in following up on student absence	<input checked="" type="checkbox"/> Homegroup teachers <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Wellbeing and engagement team to develop IEPs, supporting staff to utilise the IEPs to inform teaching and learning, specifically targeting at risk and NCCD students	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Provide SRC members external leadership training opportunities	<input checked="" type="checkbox"/> Student leadership coordinator <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 4	Liaise with KESOs and KEC to identify Koori engagement opportunities	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 5	Provide ongoing professional learning and mentoring in the use of internal support service, e.g. Tap In/Tap Out	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 6	Embed SWPBS reflection and monitoring into the Wellbeing and Engagement meeting schedule	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 7	Provide school counsellor for ongoing student support	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
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Future planning	
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Monitoring and Self-assessment - 2024

SEIL Feedback