

# Monitoring and assessment - 2023

Lalor Gardens Primary School (5532)



Submitted for review by Frazer Thomas (School Principal) on 30 January, 2023 at 12:40 PM

Endorsed by Losh Pillay (Senior Education Improvement Leader) on 02 February, 2023 at 02:40 PM

Endorsed by Crissie Hill (School Council President) on 22 February, 2023 at 10:49 AM

Term 2 Monitoring submitted by Karen Ter Haar (School Principal) on 17 July, 2023 at 04:22 PM

Term 4 Monitoring submitted by Frazer Thomas (School Principal) on 23 October, 2023 at 03:29 PM

# Monitoring and assessment - 2023

## Term 1 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Support for the 2023 Priorities as per below
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Tutor Learning Initiative (LIFT) - Literacy and Numeracy Ongoing English as an Additional Language Program. New EAL students targeted intake program New Numeracy Intervention Program in 3-6
Delivery of the annual actions for this KIS	
Outcomes	Students - Our English Language Learners will be able to integrate more readily into the mainstream school setting Students - Our 3-6 Students will have increased experience with number and algebra and improve in core identified areas Teachers - our classroom teachers will be better informed around the needs and next steps for their students.
Success indicators	F&P Data Teacher judgement data LIFT (Intervention) data EAL data Essential Assessment data
Enablers	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	EAL students to be in Intervention groups for Literacy. LIFT through TLI for specific students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Further embed SWPBS Classroom Systems practices at a whole school and classroom based level.</p> <p>Connecting with external wellbeing programs to target cohort specific needs.</p> <p>Continue supporting families to access external services.</p> <p>Continue to work with external supports to target the needs of our most vulnerable students.</p> <p>Investigate and explore Tier 2 strategies.</p> <p>Create SWPBS Rubric to include all aspects of the 7 key features of SWPBS and Classroom Systems.</p> <p>Incorporate peer observations as part of monitoring SWPBS Classroom Systems.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Clear Classroom Procedures and Routines within each class.</p> <p>Clear procedures and routines around the school.</p> <p>A decline in incidences of classroom behaviour on compass.</p> <p>An increase in ratio of positive to corrective feedback provided to students.</p> <p>Student participation in wellbeing programs.</p>			

	Regular SSG meetings including external services. Regular use of the SWPBS rubric to monitor practices			
Success indicators	Attitudes to School Survey results Compass data SAS (SWPBS self assessment survey) TFI (SWPBS tiered fidelity inventory)			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PL for staff. Signs in all areas of matrix,	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Goal 2	To optimise literacy and numeracy outcomes for all students.
12-month target 2.1 target	<p>By 2023 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 19% (average 2022 - 2024). Similar schools - 25%, State - 27%.</p> <p>By 2023 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 15% (average 2021 - 2024).</p> <p>By 2023 the % of students above benchmark growth in Numeracy to increase from 13 % (3-year average 2017-2019) to 16% (average 2021 - 2024).</p>

<b>12-month target 2.2 target</b>	<p>By 2023 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 21% (average 2021-2024).</p> <p>By 2023 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average 2017-2019) to 13% (average 2021-2024).</p> <p>By 2023 the %of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 15% (average 2021-2024).</p>
<b>12-month target 2.3 target</b>	<p>By 2023 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%.</p> <p>By 2023 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 67%</p>
<b>KIS 2.a</b> Building practice excellence	Build teacher capacity in data and assessment literacy to ensure that teaching and learning are responsive to students' points of need through Professional Learning Communities.
Actions	<p>Extended work using the data sets in our school to drive school improvement at the team level.</p> <p>Continued work with the Professional Learning Communities model.</p> <p>Middle level leaders taking on ownership of the PLC model and facilitating lessons.</p> <p>Continued work with PLC det coach Callum Shaw.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Successful cycles of inquiry across all areas of the school.</p> <p>Improved classroom practices, including consistent, high-level practice across classes in cohorts and across the whole school.</p> <p>Improved student outcomes</p> <p>High quality teaching and learning.</p>
Success indicators	<p>NAPLAN</p> <p>Literacy and Numeracy assessment data</p> <p>Teacher judgement data.</p> <p>PLC Inquiry Cycle Minutes</p> <p>Classroom observations</p>
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
<b>KIS 2.b</b> Building leadership teams	To develop the capacity of middle-level leaders to lead change and learning.			
Actions	Professional Learning in Leadership (in house and through the Academy) Common time to work together on whole school targets Inclusion in leadership decision making and planning for school improvement Delivery of professional learning to staff (to build their profile in the school)			
Delivery of the annual actions for this KIS				
Outcomes	Increased delegation of leadership responsibilities and capacity across all leadership in the school. Increased knowledge in Literacy, Numeracy and Engagement in the school. Increased perception of staff seeing the leaders as experts/go - to people in the school.			
Success indicators	360 Degree survey Leadership domain in staff opinion survey. Literacy and numeracy Data sets Planning documentation			

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	New roles for LS. Glen Pearsall PL Timetabled meetings with Prin team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
<b>KIS 2.c</b> Building practice excellence	To develop a whole school approach to student goal-setting and feedback.			
Actions	Literacy PL Numeracy PL Staff PL in goal setting and feedback Learning Specialist coaching model Reading Conferencing Seesaw individual goals IEPs for all at risk and advanced students. Increasing student voice and agency through team planning.			
Delivery of the annual actions for this KIS				
Outcomes	Reading conferencing added to classroom practice across P-6 Staff and students will begin to work collectively to identify reading goals.			

	Seesaw introduced as a tool to monitor student goals and achievements. Student Led Conferences introduced to enable student goal setting and feedback. Begin to seek student voice prior to planning days.			
Success indicators	Reading conferencing documentation (professional learning sessions, area team planning, PLC meetings, resources) Seesaw usage data Reading wall data Attitudes to School data			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Reading Conferencing PL throughout the year.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

<b>Goal 3</b>	To increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community.
<b>12-month target 3.1 target</b>	By 2023 to reduce the % of students with 20 or more absence days from 45% (2022) to 35%
<b>12-month target 3.2 target</b>	By 2023 to sustain the parent participation rate to the Parent Opinion survey at 38% (2022)



<b>12-month target 3.3 target</b>	By 2023 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 63%.
<b>KIS 3.a</b> Parents and carers as partners	Strengthen parent engagement in learning.
Actions	<p>3.1 - Investing in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data. Regular communication with parents around attendance through letters, tracking by class teacher and Office.</p> <p>3.2 - Communication through Newsletter, Seesaw and Compass for Parent Opinion survey. Be more explicit to utilise the translation function to continue to support parents.</p> <p>3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>3.1 - Consistency in tracking attendance data across the school More knowledge of what is happening in the school from parents.</p> <p>3.2 - Tracking of parent engagement with Newsletter, Seesaw. Parents to understand their importance in the school community and engage with the school.</p> <p>3.3 - Parents become familiar and regular with attendance at events.</p>
Success indicators	<p>3.1 - Student absence data improves, evidenced in increased attendance to school. Panorama data, school survey data.</p> <p>3.2 - Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data.</p> <p>3.3 - Connectedness data to improve throughout all survey data.</p>
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Compass Kiosk purchased. Continued streamlined communication through schools communication platforms.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Administration team	from: Term 1 to: Term 4	-1%
<b>KIS 3.b</b> Health and wellbeing	Increase student attendance.			
Actions	Student leaders to be part of preparing for Breakfast club Monitoring attendance and addressing high absenteeism (unexplained absences). Improved tracking of absenteeism (logging accuracy and process). Positive promotion of high attendance. Eg, year level competitions Increased student engagement during school time. Seek student feedback and input into strategies to promote Sign out process to increase accountability of parents for early leavers. Clarifying process for attendance with our parent community.			
Delivery of the annual actions for this KIS				
Outcomes	Increased attendance rates Increased engagement in learning Sustained continuity of learning Decrease in unexplained absences			
Success indicators	Compass attendance data Attitudes to School data Reinforcing importance of attendance across the school.			
Enablers				
Barriers				

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Compass Kiosk Newsletter communication SSG meetings	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
<b>KIS 3.c</b> Building communities	Establish LGPS as the centre of the community.			
Actions	<p>3.1 - Investing in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data. Regular communication with parents around attendance through letters, tracking by class teacher and Office.</p> <p>3.2 - Communication through Newsletter, Seesaw and Compass for Parent Opinion survey. Be more explicit to utilise the translation function to continue to support parents.</p> <p>3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</p> <p>3.4 -Establish a playgroup and become a hub for the community.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>3.1 - Consistency in tracking attendance data across the school More knowledge of what is happening in the school from parents.</p> <p>3.2 - Tracking of parent engagement with Newsletter, Seesaw. Parents to understand their importance in the school community and engage with the school.</p> <p>3.3 - Parents become familiar and regular with attendance at events.</p> <p>3.4 - More family connection in the community with the school and with other families.</p>			

Success indicators	3.1 - Student absence data improves, evidenced in increased attendance to school. Panorama data, school survey data. 3.2 - Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data. 3.3 - Connectedness data to improve throughout all survey data. 3.4 - Establish the playgroup and have increased number of families engaging with the playgroup throughout the year.			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Advertise showcase events and family events.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

<b>Goal 4</b>	To optimise the engagement and wellbeing of all students.
<b>12-month target 4.1 target</b>	By 2025 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 70%.
<b>12-month target 4.2 target</b>	By 2023 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2022) by 2%.
<b>KIS 4.a</b> Health and wellbeing	Develop, document and embed practices for a school-wide approach to wellbeing.

Actions	Tier 2 SWPBS training Higher engagement with external programs Professional learning Learning Specialist in Engagement Improving Compass data fields and chronical Continuing the Garden of Excellence ticket process Refine compass field to more clearly track Tiers of behaviour. Introduce Wellbeing Specialist program			
Delivery of the annual actions for this KIS				
Outcomes	Reduction in Tier 1 & 2 behaviours Documentation of process Availability of video modelling of behaviours Higher levels of engagement within the classroom Reduction in incidences in the yard Development of staff capacity in encouraging expecting behaviours and discouraging inappropriate behaviours			
Success indicators	Compass data SAS/TFI (SWPBS data) ATSS			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	Wellbeing specialist subject. LS engagement role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%
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# Monitoring and assessment - 2023

## Mid-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Support for the 2023 Priorities as per below
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Tutor Learning Initiative (LIFT) - Literacy and Numeracy Ongoing English as an Additional Language Program. New EAL students targeted intake program New Numeracy Intervention Program in 3-6
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Students - Our English Language Learners will be able to integrate more readily into the mainstream school setting Students - Our 3-6 Students will have increased experience with number and algebra and improve in core identified areas Teachers - our classroom teachers will be better informed around the needs and next steps for their students.
Success indicators	F&P Data Teacher judgement data LIFT (Intervention) data EAL data Essential Assessment data
Enablers	<input checked="" type="checkbox"/> Sufficient budget

<ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</li> <li>✓ Key improvement strategies are able to be implemented</li> <li>✓ School review has refocussed directions for the school</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Workforce constraints i.e., change in leadership, understaffed, staff absence</li> <li>✓ Time constraints i.e., not enough time allocated</li> <li>✓ Key improvement strategies' focus too broad / too ambitious</li> <li>✓ Budget constraints</li> <li>✓ Change in priorities of the school i.e., school review identified new directions</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>We have been able to successfully implement our EAL program this year. We have developed the program and invested in training for the staff member running the program. We have allocated a budget towards resourcing EAL. We have employed a staff member to specifically run EAL and have a dedicated space for this program.</p> <p>We have also employed a staff member to run Numeracy intervention, however we have been unable to implement the program due to our obligation to facilitate Time in Lieu for staff. Numeracy Focus in current PLC cycle.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> </ul>	<ul style="list-style-type: none"> <li>-Numeracy Intervention - spend time on the numeracy data to better understand the needs of our students and what area of numeracy we will address both in class and in intervention. Embedding opportunities for rich discussion around the needs of our students through PLC, collaboration and assessment analysis.</li> <li>-Review the budget, to see if there are other means for covering TIL that do not effect the Numeracy Intervention program.</li> <li>- Investigate access to free tools that are targeted and trusted such as MyNumeracy (on Essential Assessment) and Khan Academy</li> </ul>



<ul style="list-style-type: none"> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Kids -Developing a key focus area and cohort specific need for the program e.g. 3 digit place value in year 3/4.</p> <p>EAL - develop capacity in whole school understanding of students on the EAL pathways and how to address their needs within the classroom and within intervention. EAL - develop intensive program for early/new arrivals EAL - connecting the program to the classroom</p>			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	EAL students to be in Intervention groups for Literacy. LIFT through TLI for specific students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Further embed SWPBS Classroom Systems practices at a whole school and classroom based level. Connecting with external wellbeing programs to target cohort specific needs. Continue supporting families to access external services. Continue to work with external supports to target the needs of our most vulnerable students. Investigate and explore Tier 2 strategies. Create SWPBS Rubric to include all aspects of the 7 key features of SWPBS and Classroom Systems. Incorporate peer observations as part of monitoring SWPBS Classroom Systems.</p>			
Delivery of the annual actions for this KIS	Completed			

<p>Outcomes</p>	<p>Clear Classroom Procedures and Routines within each class.  Clear procedures and routines around the school.  A decline in incidences of classroom behaviour on compass.  An increase in ratio of positive to corrective feedback provided to students.  Student participation in wellbeing programs.  Regular SSG meetings including external services.  Regular use of the SWPBS rubric to monitor practices</p>
<p>Success indicators</p>	<p>Attitudes to School Survey results  Compass data  SAS (SWPBS self assessment survey)  TFI (SWPBS tiered fidelity inventory)</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</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"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> <li><input checked="" type="checkbox"/> School review has refocussed directions for the school</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> <li><input checked="" type="checkbox"/> Workforce stability and effective change management practices</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</li> <li><input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence</li> <li><input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success</i></li> </ul>	<ul style="list-style-type: none"> <li>- These wellbeing programs have been accessed to support our students wellbeing needs (NED, Foundation House, Kids helpline, Kids First)</li> <li>- We are engaging with services for our Tier 3 students (Care Team Meetings)</li> </ul>

<p><i>indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>	<ul style="list-style-type: none"> <li>- Catering for external support services to be held within school</li> <li>- Services are being shared with families via Compass and on an individual bases (eg. Orange Door,</li> <li>- Made updates to our Managing Problem Behaviour chart to reflect current climate</li> <li>- Changes to compass to allow for more detailed data to be collected and utilised to drive proactive strategies.</li> <li>- Created CICO template to target Tier 2 and 3 behaviours/needs.</li> <li>- Middle Leaders have completed Tier 2 training.</li> </ul>			
<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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Further embed SWPBS Classroom Systems practices at a whole school and classroom based level.</p> <p>Create SWPBS Rubric to include all aspects of the 7 key features of SWPBS and Classroom Systems.</p> <p>Incorporate peer observations as part of monitoring SWPBS Classroom Systems.</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>PL for staff. Signs in all areas of matrix,</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> All staff</li> </ul>	<p>from: Term 1</p>	<p>75%</p>

		<input checked="" type="checkbox"/> Principal	to: Term 4	
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<b>Goal 2</b>	To optimise literacy and numeracy outcomes for all students.
<b>12-month target 2.1 target</b>	By 2023 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 19% (average 2022 - 2024). Similar schools - 25%, State - 27%. By 2023 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 15% (average 2021 - 2024). By 2023 the % of students above benchmark growth in Numeracy to increase from 13 % (3-year average 2017-2019) to 16% (average 2021 - 2024).
<b>12-month target 2.2 target</b>	By 2023 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 21% (average 2021-2024). By 2023 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average 2017-2019) to 13% (average 2021-2024). By 2023 the %of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 15% (average 2021-2024).
<b>12-month target 2.3 target</b>	By 2023 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%. By 2023 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 67%
<b>KIS 2.a</b> Building practice excellence	Build teacher capacity in data and assessment literacy to ensure that teaching and learning are responsive to students' points of need through Professional Learning Communities.
Actions	Extended work using the data sets in our school to drive school improvement at the team level. Continued work with the Professional Learning Communities model. Middle level leaders taking on ownership of the PLC model and facilitating lessons. Continued work with PLC det coach Callum Shaw.
Delivery of the annual actions for this KIS	<b>Partially Completed</b>

<p>Outcomes</p>	<p>Successful cycles of inquiry across all areas of the school. Improved classroom practices, including consistent, high-level practice across classes in cohorts and across the whole school. Improved student outcomes High quality teaching and learning.</p>
<p>Success indicators</p>	<p>NAPLAN Literacy and Numeracy assessment data Teacher judgement data. PLC Inquiry Cycle Minutes Classroom observations</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</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"/> School review has refocussed directions for the school</li> <li><input checked="" type="checkbox"/> Staff capability and consistency of practice</li> <li><input checked="" type="checkbox"/> Workforce stability and effective change management practices</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence</li> <li><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</li> <li><input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned</i></li> </ul>	<ul style="list-style-type: none"> <li>- Time constraints - it would be ideal to be able to do more deep work on data analysis and assessment practices.</li> <li>- PLC - middle level leaders have been successful in working together to continue PLC this year.</li> <li>- Having a dedicated meeting time for PLC leaders has helped for support and consistent practice,</li> </ul>

<p><i>outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
<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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<ul style="list-style-type: none"> <li>- Investigate network schools with PLC in place to visit/observe e.g. Harvest Home, Findon</li> <li>- Investigate tools or other methods of collecting and analysing data.</li> <li>- Literacy data is not referred to as much as literacy data.</li> <li>- Revisit assessment as of and for.</li> </ul>			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> All staff</li> <li><input checked="" type="checkbox"/> PLC leaders</li> <li><input checked="" type="checkbox"/> Principal</li> </ul>	<p>from: Term 1 to: Term 4</p>	<p>50%</p>
<p><b>KIS 2.b</b></p>		<p>To develop the capacity of middle-level leaders to lead change and learning.</p>		

Building leadership teams	
Actions	Professional Learning in Leadership (in house and through the Academy) Common time to work together on whole school targets Inclusion in leadership decision making and planning for school improvement Delivery of professional learning to staff (to build their profile in the school)
Delivery of the annual actions for this KIS	Completed
Outcomes	Increased delegation of leadership responsibilities and capacity across all leadership in the school. Increased knowledge in Literacy, Numeracy and Engagement in the school. Increased perception of staff seeing the leaders as experts/go - to people in the school.
Success indicators	360 Degree survey Leadership domain in staff opinion survey. Literacy and numeracy Data sets Planning documentation
Enablers • What enablers are supporting the delivery of this KIS?	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice
Barriers • What barriers are impeding the delivery of this KIS?	<input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence
Commentary on progress	Regular extended leadership meetings for 1 session per week. All leaders (LS/AP/Prin) works on AIP

<ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>All leaders (LS/AP/Prin) accesses Panorama.          LS across all teams planning and has led on this throughout Term 1.          LS worked with Alison Greene around goals and Action Plans.          Prin team working with Chris Egan on staff wellbeing (PERMAH).          LS are leading PLC across their teams.</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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>LS to start working on coaching and modelling throughout the school.          Continue to use data from Panorama when meeting with teams to drive areas of development in Lit/Num and attendance/engagement.          Team Leaders to track and discuss with their teams CICO system.</p>			
<p>OPTIONAL: Upload evidence</p>				
<p><b>Activities</b></p>	<p><b>Activity</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	<p><b>Percentage complete</b></p>



Activity 1	New roles for LS. Glen Pearsall PL Timetabled meetings with Prin team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%
<b>KIS 2.c</b> Building practice excellence	To develop a whole school approach to student goal-setting and feedback.			
Actions	Literacy PL Numeracy PL Staff PL in goal setting and feedback Learning Specialist coaching model Reading Conferencing Seesaw individual goals IEPs for all at risk and advanced students. Increasing student voice and agency through team planning.			
Delivery of the annual actions for this KIS	Not Completed			
Outcomes	Reading conferencing added to classroom practice across P-6 Staff and students will begin to work collectively to identify reading goals. Seesaw introduced as a tool to monitor student goals and achievements. Student Led Conferences introduced to enable student goal setting and feedback. Begin to seek student voice prior to planning days.			
Success indicators	Reading conferencing documentation (professional learning sessions, area team planning, PLC meetings, resources) Seesaw usage data Reading wall data Attitudes to School data			
Enablers	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)			

<ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Sufficient time allocated</li> <li>✓ School review has refocussed directions for the school</li> <li>✓ Workforce stability and effective change management practices</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Time constraints i.e., not enough time allocated</li> <li>✓ Key improvement strategies' focus too broad / too ambitious</li> <li>✓ Change in priorities of the school i.e., school review identified new directions</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>Disruptions and other factors have impacted the drive in areas such as NAPLAN change. There has been daily management things that have impacted driving these actions forward. Evidence - Attitude to school data, limited reading conferencing across the school, PL has been focussed around wellbeing/management.</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>Goal setting templates for seesaw. Focussed PL sessions in the meeting schedule. Remind about expectation on Reading Conferencing (walkthroughs and coaching, following on from Glen Pearsall PL record conferencing sessions). Student attitude to school survey data follow up (student voice).</p>

<ul style="list-style-type: none"> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	Reviewing coaching roll out TT for Sem 2. Student voice for inquiry and bring to collab planning.			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Reading Conferencing PL throughout the year.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%

<b>Goal 3</b>	To increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community.
<b>12-month target 3.1 target</b>	By 2023 to reduce the % of students with 20 or more absence days from 45% (2022) to 35%
<b>12-month target 3.2 target</b>	By 2023 to sustain the parent participation rate to the Parent Opinion survey at 38% (2022)
<b>12-month target 3.3 target</b>	By 2023 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 63%.
<b>KIS 3.a</b> Parents and carers as partners	Strengthen parent engagement in learning.
Actions	3.1 - Investing in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data. Regular communication with parents around attendance through letters, tracking by class teacher and Office. 3.2 - Communication through Newsletter, Seesaw and Compass for Parent Opinion survey.

	<p>Be more explicit to utilise the translation function to continue to support parents.</p> <p>3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>3.1 - Consistency in tracking attendance data across the school More knowledge of what is happening in the school from parents.</p> <p>3.2 - Tracking of parent engagement with Newsletter, Seesaw. Parents to understand their importance in the school community and engage with the school.</p> <p>3.3 - Parents become familiar and regular with attendance at events.</p>
Success indicators	<p>3.1 - Student absence data improves, evidenced in increased attendance to school. Panorama data, school survey data.</p> <p>3.2 - Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data.</p> <p>3.3 - Connectedness data to improve throughout all survey data.</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>What enablers are supporting the delivery of this KIS?</li> </ul>	<p><input checked="" type="checkbox"/> Sufficient budget</p> <p><input checked="" type="checkbox"/> School review has refocussed directions for the school</p> <p><input checked="" type="checkbox"/> Other</p> <p>Schools opening up again to the Community.</p>
<p>Barriers</p> <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul>	<p><input checked="" type="checkbox"/> Other</p> <p>Communication that works for the diverse community needs. Attendance - lots of extended family holidays.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li><i>Drawing on the relevant success indicators identified</i></li> </ul>	<p>We have invested in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data.</p> <p>We have regular communication with parents around attendance through letters, tracking by class teacher and Office.</p> <p>We have increased our Communication through Newsletter, Seesaw and Compass for Parent Opinion survey.</p> <p>Be more explicit to utilise the translation function to continue to support parents via Seesaw, we provided translators were</p>

<p><i>above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>	<p>appropriate for parents. Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>More parent involvement at the school level for special days. Parent Helpers course Continue parent involvement in assisting with Mothers and Fathers Day Stalls.</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
Activity 1	Compass Kiosk purchased. Continued streamlined communication through schools communication platforms.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Administration team	from: Term 1 to: Term 4	75%

<b>KIS 3.b</b> Health and wellbeing	Increase student attendance.
Actions	<p>Student leaders to be part of preparing for Breakfast club</p> <p>Monitoring attendance and addressing high absenteeism (unexplained absences).</p> <p>Improved tracking of absenteeism (logging accuracy and process).</p> <p>Positive promotion of high attendance. Eg, year level competitions</p> <p>Increased student engagement during school time.</p> <p>Seek student feedback and input into strategies to promote</p> <p>Sign out process to increase accountability of parents for early leavers.</p> <p>Clarifying process for attendance with our parent community.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Increased attendance rates</p> <p>Increased engagement in learning</p> <p>Sustained continuity of learning</p> <p>Decrease in unexplained absences</p>
Success indicators	<p>Compass attendance data</p> <p>Attitudes to School data</p> <p>Reinforcing importance of attendance across the school.</p>
Enablers <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Key improvement strategies are able to be implemented</li> <li><input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> <li><input checked="" type="checkbox"/> School review has refocussed directions for the school</li> <li><input checked="" type="checkbox"/> Staff capability and consistency of practice</li> </ul>
Barriers	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Unable to access support</li> <li><input checked="" type="checkbox"/> Other</li> </ul>

<ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<p>Parents choosing to keep their children home/holidays etc</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>Breakfast Club is staffed everyday.          Termly letters to parents to address high absences.          Unexplained absence notices are going home to families fortnightly.          Sharing panorama absence data with teams.          Whole School Focus on Attendance using HERO (Here, Everyday, Reading, On Time)          Positive Acknowledgment system for attendance at a class level(tickets) and cohort level (icypole/hot chocolate)          Kiosk assisting with correct documentation of early leavers/late arrivals. Sign out process to increase accountability of parents for early leavers.          Increased student engagement during school time by development of engaging learning through collaboration time, special events, camps, dress up days.          School captains and JSC consulted about attendance. Students decided on hot chocolate as a reward for high attendance.          Newsletter each week encourages high attendance.</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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Student leaders to be part of preparing for Breakfast club          Improved tracking of absenteeism (logging accuracy and process).          Increased student engagement during school time.          Seek student feedback and input into strategies to promote attendance          Clarifying process for attendance with our parent community.</p>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Compass Kiosk Newsletter communication SSG meetings	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	75%
<b>KIS 3.c</b> Building communities	Establish LGPS as the centre of the community.			
Actions	<p>3.1 - Investing in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data. Regular communication with parents around attendance through letters, tracking by class teacher and Office.</p> <p>3.2 - Communication through Newsletter, Seesaw and Compass for Parent Opinion survey. Be more explicit to utilise the translation function to continue to support parents.</p> <p>3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</p> <p>3.4 -Establish a playgroup and become a hub for the community.</p>			
Delivery of the annual actions for this KIS	Completed			
Outcomes	<p>3.1 - Consistency in tracking attendance data across the school More knowledge of what is happening in the school from parents.</p> <p>3.2 - Tracking of parent engagement with Newsletter, Seesaw. Parents to understand their importance in the school community and engage with the school.</p> <p>3.3 - Parents become familiar and regular with attendance at events.</p> <p>3.4 - More family connection in the community with the school and with other families.</p>			
Success indicators	<p>3.1 - Student absence data improves, evidenced in increased attendance to school. Panorama data, school survey data.</p> <p>3.2 - Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data.</p>			



	<p>3.3 - Connectedness data to improve throughout all survey data.</p> <p>3.4 - Establish the playgroup and have increased number of families engaging with the playgroup throughout the year.</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> School review has refocussed directions for the school</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence</li> <li><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</li> <li><input checked="" type="checkbox"/> Other</li> </ul> <p>Parent readiness to engage with special events, in class activities</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>3.1 - Purchased and is up and running, attendance data is more accurate and lates/early leavers are consistently tracked now.</p> <p>3.2 - Communication to parents and community is regular and consistent across our platforms.</p> <p>3.3 - Engagement in events that have occurred have been positive, more coming up in T3.</p> <p>3.4 - Attempted but lack of attendance resulted in not running.</p>

Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team. 3.4 -Establish a playgroup and become a hub for the community - will try again in Semester 2.			
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Advertise showcase events and family events.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%

<b>Goal 4</b>	To optimise the engagement and wellbeing of all students.
<b>12-month target 4.1 target</b>	By 2025 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 70%.
<b>12-month target 4.2 target</b>	By 2023 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2022) by 2%.
<b>KIS 4.a</b> Health and wellbeing	Develop, document and embed practices for a school-wide approach to wellbeing.

<p>Actions</p>	<p>Tier 2 SWPBS training  Higher engagement with external programs  Professional learning  Learning Specialist in Engagement  Improving Compass data fields and chronical  Continuing the Garden of Excellence ticket process  Refine compass field to more clearly track Tiers of behaviour.  Introduce Wellbeing Specialist program</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Outcomes</p>	<p>Reduction in Tier 1 &amp; 2 behaviours  Documentation of process  Availability of video modelling of behaviours  Higher levels of engagement within the classroom  Reduction in incidences in the yard  Development of staff capacity in encouraging expecting behaviours and discouraging inappropriate behaviours</p>
<p>Success indicators</p>	<p>Compass data  SAS/TFI (SWPBS data)  ATSS</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <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"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> <li><input checked="" type="checkbox"/> School review has refocussed directions for the school</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><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</li> <li><input checked="" type="checkbox"/> Budget constraints</li> <li><input checked="" type="checkbox"/> Unable to access support</li> </ul>

<ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>Tier 2 SWPBS training completed by SWPBS team.  Camps, All About Safety 3-6, water safety (1-4), science incursions (Higher engagement with external programs)  Professional learning around CICO with whole staff.  Glen Pearsal PL for all staff around lowest level intervention, behaviour management/engagement strategies.  Permah Survey/ Chris Egen work on Staff Wellbeing  Learning Specialist in Engagement, working with 5/6 staff to embed Glen Pearsal strategies.  Improving Compass data fields and chrontical  Continuing the Garden of Excellence ticket process  Refine compass field to more clearly track Tiers of behaviour.  Introduce Wellbeing Specialist program</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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Update Wellbeing Scope and Sequence  Continue embedding wellbeing strategies  Monitoring our systems eg)BSEM, SWPBS (Classroom Systems)  Use data to drive Wellbeing lessons/focus at the classroom level</p>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Wellbeing specialist subject. LS engagement role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	50%

# Monitoring and assessment - 2023

## Term 3 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Support for the 2023 Priorities as per below
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Tutor Learning Initiative (LIFT) - Literacy and Numeracy Ongoing English as an Additional Language Program. New EAL students targeted intake program New Numeracy Intervention Program in 3-6
Delivery of the annual actions for this KIS	<b>Partially Completed</b>
Outcomes	Students - Our English Language Learners will be able to integrate more readily into the mainstream school setting Students - Our 3-6 Students will have increased experience with number and algebra and improve in core identified areas Teachers - our classroom teachers will be better informed around the needs and next steps for their students.
Success indicators	F&P Data Teacher judgement data LIFT (Intervention) data EAL data Essential Assessment data
Enablers	

<ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
<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>	

<ul style="list-style-type: none"> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	EAL students to be in Intervention groups for Literacy. LIFT through TLI for specific students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Further embed SWPBS Classroom Systems practices at a whole school and classroom based level. Connecting with external wellbeing programs to target cohort specific needs. Continue supporting families to access external services. Continue to work with external supports to target the needs of our most vulnerable students. Investigate and explore Tier 2 strategies. Create SWPBS Rubric to include all aspects of the 7 key features of SWPBS and Classroom Systems. Incorporate peer observations as part of monitoring SWPBS Classroom Systems.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Clear Classroom Procedures and Routines within each class. Clear procedures and routines around the school. A decline in incidences of classroom behaviour on compass.			



	<p>An increase in ratio of positive to corrective feedback provided to students.  Student participation in wellbeing programs.  Regular SSG meetings including external services.  Regular use of the SWPBS rubric to monitor practices</p>
Success indicators	<p>Attitudes to School Survey results  Compass data  SAS (SWPBS self assessment survey)  TFI (SWPBS tiered fidelity inventory)</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
<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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PL for staff. Signs in all areas of matrix,	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%

Goal 2	To optimise literacy and numeracy outcomes for all students.
12-month target 2.1 target	By 2023 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 19% (average 2022 - 2024). Similar schools - 25%, State - 27%. By 2023 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 15% (average

	2021 - 2024). By 2023 the % of students above benchmark growth in Numeracy to increase from 13 % (3-year average 2017-2019) to 16% (average 2021 - 2024).
<b>12-month target 2.2 target</b>	By 2023 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 21% (average 2021-2024). By 2023 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average 2017-2019) to 13% (average 2021-2024). By 2023 the %of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 15% (average 2021-2024).
<b>12-month target 2.3 target</b>	By 2023 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%. By 2023 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 67%
<b>KIS 2.a</b> Building practice excellence	Build teacher capacity in data and assessment literacy to ensure that teaching and learning are responsive to students' points of need through Professional Learning Communities.
Actions	Extended work using the data sets in our school to drive school improvement at the team level. Continued work with the Professional Learning Communities model. Middle level leaders taking on ownership of the PLC model and facilitating lessons. Continued work with PLC det coach Callum Shaw.
Delivery of the annual actions for this KIS	<b>Partially Completed</b>
Outcomes	Successful cycles of inquiry across all areas of the school. Improved classroom practices, including consistent, high-level practice across classes in cohorts and across the whole school. Improved student outcomes High quality teaching and learning.
Success indicators	NAPLAN Literacy and Numeracy assessment data Teacher judgement data. PLC Inquiry Cycle Minutes Classroom observations

<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
<b>KIS 2.b</b> Building leadership teams	To develop the capacity of middle-level leaders to lead change and learning.			
Actions	Professional Learning in Leadership (in house and through the Academy) Common time to work together on whole school targets Inclusion in leadership decision making and planning for school improvement Delivery of professional learning to staff (to build their profile in the school)			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Increased delegation of leadership responsibilities and capacity across all leadership in the school. Increased knowledge in Literacy, Numeracy and Engagement in the school.			

	Increased perception of staff seeing the leaders as experts/go - to people in the school.
Success indicators	360 Degree survey Leadership domain in staff opinion survey. Literacy and numeracy Data sets Planning documentation
Enablers <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
Barriers <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
Commentary on progress <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	New roles for LS. Glen Pearsall PL Timetabled meetings with Prin team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%
<b>KIS 2.c</b> Building practice excellence	To develop a whole school approach to student goal-setting and feedback.			
Actions	Literacy PL Numeracy PL Staff PL in goal setting and feedback			

	<p>Learning Specialist coaching model  Reading Conferencing  Seesaw individual goals  IEPs for all at risk and advanced students.  Increasing student voice and agency through team planning.</p>
Delivery of the annual actions for this KIS	Not Completed
Outcomes	<p>Reading conferencing added to classroom practice across P-6  Staff and students will begin to work collectively to identify reading goals.  Seesaw introduced as a tool to monitor student goals and achievements.  Student Led Conferences introduced to enable student goal setting and feedback.  Begin to seek student voice prior to planning days.</p>
Success indicators	<p>Reading conferencing documentation (professional learning sessions, area team planning, PLC meetings, resources)  Seesaw usage data  Reading wall data  Attitudes to School data</p>
Enablers <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
Barriers <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	



<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>				
<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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
<p>OPTIONAL: Upload evidence</p>				
<p><b>Activities</b></p>	<p><b>Activity</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	<p><b>Percentage complete</b></p>

Activity 1	Reading Conferencing PL throughout the year.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
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<b>Goal 3</b>	To increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community.			
<b>12-month target 3.1 target</b>	By 2023 to reduce the % of students with 20 or more absence days from 45% (2022) to 35%			
<b>12-month target 3.2 target</b>	By 2023 to sustain the parent participation rate to the Parent Opinion survey at 38% (2022)			
<b>12-month target 3.3 target</b>	By 2023 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 63%.			
<b>KIS 3.a</b> Parents and carers as partners	Strengthen parent engagement in learning.			
Actions	<p>3.1 - Investing in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data. Regular communication with parents around attendance through letters, tracking by class teacher and Office.</p> <p>3.2 - Communication through Newsletter, Seesaw and Compass for Parent Opinion survey. Be more explicit to utilise the translation function to continue to support parents.</p> <p>3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</p>			
Delivery of the annual actions for this KIS	Completed			
Outcomes	<p>3.1 - Consistency in tracking attendance data across the school More knowledge of what is happening in the school from parents.</p> <p>3.2 - Tracking of parent engagement with Newsletter, Seesaw. Parents to understand their importance in the school community and engage with the school.</p> <p>3.3 - Parents become familiar and regular with attendance at events.</p>			

Success indicators	<p>3.1 - Student absence data improves, evidenced in increased attendance to school. Panorama data, school survey data.</p> <p>3.2 - Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data.</p> <p>3.3 - Connectedness data to improve throughout all survey data.</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
Future planning	

<ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Compass Kiosk purchased. Continued streamlined communication through schools communication platforms.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Administration team	from: Term 1 to: Term 4	75%
<b>KIS 3.b</b> Health and wellbeing	Increase student attendance.			
Actions	Student leaders to be part of preparing for Breakfast club Monitoring attendance and addressing high absenteeism (unexplained absences). Improved tracking of absenteeism (logging accuracy and process). Positive promotion of high attendance. Eg, year level competitions Increased student engagement during school time. Seek student feedback and input into strategies to promote Sign out process to increase accountability of parents for early leavers. Clarifying process for attendance with our parent community.			

Delivery of the annual actions for this KIS	Completed
Outcomes	Increased attendance rates Increased engagement in learning Sustained continuity of learning Decrease in unexplained absences
Success indicators	Compass attendance data Attitudes to School data Reinforcing importance of attendance across the school.
Enablers <ul style="list-style-type: none"> <li>What enablers are supporting the delivery of this KIS?</li> </ul>	
Barriers <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul>	
Commentary on progress <ul style="list-style-type: none"> <li><i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour</i></li> </ul>	

<p><i>/ practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
<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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Compass Kiosk Newsletter communication SSG meetings</p>	<p><input checked="" type="checkbox"/> Leadership team</p>	<p>from: Term 1 to: Term 4</p>	<p>75%</p>
<p><b>KIS 3.c</b> Building communities</p>	<p>Establish LGPS as the centre of the community.</p>			

<p>Actions</p>	<p>3.1 - Investing in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data. Regular communication with parents around attendance through letters, tracking by class teacher and Office. 3.2 - Communication through Newsletter, Seesaw and Compass for Parent Opinion survey. Be more explicit to utilise the translation function to continue to support parents. 3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team. 3.4 -Establish a playgroup and become a hub for the community.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>3.1 - Consistency in tracking attendance data across the school More knowledge of what is happening in the school from parents. 3.2 - Tracking of parent engagement with Newsletter, Seesaw. Parents to understand their importance in the school community and engage with the school. 3.3 - Parents become familiar and regular with attendance at events. 3.4 - More family connection in the community with the school and with other families.</p>
<p>Success indicators</p>	<p>3.1 - Student absence data improves, evidenced in increased attendance to school. Panorama data, school survey data. 3.2 - Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data. 3.3 - Connectedness data to improve throughout all survey data. 3.4 - Establish the playgroup and have increased number of families engaging with the playgroup throughout the year.</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	

<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
<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> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	
<p>OPTIONAL: Upload evidence</p>	



Activities	Activity	Who	When	Percentage complete
Activity 1	Advertise showcase events and family events.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%

<b>Goal 4</b>	To optimise the engagement and wellbeing of all students.
<b>12-month target 4.1 target</b>	By 2025 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 70%.
<b>12-month target 4.2 target</b>	By 2023 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2022) by 2%.
<b>KIS 4.a</b> Health and wellbeing	Develop, document and embed practices for a school-wide approach to wellbeing.
Actions	Tier 2 SWPBS training Higher engagement with external programs Professional learning Learning Specialist in Engagement Improving Compass data fields and chronical Continuing the Garden of Excellence ticket process Refine compass field to more clearly track Tiers of behaviour. Introduce Wellbeing Specialist program
Delivery of the annual actions for this KIS	Completed
Outcomes	Reduction in Tier 1 & 2 behaviours Documentation of process Availability of video modelling of behaviours Higher levels of engagement within the classroom

	<p>Reduction in incidences in the yard</p> <p>Development of staff capacity in encouraging expecting behaviours and discouraging inappropriate behaviours</p>
Success indicators	<p>Compass data</p> <p>SAS/TFI (SWPBS data)</p> <p>ATSS</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	

Future planning <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Wellbeing specialist subject. LS engagement role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	50%

# Monitoring and assessment - 2023

## End-of-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Support for the 2023 Priorities as per below
<b>Has this 12-month target been met</b>	Met
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Tutor Learning Initiative (LIFT) - Literacy and Numeracy Ongoing English as an Additional Language Program. New EAL students targeted intake program New Numeracy Intervention Program in 3-6
<b>Delivery of the annual actions for this KIS</b>	<b>Completed</b>
<b>Outcomes</b>	Students - Our English Language Learners will be able to integrate more readily into the mainstream school setting Students - Our 3-6 Students will have increased experience with number and algebra and improve in core identified areas Teachers - our classroom teachers will be better informed around the needs and next steps for their students.
<b>Success indicators</b>	F&P Data Teacher judgement data LIFT (Intervention) data EAL data Essential Assessment data

<p>Reflection on progress</p>	<p>We have been able to successfully implement our EAL program this year. We have developed the program and invested in training for the staff member running the program. We have allocated a budget towards resourcing EAL. We have employed a staff member to specifically run EAL and have a dedicated space for this program.</p> <p>We have also employed a staff member to run Numeracy intervention, and have been able to implement whole cohort numeracy focus days in Term 4, targeting key life skills maths. Numeracy Focus in previous and current PLC cycle, currently focusing on Rich Tasks.</p> <p>-Numeracy Intervention - have spent time on the numeracy data to better understand the needs of our students and what areas of numeracy to address both in class and in intervention. Embedding opportunities for rich discussion around the needs of our students through PLC, collaboration and assessment analysis.</p> <p>Accessed free tools that are targeted and trusted such as My Numeracy (on Essential Assessment) and Khan Academy Kids</p> <p>Work on throughout 2024 and beyond:  EAL - develop capacity in whole school understanding of students on the EAL pathways and how to address their needs within the classroom and within intervention.  EAL - develop intensive program for early/new arrivals.  EAL - connecting the program to the classroom.</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</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"/> Sufficient time allocated</li> <li><input checked="" type="checkbox"/> Key improvement strategies are able to be implemented</li> <li><input checked="" type="checkbox"/> School review has refocussed directions for the school</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence</li> <li><input checked="" type="checkbox"/> Key improvement strategies' focus too broad / too ambitious</li> <li><input checked="" type="checkbox"/> Budget constraints</li> <li><input checked="" type="checkbox"/> Change in priorities of the school i.e., school review identified new directions</li> <li><input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence</li> </ul>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	EAL students to be in Intervention groups for Literacy. LIFT through TLI for specific students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Further embed SWPBS Classroom Systems practices at a whole school and classroom based level. Connecting with external wellbeing programs to target cohort specific needs. Continue supporting families to access external services. Continue to work with external supports to target the needs of our most vulnerable students. Investigate and explore Tier 2 strategies. Create SWPBS Rubric to include all aspects of the 7 key features of SWPBS and Classroom Systems. Incorporate peer observations as part of monitoring SWPBS Classroom Systems.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Clear Classroom Procedures and Routines within each class. Clear procedures and routines around the school. A decline in incidences of classroom behaviour on compass. An increase in ratio of positive to corrective feedback provided to students. Student participation in wellbeing programs. Regular SSG meetings including external services. Regular use of the SWPBS rubric to monitor practices			
Success indicators	Attitudes to School Survey results Compass data SAS (SWPBS self assessment survey) TFI (SWPBS tiered fidelity inventory)			

Reflection on progress	<ul style="list-style-type: none"> <li>- These wellbeing programs have been accessed to support our students wellbeing needs (NED, Foundation House, Kids helpline, Kids First)</li> <li>- We are engaging with services for our Tier 3 students (Care Team Meetings)</li> <li>- Catering for external support services to be held within school</li> <li>- Services are being shared with families via Compass and on an individual bases (eg. Orange Door,</li> <li>- Made updates to our Managing Problem Behaviour chart to reflect current climate</li> <li>- Changes to compass to allow for more detailed data to be collected and utilised to drive proactive strategies.</li> <li>- Created CICO template to target Tier 2 and 3 behaviours/needs.</li> <li>- Middle Leaders have completed Tier 2 training.</li> </ul> <p>2024 and beyond:</p> <ul style="list-style-type: none"> <li>- Monitoring and tracking effectiveness of CICO System and 7 features of classroom systems - Peer Observation.</li> <li>- Tier 3 training.</li> </ul>			
<b>Enablers</b> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</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"/> Sufficient time allocated</li> <li><input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> <li><input checked="" type="checkbox"/> Positive staff culture and readiness for change</li> </ul>			
<b>Barriers</b> <ul style="list-style-type: none"> <li>• What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</li> <li><input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place</li> </ul>			
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	PL for staff. Signs in all areas of matrix,	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	75%

		<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	to: Term 4	
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<b>Goal 2</b>	To optimise literacy and numeracy outcomes for all students.
<b>12-month target 2.1 target</b>	<p>By 2023 the % of students above benchmark growth in Reading to increase from 13% (3-year average 2017-2019* no 2020 data) to 19% (average 2022 - 2024). Similar schools - 25%, State - 27%.</p> <p>By 2023 the % of students above benchmark growth in Writing to increase from 11% (3-year average 2017-2019) to 15% (average 2021 - 2024).</p> <p>By 2023 the % of students above benchmark growth in Numeracy to increase from 13 % (3-year average 2017-2019) to 16% (average 2021 - 2024).</p>
<b>Has this 12-month target been met</b>	Not Able To Assess Due To NAPLAN Changes
<b>12-month target 2.2 target</b>	<p>By 2023 the % of students in the top two bands of Year 5 Reading will increase from 13% (3-year average 2017-2019) to 21% (average 2021-2024).</p> <p>By 2023 the % of students in the top two bands of Year 5 Writing will increase from 9% (3-year average 2017-2019) to 13% (average 2021-2024).</p> <p>By 2023 the %of students in the top two bands of Year 5 Numeracy will increase from 9% (3-year average 2017-2019) to 15% (average 2021-2024).</p>
<b>Has this 12-month target been met</b>	Not Able To Assess Due To NAPLAN Changes
<b>12-month target 2.3 target</b>	<p>By 2023 to increase the % positive endorsement for the Academic emphasis factor from 45% (2020) to 60%.</p> <p>By 2023 to increase the % positive endorsement for the Collective efficacy factor from 54% (2020) to 67%</p>
<b>Has this 12-month target been met</b>	Partially Met
<b>KIS 2.a</b> Building practice excellence	Build teacher capacity in data and assessment literacy to ensure that teaching and learning are responsive to students' points of need through Professional Learning Communities.



Actions	<p>Extended work using the data sets in our school to drive school improvement at the team level.</p> <p>Continued work with the Professional Learning Communities model.</p> <p>Middle level leaders taking on ownership of the PLC model and facilitating lessons.</p> <p>Continued work with PLC det coach Callum Shaw.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Successful cycles of inquiry across all areas of the school.</p> <p>Improved classroom practices, including consistent, high-level practice across classes in cohorts and across the whole school.</p> <p>Improved student outcomes</p> <p>High quality teaching and learning.</p>
Success indicators	<p>NAPLAN</p> <p>Literacy and Numeracy assessment data</p> <p>Teacher judgement data.</p> <p>PLC Inquiry Cycle Minutes</p> <p>Classroom observations</p>
Reflection on progress	<ul style="list-style-type: none"> <li>- Time constraints - it would be ideal to be able to do more deep work on data analysis and assessment practices.</li> <li>- PLC - middle level leaders have been successful in working together to continue PLC this year.</li> <li>- Having a dedicated meeting time for PLC leaders has helped for support and consistent practice.</li> <li>- Investigated and visited local network school with PLC in place (Harvest Home).</li> <li>- Investigated tools and other methods of collecting and analysing data.</li> <li>- More of a balance in use of data across literacy and numeracy across the school - PLC Focus.</li> <li>- Revisit assessment as of and for.</li> <li>- Numeracy rich tasks incorporating throughout the curriculum.</li> </ul>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Sufficient time allocated</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> </ul>

	<input checked="" type="checkbox"/> Positive staff culture and readiness for change			
Barriers • What barriers are impeding/impeded the delivery of this KIS?	<input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence <input checked="" type="checkbox"/> Other  NAPLAN Changes.			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
<b>KIS 2.b</b> Building leadership teams	To develop the capacity of middle-level leaders to lead change and learning.			
Actions	Professional Learning in Leadership (in house and through the Academy) Common time to work together on whole school targets Inclusion in leadership decision making and planning for school improvement Delivery of professional learning to staff (to build their profile in the school)			
Delivery of the annual actions for this KIS	Completed			

Outcomes	<p>Increased delegation of leadership responsibilities and capacity across all leadership in the school.</p> <p>Increased knowledge in Literacy, Numeracy and Engagement in the school.</p> <p>Increased perception of staff seeing the leaders as experts/go - to people in the school.</p>
Success indicators	<p>360 Degree survey</p> <p>Leadership domain in staff opinion survey.</p> <p>Literacy and numeracy Data sets</p> <p>Planning documentation</p>
Reflection on progress	<p>Regular extended leadership meetings for 1 session per week.</p> <p>All leaders (LS/AP/Prin) works on AIP</p> <p>All leaders (LS/AP/Prin) accesses Panorama.</p> <p>LS across all teams planning and has led on this throughout Term 1.</p> <p>LS worked with Alison Greene around goals and Action Plans.</p> <p>Prin team working with Chris Egan on staff wellbeing (PERMAH).</p> <p>LS are leading PLC across their teams.</p> <p>LS have been working on coaching and modelling throughout the school in their specific focus areas.</p> <p>Continue to use data from Panorama when meeting with teams to drive areas of development in Lit/Num and attendance/engagement.</p> <p>Team Leaders to track and discuss with their teams CICO system.</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Sufficient time allocated</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>• What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence</li> <li><input checked="" type="checkbox"/> Key improvement strategies' focus too broad / too ambitious</li> </ul>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	New roles for LS. Glen Pearsall PL Timetabled meetings with Prin team.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
<b>KIS 2.c</b> Building practice excellence	To develop a whole school approach to student goal-setting and feedback.			
Actions	Literacy PL Numeracy PL Staff PL in goal setting and feedback Learning Specialist coaching model Reading Conferencing Seesaw individual goals IEPs for all at risk and advanced students. Increasing student voice and agency through team planning.			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	Reading conferencing added to classroom practice across P-6 Staff and students will begin to work collectively to identify reading goals. Seesaw introduced as a tool to monitor student goals and achievements. Student Led Conferences introduced to enable student goal setting and feedback. Begin to seek student voice prior to planning days.			
Success indicators	Reading conferencing documentation (professional learning sessions, area team planning, PLC meetings, resources) Seesaw usage data Reading wall data			

	Attitudes to School data			
Reflection on progress	<p>Disruptions and other factors have impacted the drive in areas such as NAPLAN change. There has been daily management things that have impacted driving these actions forward.</p> <p>Evidence - Attitude to school data, limited reading conferencing across the school, PL has been focused around wellbeing/management.</p> <p>Reading Conferencing - by end of Week 5 T4, every staff member will have had modelling/coaching.</p> <p>PL - Rich tasks in Numeracy, this now linked to PLC.</p> <p>IEP's are aligned to DET documentation, PL done on this.</p> <p>Improved development of SMART Goals in IEP's.</p> <p>More PL around Goal setting/feedback.</p> <p>ATSS - more voice from student data.</p>			
<p>Enablers</p> <ul style="list-style-type: none"> <li>What enablers are supporting/supported the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</li> <li><input checked="" type="checkbox"/> School review has refocussed directions for the school</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>What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence</li> <li><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</li> <li><input checked="" type="checkbox"/> Key improvement strategies' focus too broad / too ambitious</li> <li><input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place</li> </ul>			
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	Reading Conferencing PL throughout the year.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%
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<b>Goal 3</b>	To increase the sense of connectedness as partners in learning, through meaningful engagement with parents and community.			
<b>12-month target 3.1 target</b>	By 2023 to reduce the % of students with 20 or more absence days from 45% (2022) to 35%			
<b>Has this 12-month target been met</b>	Met			
<b>12-month target 3.2 target</b>	By 2023 to sustain the parent participation rate to the Parent Opinion survey at 38% (2022)			
<b>Has this 12-month target been met</b>	Met			
<b>12-month target 3.3 target</b>	By 2023 to increase the Parent and community involvement factor on the School Staff Survey from 55% (2020) to 63%.			
<b>Has this 12-month target been met</b>	Not Met			
<b>KIS 3.a</b> Parents and carers as partners	Strengthen parent engagement in learning.			
<b>Actions</b>	<p>3.1 - Investing in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data. Regular communication with parents around attendance through letters, tracking by class teacher and Office.</p> <p>3.2 - Communication through Newsletter, Seesaw and Compass for Parent Opinion survey. Be more explicit to utilise the translation function to continue to support parents.</p> <p>3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</p>			

Delivery of the annual actions for this KIS	Completed
Outcomes	<p>3.1 - Consistency in tracking attendance data across the school More knowledge of what is happening in the school from parents.</p> <p>3.2 - Tracking of parent engagement with Newsletter, Seesaw. Parents to understand their importance in the school community and engage with the school.</p> <p>3.3 - Parents become familiar and regular with attendance at events.</p>
Success indicators	<p>3.1 - Student absence data improves, evidenced in increased attendance to school. Panorama data, school survey data.</p> <p>3.2 - Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data.</p> <p>3.3 - Connectedness data to improve throughout all survey data.</p>
Reflection on progress	<p>We have invested in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data.</p> <p>We have regular communication with parents around attendance through letters, tracking by class teacher and Office.</p> <p>We have increased our Communication through Newsletter, Seesaw and Compass for Parent Opinion survey.</p> <p>Be more explicit to utilise the translation function to continue to support parents via Seesaw, we provided translators where appropriate for parents.</p> <p>Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>What enablers are supporting/supported the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient time allocated</li> <li><input checked="" type="checkbox"/> School review has refocussed directions for the school</li> <li><input checked="" type="checkbox"/> Staff capability and consistency of practice</li> <li><input checked="" type="checkbox"/> Other</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other</li> </ul> <p>Cultural/language barriers however this is starting to break down</p>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Compass Kiosk purchased. Continued streamlined communication through schools communication platforms.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Administration team	from: Term 1 to: Term 4	100%
<b>KIS 3.b</b> Health and wellbeing	Increase student attendance.			
Actions	Student leaders to be part of preparing for Breakfast club Monitoring attendance and addressing high absenteeism (unexplained absences). Improved tracking of absenteeism (logging accuracy and process). Positive promotion of high attendance. Eg, year level competitions Increased student engagement during school time. Seek student feedback and input into strategies to promote Sign out process to increase accountability of parents for early leavers. Clarifying process for attendance with our parent community.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Increased attendance rates Increased engagement in learning Sustained continuity of learning Decrease in unexplained absences			
Success indicators	Compass attendance data Attitudes to School data Reinforcing importance of attendance across the school.			



Reflection on progress	<p>Breakfast Club is staffed everyday.          Termly letters to parents to address high absences.          Unexplained absence notices are going home to families fortnightly.          Sharing panorama absence data with teams.          Whole School Focus on Attendance using HERO (Here, Everyday, Reading, On Time)          Positive Acknowledgment system for attendance at a class level(tickets) and cohort level (icypole/hot chocolate)          Kiosk assisting with correct documentation of early leavers/late arrivals. Sign out process to increase accountability of parents for early leavers.          Increased student engagement during school time by development of engaging learning through collaboration time, special events, camps, dress up days.          School captains and JSC consulted about attendance. Students decided on hot chocolate as a reward for high attendance.          Newsletter each week encourages high attendance.</p>			
<b>Enablers</b> <ul style="list-style-type: none"> <li>What enablers are supporting/supported the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Key improvement strategies are able to be implemented</li> <li><input checked="" type="checkbox"/> School review has refocussed directions for the school</li> </ul>			
<b>Barriers</b> <ul style="list-style-type: none"> <li>What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other</li> </ul> <p>Family Holidays, cohort of students who have random days absent, value of school in some families.</p>			
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Compass Kiosk Newsletter communication SSG meetings	<input checked="" type="checkbox"/> Leadership team	from: Term 1	100%

			to: Term 4	
<b>KIS 3.c</b> Building communities	Establish LGPS as the centre of the community.			
Actions	<p>3.1 - Investing in Compass sign in system to ensure tracking of attendance is more accurate and limits lates/unapproved absence data. Regular communication with parents around attendance through letters, tracking by class teacher and Office.</p> <p>3.2 - Communication through Newsletter, Seesaw and Compass for Parent Opinion survey. Be more explicit to utilise the translation function to continue to support parents.</p> <p>3.3 - Continue the upward trend in community engagement through activity days, whole school events, assemblies, morning teas with Principal/Principal team.</p> <p>3.4 - Establish a playgroup and become a hub for the community.</p>			
Delivery of the annual actions for this KIS	Completed			
Outcomes	<p>3.1 - Consistency in tracking attendance data across the school More knowledge of what is happening in the school from parents.</p> <p>3.2 - Tracking of parent engagement with Newsletter, Seesaw. Parents to understand their importance in the school community and engage with the school.</p> <p>3.3 - Parents become familiar and regular with attendance at events.</p> <p>3.4 - More family connection in the community with the school and with other families.</p>			
Success indicators	<p>3.1 - Student absence data improves, evidenced in increased attendance to school. Panorama data, school survey data.</p> <p>3.2 - Increased numbers of families engaging with Newsletter, Seesaw, parent opinion survey data.</p> <p>3.3 - Connectedness data to improve throughout all survey data.</p> <p>3.4 - Establish the playgroup and have increased number of families engaging with the playgroup throughout the year.</p>			
Reflection on progress	<p>3.1 - Purchased and is up and running, attendance data is more accurate and lates/early leavers are consistently tracked now.</p> <p>3.2 - Communication to parents and community is regular and consistent across our platforms.</p> <p>3.3 - Engagement in events that have occurred have been positive, more coming up in T3.</p> <p>3.4 - Attempted but lack of attendance resulted in not running.</p>			
Enablers	<input checked="" type="checkbox"/> Key improvement strategies are able to be implemented			

<ul style="list-style-type: none"> <li>What enablers are supporting/supported the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Workforce stability and effective change management practices <input checked="" type="checkbox"/> Other  Attempted to launch community playgroup.			
<b>Barriers</b> <ul style="list-style-type: none"> <li>What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Other  Lack of engagement from the community group.			
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Advertise showcase events and family events.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%

<b>Goal 4</b>	To optimise the engagement and wellbeing of all students.
<b>12-month target 4.1 target</b>	By 2025 to increase the % positive endorsement for the Effective classroom behaviour factor, in the effective teaching practice for cognitive development domain, on the Student Attitudes to School Survey from 67% (2020) to 70%.
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 4.2 target</b>	By 2023 to reduce the number of Tier 2 attitudes and behaviour incidents data recorded on Compass (2022) by 2%.

<b>Has this 12-month target been met</b>	Not Met
<b>KIS 4.a</b> Health and wellbeing	Develop, document and embed practices for a school-wide approach to wellbeing.
Actions	<ul style="list-style-type: none"> <li>Tier 2 SWPBS training</li> <li>Higher engagement with external programs</li> <li>Professional learning</li> <li>Learning Specialist in Engagement</li> <li>Improving Compass data fields and chronical</li> <li>Continuing the Garden of Excellence ticket process</li> <li>Refine compass field to more clearly track Tiers of behaviour.</li> <li>Introduce Wellbeing Specialist program</li> </ul>
Delivery of the annual actions for this KIS	Completed
Outcomes	<ul style="list-style-type: none"> <li>Reduction in Tier 1 &amp; 2 behaviours</li> <li>Documentation of process</li> <li>Availability of video modelling of behaviours</li> <li>Higher levels of engagement within the classroom</li> <li>Reduction in incidences in the yard</li> <li>Development of staff capacity in encouraging expecting behaviours and discouraging inappropriate behaviours</li> </ul>
Success indicators	<ul style="list-style-type: none"> <li>Compass data</li> <li>SAS/TFI (SWPBS data)</li> <li>ATSS</li> </ul>
Reflection on progress	<ul style="list-style-type: none"> <li>Tier 2 SWPBS training completed by SWPBS team.</li> <li>Camps, All About Safety 3-6, water safety (1-4), science incursions (Higher engagement with external programs)</li> <li>Professional learning around CICO with whole staff.</li> <li>Glen Pearsal PL for all staff around lowest level intervention, behaviour management/engagement strategies.</li> <li>Permah Survey/ Chris Egen work on Staff Wellbeing</li> <li>Learning Specialist in Engagement, working with 5/6 staff to embed Glen Pearsal strategies.</li> <li>Improving Compass data fields and chronicle</li> <li>Continuing the Garden of Excellence ticket process</li> </ul>

	Refine compass field to more clearly track Tiers of behaviour. Introduce Wellbeing Specialist program			
Enablers • What enablers are supporting/supported the delivery of this KIS?	<input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented			
Barriers • What barriers are impeding/impeded the delivery of this KIS?	<input checked="" type="checkbox"/> Change in school context i.e., SFOE, enrolment <input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence			
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Wellbeing specialist subject. LS engagement role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	100%

<b>Future planning</b>	.
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## Monitoring and Self-assessment - 2023

### SEIL Feedback

#### Submitted Feedback

Congratulations on a very productive year. Your tiered response to intervention has had a great impact on meeting the needs of the students and maximising learning growth. Although staffing challenges you have been able to continue with TLI and EAL. The appointment of an EAL Specialist has provided additional support through modelled lessons, coaching and targeted support for students. The focus on data literacy and fluency in Numeracy has led to a solid intervention model to support rich authentic tasks in Math. Building staffs capacity with understanding data and differentiation will continue to best support student learning growth. Recognition for your strong commitment to School Wide Positive Behaviour Support was highlighted this year with your gold award. Contact reflection on the tiered 2 and 3 behaviours and processes has enabled SWPBS to be implemented to a very high level. A great year of learning at Lalor Gardens Well Done!

**Submitted by Anthony Simone (SEIL) on 28 December, 2023 at 11:01 AM**