

Monitoring and assessment - 2024

Clifton Springs Primary School (5280)



Submitted for review by Megan Parker (School Principal) on 29 June, 2024 at 11:31 AM

Endorsed by Alan Davis (Senior Education Improvement Leader) on 03 July, 2024 at 05:08 PM

Awaiting endorsement by School Council President

Term 2 Monitoring submitted by Megan Parker (School Principal) on 07 July, 2024 at 01:22 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By 2027, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024) <p>By 2027, increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024) <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
KIS 1.a Learning is the ongoing acquisition by students of	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Actions	<ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p>

	<p>Engagement data from Learning Management Systems/virtual classrooms</p> <p>Data used to identify students in need of targeted support</p> <p>Student pre and post support surveys</p> <p>Documentation of strategies students will use in classes and at school</p> <p>Student engagement and assessment data from regular classes</p> <p>Appointment/staffing of programs</p>
<p>Enablers</p> <ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Other commitments such as cross school sport, NAPLAN implementation.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <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> 	

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%

	e.g. exit cards, learning walks, student surveys			
Activity 3	Explore utilisation of proficiencies for goal setting for students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	50%
Activity 5	Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 6	Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Identify and address areas for support through coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

Activity 8	Build teacher capacity in data literacy and numeracy teaching and learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 9	Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 10	Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
KIS 1.b Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner. <ul style="list-style-type: none"> • Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. • Shine Lessons being taught that reflect the needs of the school • Consult with staff on identification, intervention and monitoring of students with wellbeing needs • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide 			

	<p>opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times</p> <ul style="list-style-type: none"> • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids. <p>Actions</p> <ul style="list-style-type: none"> • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS
Success indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results

	<p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data outcomes •student feedback to teachers •student survey results <p>Leaders:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Key improvement strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Workforce constraints i.e., change in leadership, understaffed, staff absence
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour</i> 	

<div><div>/ practice / mindset have been observed?</div><div><div>• What is the evidence?</div></div></div>				
<div><div>Future planning</div><div><div>• What action will be taken next?</div><div>• What support is required?</div><div>• What adjustments or additions will you make to your AIP to document these next steps?</div></div></div>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<div><div><div>✔</div>Assistant principal</div><div><div>✔</div>Disability inclusion coordinator</div><div><div>✔</div>Leading teacher(s)</div><div><div>✔</div>Mental health and wellbeing leader</div><div><div>✔</div>Principal</div></div>	from: Term 1 to: Term 4	50%

Activity 2	Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%
Activity 5	Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 6	Develop documentation for wellbeing students	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 7	Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 8	Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1	50%

	these skills. e.g. academies, Shine Captain duties at break times		to: Term 4	
Activity 9	Run wellbeing lessons for students P-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%

Goal 2	Maximise the learning growth of every student.			
12-month target 2.1 target	Increase the percentage of students in NAPLAN strong and exceeding proficiencies in: Year 3: <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) Year 5: <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024) 			
12-month target 2.2 target	Increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in: <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024) 			
12-month target 2.3 target	Increase the percentage of positive endorsement in the School Staff Survey for: <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024) 			
12-month target 2.4 target	Increase the percentage positive endorse in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Stimulated learning to 74% (2024) 			

KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen an agreed instructional model for English and Mathematics.
Actions	<ul style="list-style-type: none"> • Fidelity to Reading and Writing Instructional Model and Numeracy Model • Induction of new staff and coaching support. • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Numeracy practices) • Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, Learning Specialists and PLC Leaders (via PLC/planning meetings) • Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need • Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1. • Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths • School visits to local schools focusing on identified needs of instruction • Aides being continually upskilled in literacy programs within the school • Induction of new staff on PLC cycle and refresh at beginning of year • Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning • PLC meeting schedule established each term • Continued use established processes/structures for collecting and monitoring school-wide data (SPA) • Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress • Continued emphasis on evaluating- assess performance (reading, writing and Maths data PAT/NAPLAN) • Continue to Identify and address areas for support • Ongoing building of teacher capacity in data literacy through PL and PLCs • Staff being in control of their student's data results and assessing this in a PLC • Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative

	<p>planning</p> <p>Numeracy</p> <ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Engagement data from Learning Management Systems/virtual classrooms</p> <p>Data used to identify students in need of targeted support</p> <p>Student pre and post support surveys</p>

	<p>Documentation of strategies students will use in classes and at school</p> <p>Student engagement and assessment data from regular classes</p> <p>Appointment/staffing of programs</p>
<p>Enablers</p> <ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Other commitments e.g extra curricula, NAPLAN.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <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> <i>What is the evidence?</i> 	

Future planning <ul style="list-style-type: none">• <i>What action will be taken next?</i>• <i>What support is required?</i>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Maths practices)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Agreed Reading, Writing and Numeracy Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	50%

	classroom displays, structure and content of lessons, student learning goals by in school coaches Leading Teacher, PLC Leaders (via PLC/planning meetings), Learning Specialists		to: Term 4	
Activity 4	Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings, curriculum days and PLTs) and point of need	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 5	Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%
Activity 6	Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 7	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning	Build staff data literacy and confidence in working with student data.			

growth, attainment and wellbeing capabilities	
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continue to Identify and address areas for support Ongoing building of teacher capacity in data literacy through PL and PLCs Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>Improvements in Teachers formative assessment data and teacher judgement data Teacher records and observations of student progress Fountas & Pinnell Pat reading, Pat reading, Pat grammar and Patmaths Learning Tasks Anecdotal records Naplan</p>
Enablers <ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ☑ Key improvement strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ Positive staff culture and readiness for change

Barriers <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<input checked="" type="checkbox"/> Other Professional learning time having to be allocated to compulsory requirements e.g. first aid, CPR, Anaphylaxis, Mandatory reporting impedes on time allocated to professional learning that can be dedicated to building data literacy.
Commentary on progress <ul style="list-style-type: none"> <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> <i>What is the evidence?</i> 	
Future planning <ul style="list-style-type: none"> <i>What action will be taken next?</i> <i>What support is required?</i> <i>What adjustments or additions will you make to your AIP to</i> 	

<i>document these next steps?</i>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Continued use established processes/structures for collecting and monitoring school-wide data (SPA)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Develop a whole-school approach to pre and post testing of English and Maths across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Continued emphasis on evaluating-assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 5	Continued review current practice (What is working well? What needs to continue? Which areas of the school's	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

	work may need to be improved or further developed?)			
Activity 6	Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen the instructional leader approach.			
Actions	* Implement a schedule of professional learning for leaders on identified PLC effective practice strategies <ul style="list-style-type: none"> • Leading Teacher to coach PLC leaders • Having a DET data coach to leadership meetings (later in year) • Provide professional learning and coaching to PLC Leaders, Literacy and Numeracy Leaders, OWLS • Implement a GROWTH coaching goal for PLC leaders • Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning) 			
Delivery of the annual actions for this KIS	Completed			
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)			

	<p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>School Improvement Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning •pre- and post-testing of students within the structured intervention program •lesson and unit plans •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:-</p> <p>Fountas & Pinnell</p> <p>Pat reading, Patmaths, Pat spelling, and Pat grammar</p> <p>Learning Tasks</p> <p>Anecdotal records</p> <p>Naplan</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Balance between doing the work and building leaders capacity.</p>

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete

Activity 1	Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Leading Teacher to coach PLC leaders	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	AP to coach OWLs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	50%
Activity 4	Implement a GROWTH coaching goal for PLC leaders, DI leader, LT, LS and OWLs	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 5	Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%

Goal 3	To optimise student wellbeing and empower all students to become confident and engaged learners.
12-month target 3.1 target	Increase the percentage positive endorsement from students in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Sense of connectedness from 70% (2024) • Self-regulation and goal setting from 76% (2024) • High expectations for success from 90% (2024) • Stimulated learning from 75% (2024) • Sense of confidence from 70% (2024)

12-month target 3.2 target	Increase student attendance from 87% (2024)
12-month target 3.3 target	Increase the percentage of positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> Confidence and resilience from 82% (2024)
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to facilitate the co-design of learning with students.
Actions	<ul style="list-style-type: none"> Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement Use reflection at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences Design learning activities which incorporate student interests and extend learning beyond the school including project based learning Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input Regularly support community circles within the class which include a learning focus Explore utilisation of proficiencies for goal setting for students Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress Make the learning visible for students so goals are visible but also achievement and growth Build student capability to set challenging learning goals and monitor their own learning growth. (Engagement)
Delivery of the annual actions for this KIS	Completed

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> •communicate and demonstrate high expectations of student agency •review lesson plans to ensure student voice and agency is present •model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals

	<ul style="list-style-type: none"> • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<input checked="" type="checkbox"/> Other Balance with improving teaching focus with goal setting.
Commentary on progress <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, student survey	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
Activity 2	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	50%

			to: Term 4	
Activity 4	Staff professional learning and coaching to co design learning with students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 5	Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capability to set challenging learning goals and monitor their own learning growth.			
Actions	* We will continue to support student wellbeing, engagement and confidence:- <ul style="list-style-type: none"> We will continue to support student wellbeing through SHINE lessons and tier 1 strategies in the classroom as well as tier 2 & 3 supports through the wellbeing and intervention team. We will continue to provide leadership opportunities to students e.g. SHINE, SRC, School Captains, Academies, House Captains, IT, Sustainability. We will continue to monitor and foster high school attendance for all students. We will continue to engage with families to foster strong partnerships We will continue to have strong and engaging partnerships with community agencies 			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Students will: * work with teachers in making decisions about teaching and learning			

	<ul style="list-style-type: none"> • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and

	<p>plan for future development</p> <ul style="list-style-type: none"> • enables students to negotiate assessment methods and criteria matched to their learning goals.
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Balance between teaching, assessment, building capacity and time to build student capacity to regularly set challenging goals.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	
Future planning	

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development of goal sets for English and Maths	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
Activity 3	Explore utilisation of proficiencies for goal setting for students	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%

Activity 4	Consistent process for goal setting between teachers and students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
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Monitoring and assessment - 2024

Mid-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By 2027, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024) <p>By 2027, increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024) <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
KIS 1.a Learning is the ongoing acquisition by students of	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Actions	<ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p>

	<p>Engagement data from Learning Management Systems/virtual classrooms</p> <p>Data used to identify students in need of targeted support</p> <p>Student pre and post support surveys</p> <p>Documentation of strategies students will use in classes and at school</p> <p>Student engagement and assessment data from regular classes</p> <p>Appointment/staffing of programs</p>
<p>Enablers</p> <ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<p><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</p> <p><input checked="" type="checkbox"/> Key improvement strategies are able to be implemented</p> <p><input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)</p> <p><input checked="" type="checkbox"/> Positive staff culture and readiness for change</p> <p><input checked="" type="checkbox"/> Workforce stability and effective change management practices</p>
<p>Barriers</p> <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<p><input checked="" type="checkbox"/> Other</p> <p>Balance of time to focus on all AIP goals.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <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> 	<p>Year 3-6 classroom teachers had a Numeracy School Improvement focus for term 1 & 2. PLT Inquiry was aligned with Numeracy.</p> <p>Coaching/Peer observation: Eamon Light, MAV worked with Year 3-6 teachers in term 1, and Term 2 modelling, debriefing and planning quality Launch Explore Summarise lessons to further refine our implementation of this Maths Instructional Model initiated in 2019 as well as observe teachers teaching and providing feedback. In term 1 PLT leaders, APs, Prin and Learning Specialists/Leading Teachers did a walk through of Maths lessons in Year 3-6. Feedback was given to each team as well as individual feedback and goal setting with PLT Leaders and Maths AP. In term 2 the Maths MTSS trained teacher continued Maths coaching at point of need with allocated P-2 teachers. There was also an opportunity for teachers to observe peers doing a Maths lesson and to provide feedback. Time was allocated in PLT meetings for peers to set goals and then in a later PLT meeting to provide feedback. Teachers were supported by PLT Leaders, Learning Specialist and APs to be released to observe a lesson.</p>

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 	<p>Maths intervention and extension was provided by the Learning specialist. First term saw an extension of students in Year 3 & 5 around problem solving. Then we changed groups in term 2 and have been focussing on some real basics. They've been working on fluency and efficient strategies (as basic as numbers that add to 10), as well as helping with the topics they were covering in their classrooms.</p> <p>Mick Ymer provided professional learning through release of teachers from their classroom. Focus for the day through modelling, debriefing and planning was on:-</p> <ul style="list-style-type: none"> • Whole school Planning...A suggested model that encompasses all class structures. The Victorian Mathematics Curriculum, Maths support documents such as the Mathematics Learning Continuums, VCAA planning templates and a variety of other teacher ref. • Moving from macro planning to micro planning.- From yearly overviews to term planners and unit planners. Ideas and proformas that teachers can use throughout the year. • Ideas for the structure of a mathematics lesson. How to connect geometry, statistics and measurement to number. • Invigorating and exciting students in mathematics lessons. Tips for running an engaging and effective maths lesson. • Embedding the AC proficiencies into the daily lessons.
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Year P-2 classroom teachers will have a Numeracy School Improvement focus for term 3 & 4.</p> <p>PLT Inquiry will be aligned with Numeracy.</p> <p>Further incorporation of Maths 2.0 into planning and preparing for reporting against Maths 2.0 in 2025.</p>
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, learning walks, student surveys	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	Explore utilisation of proficiencies for goal setting for students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	50%
Activity 5	Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1	50%

			to: Term 4	
Activity 6	Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Identify and address areas for support through coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 8	Build teacher capacity in data literacy and numeracy teaching and learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 9	Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 10	Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
KIS 1.b Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Curriculum and senior secondary pathways.	
Actions	<p>* Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.</p> <ul style="list-style-type: none"> • Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. • Shine Lessons being taught that reflect the needs of the school • Consult with staff on identification, intervention and monitoring of students with wellbeing needs • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids. <p>Actions</p> <ul style="list-style-type: none"> • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships

	<ul style="list-style-type: none"> •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS
Success indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results <p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data outcomes •student feedback to teachers •student survey results <p>Leaders:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other

<ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<p>Change over of student wellbeing staff.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	<p>We conducted Student check in term 1 and the Attitude to school survey. Have done a comparison across the years of the ATOSS based on raw data. The results resemble previous years. Year 6 boys and girls and year 4 girls feeling very favourably around the school, class and peers. The cohorts particularly low in opinion of teaching and learning and peers were the year 4 boys and Year 5 boys and girls were showing lower resilience and concerns with friendships. Inclusion Teacher employed to support students with special needs. She has been a great addition and worked with Tier 2 & 3 team to assess and prepare documentation for Disability Inclusion Profiles.</p> <p>Built capacity of staff by having SWPB has a PLT focus across the whole school in term 1.</p> <p>Education Support staff were trained in:- GROWTH Coaching Maths and Literacy Instructional Model Restorative Justice SWPB Literacy intervention</p> <p>Wellbeing Officer, OWLS, Chaplain, AP and Principal continued to work with students and families to support their wellbeing. SHINE lessons were continued each fortnight with a focus on identified need in the school. Small group sessions were run for small groups of students that were having difficulty with friendships. In term 1 Wellbeing staff and teachers conducted Human Relations lessons with Year 6 & 5. In term 2, wellbeing staff and teachers conducted Childwise lessons with Years 1/2 focusing on safety and relations with peers in the yard.</p> <p>Inclusion 2024 Disability inclusion aspires to deliver a more inclusive education system where all members of the school community are valued and supported to fully participate, learn, develop and succeed within an inclusive school culture. This year the Disability Inclusion Teacher (DI Teacher) has focused on refining processes and looking at whole school approaches that contribute to positive learning, engagement and wellbeing outcomes for all students. SSG's- aim to ensure that those with the most knowledge of, and responsibility for, the students work together to establish shared goals and supports for the student.</p> <ul style="list-style-type: none"> • DI Teacher organises, co-ordinates and chairs SSG's for staff and students each term.

- DI Teacher Supports all staff, particularly new staff with writing IEP's
 - Term 1 was about trying to set up as many at risk students for success as possible and have adjustments in place ASAP.
 - Attendance at other parent meeting throughout the term to facilitate student support.
 - Updated Compass to store IEP's, SSG's and Professional reports and documentation.
 - Classroom observations.
 - Data collection
- Lead Professional learning at staff and ES meetings – whole school adjustments
- IEP's - DI Teacher updated the IEP template for our school. She worked in conjunction with AP's and PLT's to ensure that the new template was workable for teachers and staff.
 - Staff meeting on IEP's to all staff, to ensure their understanding of why we do them, how they are used, what the process is and where they are stored.
 - ES PD on IEP's in the ES meeting.
 - Staff PD on Mandatory reporting.
 - ES PD on Mandatory reporting.
 - ES PD on safety plans and students support plans.
 - PD to staff /ES / Families on the DIP process.
- Disability Inclusion Profile meetings (DIP)
- Support student applications for DIPs.
 - Support parents and teachers with the DIP process.
 - Complete all DIP applications.
 - Coordinate and attend all DIP meetings.
 - Completed successfully 7 DIPS in 2024
 - Writing student support plans/ behaviour/safety / toileting plans.
- Referrals to support students at CSPS
- Coordinate and complete all student referrals.
 - Learnt how to use the SOC's portal.
 - AA referrals
 - SSSO and VT referrals
 - Support staff with determining what supports are in place and what other adjustments and supports are needed.
- Professional learning.
- DI professional learning.
 - Writers workshop.
 - Mick Ymer – Math PD

	<ul style="list-style-type: none"> • SSSO key contact. • MTSS. <p>Mental Health Practitioner Conducted human relation lessons with Year 5 & 6 student in term 1 Conducted human relations lessons with Year 3 & 4 students in term 2 Conducted childwise lessons with teachers in Years 1 & 2. Ran small group work with identified students to build friendship skills. Completed Mental Health Practitioner training.</p> <p>SWPB 2024 has seen School Wide Positive Behaviours continue to grow and become more ingrained in Clifton Springs Primary School. In 2023 we were successful at achieving a Gold Standard of tier 1 implementation. We are now working on refining the tier 2 & 3 implementation. Receiving coaching in tier 2 from Barwon SWPB coach and Brian Gaunt in MTSS implementation of tier 2 & 3. A small team also attended a national positive behaviour conference which also provided ideas for next steps.</p> <p>The OWL's have lead Professional Learning Communities (PLCs) in their focus toward the systems and procedures in the classroom that can support teachers to improve attendance. Shared the work with network meeting. PLCs Preps 84% attendance to maintain 1/2s 2% Attendance Goal 75% by end of semester 2 3/4s 14% attendance Goal 75 % by end of semester 2 5/6s 11% attendance Goal 64% by end of semester 2 Specialists to reduce reluctance to attend specialists amongst identified students</p> <p>Hypotheses:- 3-6s - Lack of connection and sense of belonging 1-2s - Lack of connection with buddy class Preps - Strategies - Engagement</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>Future work for DI</p> <ul style="list-style-type: none"> • Tier 2 intervention with SWPB. • MTSS. • Ongoing school processes, DIPS, referrals, SSG's <p>* Coordinate and work closely with leadership, Wellbeing and MIPS to develop a whole school approach for students at CSPS.</p>

<ul style="list-style-type: none"> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Student wellbeing officer</p> <ul style="list-style-type: none"> * continuing to check in with students in need * being available to support classroom teachers <p>Mental Health Practitioner</p> <ul style="list-style-type: none"> * Play therapy in Prep * small group work with identified groups of students * working with SHINE Captains and running a SHINE day in term 3 <p>SWPB/MTSS</p> <p>Receiving coaching in tier 2 from Barwon SWPB coach and Brian Gaunt in MTSS implementation of tier 2 & 3.</p> <p>A small team also attended a national positive behaviour conference which also provided ideas for next steps. Increased student voice and agency, increased opportunities to respond, inclusion of behaviour goals alongside learning intentions and success criteria in each lesson.</p>			
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. Decision Rules (2).pdf (0.04 MB) 2. Disability Inclusion (2).pdf (0.07 MB) 3. job descriptions 2024 Wellbeing team.doc (0.05 MB) 4. Wellbeing and Inclusion @ CSPS (5).pdf (0.08 MB) 			
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<ul style="list-style-type: none"> ☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leading teacher(s) ☑ Mental health and wellbeing leader ☑ Principal 	from: Term 1 to: Term 4	50%
Activity 2	Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social	<ul style="list-style-type: none"> ☑ Assistant principal ☑ Education support ☑ Leadership team 	from: Term 1	50%

	emotional curriculum is SHINE) with the OWLS leading the implementation		to: Term 4	
Activity 3	Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%
Activity 5	Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 6	Develop documentation for wellbeing students	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 7	Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 8	Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	50%

Activity 9	Run wellbeing lessons for students P-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
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Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	<p>Increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024)
12-month target 2.2 target	<p>Increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024)
12-month target 2.3 target	<p>Increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
12-month target 2.4 target	<p>Increase the percentage positive endorse in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning to 74% (2024)
KIS 2.a	Strengthen an agreed instructional model for English and Mathematics.

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p>Actions</p>	<ul style="list-style-type: none"> • Fidelity to Reading and Writing Instructional Model and Numeracy Model • Induction of new staff and coaching support. • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Numeracy practices) • Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, Learning Specialists and PLC Leaders (via PLC/planning meetings) • Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need • Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1. • Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths • School visits to local schools focusing on identified needs of instruction • Aides being continually upskilled in literacy programs within the school • Induction of new staff on PLC cycle and refresh at beginning of year • Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning • PLC meeting schedule established each term • Continued use established processes/structures for collecting and monitoring school-wide data (SPA) • Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress • Continued emphasis on evaluating- assess performance (reading, writing and Maths data PAT/NAPLAN) • Continue to Identify and address areas for support • Ongoing building of teacher capacity in data literacy through PL and PLCs • Staff being in control of their student's data results and assessing this in a PLC • Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning <p>Numeracy</p> <ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation

	<ul style="list-style-type: none"> • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Engagement data from Learning Management Systems/virtual classrooms</p> <p>Data used to identify students in need of targeted support</p> <p>Student pre and post support surveys</p> <p>Documentation of strategies students will use in classes and at school</p> <p>Student engagement and assessment data from regular classes</p> <p>Appointment/staffing of programs</p>

<p>Enablers</p> <ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Key improvement strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Other <p>Balancing time towards all priorities in need of change.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <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> <i>What is the evidence?</i> 	<p>Semester ONE 2024 Literacy at Clifton Springs Primary</p> <p>During Semester One, Clifton Springs Primary School has continued to develop and refine its use of Initialit in Prep – Year 2. All teachers within the Prep to Year 2 teaching team have received Initialit training, either this year or in previous years. With Learning Specialist and Leading Teacher support in planning, teams have focused on explicit planning for small group instruction to meet the students at their point of need. Use of ongoing data tracking from the Initialit program implementation, running records, anecdotal observations and other formative assessment tools has been used to track growth across the Semester. Initialit data in P – 2 shows an average achievement in Prep of 81% and an average of 45% - 60% achievement in Year 1 from the initial screener to the Cumulative Review 1.</p> <p>In Years 3 – 6, teachers have continued to implement the Reader’s Workshop instructional model. We have begun a focus on planning for small group work and conducting ongoing running records or formative assessment tools to inform teaching and learning. This work will be continued in Semester 2.</p> <p>Our Literacy Learning Specialists has provided 1:1 coaching each week to our Graduate teachers across the school to support the implementation of the Literacy Instructional model and the Initialit program. The Learning Specialists have attended and supported in P – 2 and 3-6 collaborative planning with a focus on explicitly planned small group work, ongoing assessment data analysis and the use of this data to inform small group work.</p> <p>To support teaching and learning, Leadership (Executive and PLT leaders) have conducted walkthroughs of all classrooms. P – Year 2 had a specific focus on Literacy. Walkthroughs showed a consistent implementation of the Initialit program across all classrooms. Year 1/ 2 were implementing differentiated small group tasks. In Semester Two, P – 2 will need to continue to build knowledge and understanding of the types of tasks that could be differentiated during small group work.</p>

	<p>All staff have implemented the school Assessment Schedule in Semester One. Included in this data is F&P Reading Benchmarking, PAT-Reading, and Teacher Judgement of Reading. The following data indicates discrepancies between these data sets, indicating that further investigation into the reasons why is required (eg: teacher knowledge of implementation of assessment tools, student understanding of the purpose of the assessment, etc). Our assessment data shows an improvement in reading in Students in P-4 however reduced growth in Years 5 & 6.</p> <p>(See data in attachment.)</p> <p>Our Curriculum Day in Term 2 saw the whole staff undertake Professional Development in the Writer workshop and writing cycle with the Narissa Leung to further our understanding of how this approach could be used to teach writing.</p> <p>Big Write Data – a whole school moderated writing sample was completed in Term 2. A future focus on how we teach writing, including the scoping and sequencing of writing units that are matched with the curriculum and the use of targeted feedback to students about specific components / elements in their texts.</p> <p>Attached below is the Whole School Writing Sample data according to Year level.</p> <p>In addition to our classrooms, four students in Year 5 / 6 have been included in the High Ability Program for English in Semester One. This has enabled engagement in extension for these students. Students engaged with a teacher online, completing a terms work with a focus on Writing, working with like ability students across schools.</p> <p>Literacy Intervention</p> <p>In Semester 1, 22 Year 1/2 students participated in the MiniLit intervention programme. This is a structured synthetic phonics-based programme that students attended 4 times a week for an hour each time.</p> <p>In Semester 1, 19 Year 3/4 students participated in the MacqLit intervention programme. This is a structured synthetic phonics-based programme that students attended 3 times a week for an hour each session.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you</i> 	<p>In Semester Two, the LS will work with the Year 3 – 6 teams with a focus on Literacy, specifically small group planning for point of need and developing sequences of learning to meet the curriculum requirements.</p> <p>Yr 3-6 staff will have English as a school improvement focus for Terms 3 & 4.</p>

<i>make to your AIP to document these next steps?</i>				
OPTIONAL: Upload evidence	1. May SPA data.pdf (0.20 MB) 2. Pat_Comp 2023 to sem 1 2024.docx (0.57 MB)			
Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Maths practices)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Agreed Reading, Writing and Numeracy Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Leading Teacher, PLC Leaders (via PLC/planning meetings), Learning Specialists	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	50%

	Learning in staff meetings, curriculum days and PLTs) and point of need	<input checked="" type="checkbox"/> Leadership team	to: Term 4	
Activity 5	Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%
Activity 6	Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 7	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence in working with student data.			
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continue to Identify and address areas for support Ongoing building of teacher capacity in data literacy through PL and PLCs Staff being in control of their student's data results and assessing this in a PLC 			

	<ul style="list-style-type: none"> Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>Improvements in Teachers formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Fountas & Pinnell</p> <p>Pat reading, Pat reading, Pat grammar and Patmaths</p> <p>Learning Tasks</p> <p>Anecdotal records</p> <p>Naplan</p>
Enablers <ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Key improvement strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Other <p>Balancing time between all priorities for school improvement.</p>

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	<p>Reviewed processes/structures for collecting and monitoring school-wide data Developed a whole-school approach to pre and post testing of numeracy across all curriculum areas as well as formative assessments to track progress and followed that assessment schedule. Evaluated- assess performance (reading data PAT/NAPLAN/Assessment online) Reviewed current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?) Identified and addressed areas for support Built teacher capacity in data literacy through PL e.g. within PLTs and coaching Staff put in control of their students data results and assessing this in a PLC Before planning, teams are reflecting on the week before and finding points of needs for students Continue to use SPA to aide data literacy</p> <p>During Semester One, Clifton Springs Primary School has continued to develop and refine its use of Initialit in Prep – Year 2. All teachers within the Prep to Year 2 teaching team have received Initialit training, either this year or in previous years. With Learning Specialist support in planning, teams have focused on explicit planning for small group instruction to meet the students at their point of need. Use of ongoing data tracking from the Initialit program implementation, running records, anecdotal observations and other formative assessment tools has been used to track growth across the Semester.</p> <p>All staff have implemented the school Assessment Schedule in Semester One. Included in this data is F&P Reading Benchmarking, PAT-Reading, and Teacher Judgement of Reading. The following data indicates discrepancies between these data sets, indicating that further investigation into the reasons why is required (eg: teacher knowledge of implementation of assessment tools, student understanding of the purpose of the assessment, etc). Our assessment data shows a growing trend of lower performance in Reading in Years 5 and 6.</p> <p>Big Write Data – a whole school moderated writing sample was completed in Term 2. A future focus on how we teach writing, including the scoping and sequencing of writing units that are matched with the curriculum and the use of targeted feedback to students about specific components / elements in their texts.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to</i> 	<p>In Semester 2, we will continue to monitor progress of English and Maths learning. We will be able to do a deeper dive with the NAPLAN data and compare it to the Pat data collected at end of semester 1. We also will further analyse AToSS, Naplan and school developed student surveys.</p>

<i>document these next steps?</i>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Continued use established processes/structures for collecting and monitoring school-wide data (SPA)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Develop a whole-school approach to pre and post testing of English and Maths across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Continued emphasis on evaluating-assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 5	Continued review current practice (What is working well? What needs to continue? Which areas of the school's	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

	work may need to be improved or further developed?)			
Activity 6	Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen the instructional leader approach.			
Actions	* Implement a schedule of professional learning for leaders on identified PLC effective practice strategies <ul style="list-style-type: none"> • Leading Teacher to coach PLC leaders • Having a DET data coach to leadership meetings (later in year) • Provide professional learning and coaching to PLC Leaders, Literacy and Numeracy Leaders, OWLS • Implement a GROWTH coaching goal for PLC leaders • Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning) 			
Delivery of the annual actions for this KIS	Completed			
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)			

	<p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>School Improvement Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning •pre- and post-testing of students within the structured intervention program •lesson and unit plans •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:-</p> <p>Fountas & Pinnell</p> <p>Pat reading, Patmaths, Pat spelling, and Pat grammar</p> <p>Learning Tasks</p> <p>Anecdotal records</p> <p>Naplan</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Balance between doing the work and building capacity.</p>

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	<p>Leadership Team for 2024</p> <p>Prep: Jamie Alfredson (OWL Leader) Suzanne Mathies (PLT) Year 1/2: Michael Webb (PLT Leader) Taylah Newell (OWL) Year 3/4: Nicole Tabone (PLT Leader) Brianna Shaw (OWL) Year 5/6: Ben Price (PLT Leader) Kerri Rees (OWL) Specialists: Luke Smith (PLT Leader/OWL) Literacy Learning Specialist: Nicole Tabone, Eloise Jenkins and Leading Teacher, Jessica Craghill</p> <p>Assistant Principal: Alex Werner Principal: Meg Parker</p> <p>PLT Leaders: The PLT Leaders will work with the whole Leadership Team to develop the CSPS Professional Learning Community and the Professional Learning Teams within the school.</p> <p>Specific Duties:</p> <ul style="list-style-type: none"> ? build the capacity of staff to improve student learning through the CSPS instructional model ? lead collaborative teams ? Make class observations and provide feedback to individual staff in regard to their classroom practice. ? Collect and analyse data on teachers' practice to enable targeted support ? Build teacher capacity to utilise student achievement data and make accurate teacher judgements. ? Support PLTs to develop and implement an agreed viable and guaranteed curriculum with a clear scope and sequence ? Support the establishment of collective accountability for improving student outcomes and implementing agreed school initiatives ? Attend professional development as required ? Deliver professional development within the school as required <p>Operation and Welfare Leaders (OWLS)</p> <p>The OWLS will work with the whole Leadership Team to develop the CSPS smooth running of administration and student and staff welfare within the school.</p> <p>Specific Duties: The administrative (operation) responsibilities of the OWL include:</p> <ul style="list-style-type: none"> • Coordinating the administration of camps/incursions/excursions for their year level. This may also include delegation • Ordering of team supplies and resources

- Overseeing teacher communication to parents
- Overseeing transitions at beginning of year and end of year including grade formations for the following year

The welfare responsibilities of the OWL include:

- Monitoring and supporting staff wellbeing in their team
- Monitoring and supporting student wellbeing in their team (including students with special needs)
- Ensuring consistency and excellence within their team in the following areas:
 - o Classroom SWPB management practices (4Rs, values rewards system, reflection room, restorative practices, flow chart, 6:1)
 - o CRT folders
 - o ILPs/SSGs
 - o Student Voice (SRC, class meetings, circle time, use of pivot data, Attitudes to School data, student voice in learning, peer mediation)
 - o Maintaining the school's welfare student directory
 - o Lunch clubs
 - o Maximum Attendance
 - o Pride in wearing School uniform and adhering to school policy

Maths Specialists

We were successful in receiving a grant at the end of 2020 to build our capacity to develop Maths Specialists within the school to further develop the capacity of the teaching of Maths. Although subconded to Somers Camp, the MTSS trained teacher comes one day a week to do Maths Coaching with staff.

Professional Learning for Staff

The LT and DI Coordinator have had a great opportunity to have 2 professional development days with Sue Richards, GROWTH Coaching International to develop a Growth mindset in staff and build their capacity to do peer observations and coaching. 'Growth Coaching International's professional learning workshops provide participants with proven, accessible tools and frameworks to increase their effectiveness by growing their ability to coach and mentor staff to tackle challenges, leverage opportunities and create their own solutions.'

PLT leaders and OWL leaders have received training from Sue Richards in Growth coaching.

Year 1/2 staff as well as new Prep teachers have participated in Tutor training, Initial Lit Training and Levelled Literacy Intervention Training to support the implementation of the Tutor Initiative as well as Prep-2 program.

Staff have also participated in literacy training with Narissa Leung.

	<p>Staff participated in numeracy training with Eamon Light, MAV and Mick Ymer.</p> <p>OWLs meet with Alex Werner to work further on their OWL projects which included revising the SWPB matrix, increasing SWPB consistency of practice across all classes, addressing attendance data and collating data to monitor progress of SWPB implementation. Alex Werner also coaches OWLs.</p> <p>PLT leaders meet with Jessica Craghill to implement Inquiry Cycles within PLT meetings. Prepare planning and school improvement projects within Reading and Maths. Jessica also coaches the PLT Leaders and the tutors.</p> <p>We have a leadership team who are undergoing training with Brian Gaunt as we roll out MTSS across the school.</p> <p>Learning Specialists and the Leading Teacher attended the Learning Specialist COP.</p> <p>PLT leaders in 3/4, 5/6 and LT attended training with Emima McLean.</p> <p>PLT leaders attended training in Maths 2.0 with Mick Ymer.</p> <p>Prep Leaders attended professional learning at Woodline School to view their approach to immersing students in Reggio Emilia, Playbased learning.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>AP will continue to coach the OWLs, Principal will coach LT and LS, LT will continue to coach the PLT leaders and tutors.</p> <p>LS will continue to coach identified staff.</p> <p>The wellbeing team will work with the regional SWPB Manager to train them on tier 3 SWPB implementations within the school.</p> <p>The leadership team will continue to train with Brian Guant on MTSS.</p>
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	☑ Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Leading Teacher to coach PLC leaders	☑ PLC leaders ☑ Leading teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	AP to coach OWLs	☑ Assistant principal ☑ SWPBS leader/team	from: Term 1 to: Term 4	50%
Activity 4	Implement a GROWTH coaching goal for PLC leaders, DI leader, LT, LS and OWLs	☑ Leadership team	from: Term 1 to: Term 4	50%
Activity 5	Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	☑ Leadership team	from: Term 1 to: Term 4	50%

Goal 3	To optimise student wellbeing and empower all students to become confident and engaged learners.
12-month target 3.1 target	Increase the percentage positive endorsement from students in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Sense of connectedness from 70% (2024 • Self-regulation and goal setting from 76% (202\$)

	<ul style="list-style-type: none"> • High expectations for success from 90% (2024) • Stimulated learning from 75% (2024) • Sense of confidence from 70% (2024)
12-month target 3.2 target	Increase student attendance from 87% (2024)
12-month target 3.3 target	Increase the percentage of positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> • Confidence and resilience from 82% (2024)
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to facilitate the co-design of learning with students.
Actions	<ul style="list-style-type: none"> • Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement • Use reflection at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) • Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences • Design learning activities which incorporate student interests and extend learning beyond the school including project based learning • Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input • Regularly support community circles within the class which include a learning focus • Explore utilisation of proficiencies for goal setting for students • Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress • Make the learning visible for students so goals are visible but also achievement and growth • Build student capability to set challenging learning goals and monitor their own learning growth. (Engagement)

Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p>

	<p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Balancing allocation of time for professional learning to building staff capability with student agency.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> 	<p>In lesson design and implementation teachers have supported:-</p> <ul style="list-style-type: none"> • opportunities for students to give feedback to peers and teachers. • Use reflection at the end of each lesson to reflect on learning intentions and success criteria (e.g. what did you learn today, what questions do you have) • community circles • Design learning activities which incorporate student interests and extend learning beyond the school including project based learning e.g. Term 2 Year 5/6 refugees, 3/4s designing a house to withstand a natural disaster, 1/2s investigating heritage of families • one-to-one discussions with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input • Three-way conferences (parent, teacher and student) or peer reviews to set goals Term 1 • The learning is visible for students so goals are visible but also achievement and growth either in slides or goal books • class meetings to resolve any concerns that come up in the cohort.

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
Will continue to provide lesson design, student feedback and documentation of learning goals. Sharing of learning with parents.				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, student survey	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
Activity 2	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

Activity 3	Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Staff professional learning and coaching to co design learning with students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 5	Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capability to set challenging learning goals and monitor their own learning growth.			
Actions	<p>* We will continue to support student wellbeing, engagement and confidence:-</p> <ul style="list-style-type: none"> • We will continue to support student wellbeing through SHINE lessons and tier 1 strategies in the classroom as well as tier 2 & 3 supports through the wellbeing and intervention team. • We will continue to provide leadership opportunities to students e.g. SHINE, SRC, School Captains, Academies, House Captains, IT, Sustainability. • We will continue to monitor and foster high school attendance for all students. • We will continue to engage with families to foster strong partnerships • We will continue to have strong and engaging partnerships with community agencies 			
Delivery of the annual actions for this KIS	Completed			

Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> •communicate and demonstrate high expectations of student agency •review lesson plans to ensure student voice and agency is present •model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals

	<ul style="list-style-type: none"> • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<input checked="" type="checkbox"/> Other Allocating time between teaching and learning, assessment, extra curriculum limits time for building student capability to regularly set challenging goals with the teacher.
Commentary on progress <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	Students have collaborated with teachers to determine goals and document goals. 3 way conferences, student comment on report. Discussions are occurring with staff with feedback from the school review. Sharing learning tasks and outcomes with students.

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	Planning of professional learning opportunities to review school practices around setting of student goals.			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development of goal sets for English and Maths	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
Activity 3	Explore utilisation of proficiencies for goal setting for students	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%

Activity 4	Consistent process for goal setting between teachers and students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
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Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By 2027, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024) <p>By 2027, increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024) <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
KIS 1.a Learning is the ongoing acquisition by students of	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Actions	<ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p>

	Engagement data from Learning Management Systems/virtual classrooms Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
Commentary on progress <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	

Future planning <ul style="list-style-type: none">• <i>What action will be taken next?</i>• <i>What support is required?</i>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, learning walks, student surveys	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%

Activity 3	Explore utilisation of proficiencies for goal setting for students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	50%
Activity 5	Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 6	Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Identify and address areas for support through coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 8	Build teacher capacity in data literacy and numeracy teaching and learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	50%

		<input checked="" type="checkbox"/> Leadership team	to: Term 4	
Activity 9	Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 10	Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
KIS 1.b Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner. <ul style="list-style-type: none"> • Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. • Shine Lessons being taught that reflect the needs of the school • Consult with staff on identification, intervention and monitoring of students with wellbeing needs • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and 			

	<p>skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids.</p> <p>Actions</p> <ul style="list-style-type: none"> • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS
Success indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results <p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes

	<ul style="list-style-type: none"> •Improved SWPBS data outcomes •student feedback to teachers •student survey results <p>Leaders:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> 	

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 2	Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	from: Term 1	50%

	emotional curriculum is SHINE) with the OWLS leading the implementation	<input checked="" type="checkbox"/> Leadership team	to: Term 4	
Activity 3	Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%
Activity 5	Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 6	Develop documentation for wellbeing students	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 7	Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 8	Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	50%

Activity 9	Run wellbeing lessons for students P-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
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Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	<p>Increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024)
12-month target 2.2 target	<p>Increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024)
12-month target 2.3 target	<p>Increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
12-month target 2.4 target	<p>Increase the percentage positive endorse in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning to 74% (2024)
KIS 2.a	Strengthen an agreed instructional model for English and Mathematics.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	<ul style="list-style-type: none"> • Fidelity to Reading and Writing Instructional Model and Numeracy Model • Induction of new staff and coaching support. • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Numeracy practices) • Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, Learning Specialists and PLC Leaders (via PLC/planning meetings) • Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need • Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1. • Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths • School visits to local schools focusing on identified needs of instruction • Aides being continually upskilled in literacy programs within the school • Induction of new staff on PLC cycle and refresh at beginning of year • Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning • PLC meeting schedule established each term • Continued use established processes/structures for collecting and monitoring school-wide data (SPA) • Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress • Continued emphasis on evaluating- assess performance (reading, writing and Maths data PAT/NAPLAN) • Continue to Identify and address areas for support • Ongoing building of teacher capacity in data literacy through PL and PLCs • Staff being in control of their student's data results and assessing this in a PLC • Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning <p>Numeracy</p> <ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation

	<ul style="list-style-type: none"> • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Engagement data from Learning Management Systems/virtual classrooms</p> <p>Data used to identify students in need of targeted support</p> <p>Student pre and post support surveys</p> <p>Documentation of strategies students will use in classes and at school</p> <p>Student engagement and assessment data from regular classes</p> <p>Appointment/staffing of programs</p>

<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	

<ul style="list-style-type: none"> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Maths practices)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Agreed Reading, Writing and Numeracy Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Leading Teacher, PLC Leaders (via PLC/planning meetings), Learning Specialists	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

Activity 4	Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings, curriculum days and PLTs) and point of need	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 5	Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%
Activity 6	Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 7	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence in working with student data.			
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continue to Identify and address areas for support 			

	<ul style="list-style-type: none"> • Ongoing building of teacher capacity in data literacy through PL and PLCs • Staff being in control of their student's data results and assessing this in a PLC • Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>Improvements in Teachers formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Fountas & Pinnell</p> <p>Pat reading, Pat reading, Pat grammar and Patmaths</p> <p>Learning Tasks</p> <p>Anecdotal records</p> <p>Naplan</p>
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Continued use established processes/structures for collecting and monitoring school-wide data (SPA)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Develop a whole-school approach to pre and post testing of English and Maths across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Continued emphasis on evaluating-assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 5	Continued review current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

Activity 7	Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen the instructional leader approach.			
Actions	* Implement a schedule of professional learning for leaders on identified PLC effective practice strategies <ul style="list-style-type: none"> • Leading Teacher to coach PLC leaders • Having a DET data coach to leadership meetings (later in year) • Provide professional learning and coaching to PLC Leaders, Literacy and Numeracy Leaders, OWLS • Implement a GROWTH coaching goal for PLC leaders • Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning) 			
Delivery of the annual actions for this KIS	Completed			
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs			
Success indicators	School Improvement Leaders: <ul style="list-style-type: none"> •evidence of delivered professional learning •pre- and post-testing of students within the structured intervention program •lesson and unit plans 			

	<ul style="list-style-type: none"> •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:- Fountas & Pinnell Pat reading, Patmaths, Pat spelling, and Pat grammar Learning Tasks Anecdotal records Naplan</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned</i> 	

<p><i>outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	☑ Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Leading Teacher to coach PLC leaders	☑ PLC leaders	from: Term 1	50%

		☑ Leading teacher(s)	to: Term 4	
Activity 3	AP to coach OWLs	☑ Assistant principal ☑ SWPBS leader/team	from: Term 1 to: Term 4	50%
Activity 4	Implement a GROWTH coaching goal for PLC leaders, DI leader, LT, LS and OWLs	☑ Leadership team	from: Term 1 to: Term 4	50%
Activity 5	Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	☑ Leadership team	from: Term 1 to: Term 4	50%

Goal 3	To optimise student wellbeing and empower all students to become confident and engaged learners.
12-month target 3.1 target	Increase the percentage positive endorsement from students in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Sense of connectedness from 70% (2024) • Self-regulation and goal setting from 76% (2024) • High expectations for success from 90% (2024) • Stimulated learning from 75% (2024) • Sense of confidence from 70% (2024)
12-month target 3.2 target	Increase student attendance from 87% (2024)

12-month target 3.3 target	<p>Increase the percentage of positive endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> Confidence and resilience from 82% (2024)
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to facilitate the co-design of learning with students.
Actions	<ul style="list-style-type: none"> Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement Use reflection at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences Design learning activities which incorporate student interests and extend learning beyond the school including project based learning Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input Regularly support community circles within the class which include a learning focus Explore utilisation of proficiencies for goal setting for students Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress Make the learning visible for students so goals are visible but also achievement and growth Build student capability to set challenging learning goals and monitor their own learning growth. (Engagement)
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning take responsibility for their learning and are, on the whole, independent and self regulating learners negotiate and design learning that stretches their thinking can track and measure their own learning growth

	<ul style="list-style-type: none"> • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.

<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	

<ul style="list-style-type: none"> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, student survey	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
Activity 2	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Staff professional learning and coaching to co design learning with students.	<input checked="" type="checkbox"/> Leadership team	from: Term 1	50%

		<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	to: Term 4	
Activity 5	Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Build student capability to set challenging learning goals and monitor their own learning growth.			
Actions	* We will continue to support student wellbeing, engagement and confidence:- <ul style="list-style-type: none"> • We will continue to support student wellbeing through SHINE lessons and tier 1 strategies in the classroom as well as tier 2 & 3 supports through the wellbeing and intervention team. • We will continue to provide leadership opportunities to students e.g. SHINE, SRC, School Captains, Academies, House Captains, IT, Sustainability. • We will continue to monitor and foster high school attendance for all students. • We will continue to engage with families to foster strong partnerships • We will continue to have strong and engaging partnerships with community agencies 			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Students will: <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning 			

	<ul style="list-style-type: none"> • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <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> • <i>What is the evidence?</i> 	
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	

<ul style="list-style-type: none">What adjustments or additions will you make to your AIP to document these next steps?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development of goal sets for English and Maths	<div><input checked="" type="checkbox"/> Leadership team</div> <div><input checked="" type="checkbox"/> Teacher(s)</div>	from: Term 1 to: Term 4	50%
Activity 2	Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	<div><input checked="" type="checkbox"/> Teacher(s)</div> <div><input checked="" type="checkbox"/> Student(s)</div>	from: Term 1 to: Term 4	50%
Activity 3	Explore utilisation of proficiencies for goal setting for students	<div><input checked="" type="checkbox"/> Teacher(s)</div> <div><input checked="" type="checkbox"/> Student(s)</div>	from: Term 1 to: Term 4	50%
Activity 4	Consistent process for goal setting between teachers and students.	<div><input checked="" type="checkbox"/> Student(s)</div> <div><input checked="" type="checkbox"/> Teacher(s)</div>	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By 2027, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024) <p>By 2027, increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024) <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
Has this 12-month target been met	Not Met

KIS 1.a Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	Completed
Outcomes	Teachers will provide students with regular feedback and examples of excellence. Students will experience success and celebrate the acquisition of knowledge. Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.
Success indicators	Tracking of student goals that student can monitor their own progress. Documentation and data from formative assessments

	A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data documentation indicating clearly student progress Differentiated curriculum documents and evidence of student learning at different levels Engagement data from Learning Management Systems/virtual classrooms Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs			
Reflection on progress				
Enablers <ul style="list-style-type: none"> What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

	learning interests and assessment preferences			
Activity 2	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, learning walks, student surveys	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	Explore utilisation of proficiencies for goal setting for students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	50%
Activity 5	Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 6	Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

Activity 7	Identify and address areas for support through coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 8	Build teacher capacity in data literacy and numeracy teaching and learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 9	Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 10	Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
KIS 1.b Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner. <ul style="list-style-type: none"> Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. Shine Lessons being taught that reflect the needs of the school Consult with staff on identification, intervention and monitoring of students with wellbeing needs 			

	<ul style="list-style-type: none"> • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids. <p>Actions</p> <ul style="list-style-type: none"> • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS

Success indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results <p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data outcomes •student feedback to teachers •student survey results <p>Leaders:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results
Reflection on progress	
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 2	Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%
Activity 5	Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 6	Develop documentation for wellbeing students	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1	50%

			to: Term 4	
Activity 7	Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 8	Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	50%
Activity 9	Run wellbeing lessons for students P-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	Increase the percentage of students in NAPLAN strong and exceeding proficiencies in: Year 3: o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) Year 5: o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024)
Has this 12-month target been met	Not Met

12-month target 2.2 target	<p>Increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024)
Has this 12-month target been met	Not Met
12-month target 2.3 target	<p>Increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
Has this 12-month target been met	Not Met
12-month target 2.4 target	<p>Increase the percentage positive endorse in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning to 74% (2024)
Has this 12-month target been met	Not Met
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen an agreed instructional model for English and Mathematics.
Actions	<ul style="list-style-type: none"> • Fidelity to Reading and Writing Instructional Model and Numeracy Model • Induction of new staff and coaching support. • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Numeracy practices)

- Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, Learning Specialists and PLC Leaders (via PLC/planning meetings)
 - Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need
 - Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1.
 - Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths
 - School visits to local schools focusing on identified needs of instruction
 - Aides being continually upskilled in literacy programs within the school
 - Induction of new staff on PLC cycle and refresh at beginning of year
 - Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning
 - PLC meeting schedule established each term
 - Continued use established processes/structures for collecting and monitoring school-wide data (SPA)
 - Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress
 - Continued emphasis on evaluating- assess performance (reading, writing and Maths data PAT/NAPLAN)
 - Continue to Identify and address areas for support
 - Ongoing building of teacher capacity in data literacy through PL and PLCs
 - Staff being in control of their student's data results and assessing this in a PLC
 - Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning
- Numeracy
- Fidelity of Numeracy Instructional Model implementation
 - Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays
 - Each PLC Team to engage PLC cycle based on Pedagogical Model
 - Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days)
 - Develop and implement a structure and model for Maths extension/intervention
 - Performance cycle Goal for each classroom teacher to achieve target set for Numeracy
 - Education Support staff being upskilled in Maths programs
 - Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach
 - Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content
 - Embed processes/structures for collecting and monitoring school-wide numeracy data

	<ul style="list-style-type: none"> • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Engagement data from Learning Management Systems/virtual classrooms</p> <p>Data used to identify students in need of targeted support</p> <p>Student pre and post support surveys</p> <p>Documentation of strategies students will use in classes and at school</p> <p>Student engagement and assessment data from regular classes</p> <p>Appointment/staffing of programs</p>
Reflection on progress	
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	
Barriers	

<ul style="list-style-type: none"> What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Maths practices)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Agreed Reading, Writing and Numeracy Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Leading Teacher, PLC Leaders (via PLC/planning meetings), Learning Specialists	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%

	Learning in staff meetings, curriculum days and PLTs) and point of need			
Activity 5	Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%
Activity 6	Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 7	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence in working with student data.			
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continue to Identify and address areas for support Ongoing building of teacher capacity in data literacy through PL and PLCs Staff being in control of their student's data results and assessing this in a PLC 			

	<ul style="list-style-type: none"> Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>Improvements in Teachers formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Fountas & Pinnell</p> <p>Pat reading, Pat reading, Pat grammar and Patmaths</p> <p>Learning Tasks</p> <p>Anecdotal records</p> <p>Naplan</p>
Reflection on progress	
Enablers <ul style="list-style-type: none"> What enablers are supporting/supported the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> What barriers are impeding/impeded the delivery of this KIS? 	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Continued use established processes/structures for collecting and monitoring school-wide data (SPA)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Develop a whole-school approach to pre and post testing of English and Maths across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Continued emphasis on evaluating-assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 5	Continued review current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

Activity 6	Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Strengthen the instructional leader approach.			
Actions	* Implement a schedule of professional learning for leaders on identified PLC effective practice strategies <ul style="list-style-type: none"> • Leading Teacher to coach PLC leaders • Having a DET data coach to leadership meetings (later in year) • Provide professional learning and coaching to PLC Leaders, Literacy and Numeracy Leaders, OWLS • Implement a GROWTH coaching goal for PLC leaders • Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning) 			
Delivery of the annual actions for this KIS	Completed			
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards			

	<p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
<p>Success indicators</p>	<p>School Improvement Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning •pre- and post-testing of students within the structured intervention program •lesson and unit plans •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:-</p> <p>Fountas & Pinnell</p> <p>Pat reading, Patmaths, Pat spelling, and Pat grammar</p> <p>Learning Tasks</p> <p>Anecdotal records</p> <p>Naplan</p>
<p>Reflection on progress</p>	
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 2	Leading Teacher to coach PLC leaders	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	AP to coach OWLs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	50%
Activity 4	Implement a GROWTH coaching goal for PLC leaders, DI leader, LT, LS and OWLs	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 5	Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%

Goal 3	To optimise student wellbeing and empower all students to become confident and engaged learners.
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12-month target 3.1 target	<p>Increase the percentage positive endorsement from students in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Sense of connectedness from 70% (2024) • Self-regulation and goal setting from 76% (2024) • High expectations for success from 90% (2024) • Stimulated learning from 75% (2024) • Sense of confidence from 70% (2024)
Has this 12-month target been met	Not Met
12-month target 3.2 target	Increase student attendance from 87% (2024)
Has this 12-month target been met	Not Met
12-month target 3.3 target	<p>Increase the percentage of positive endorsement in the Parent Opinion Survey for:</p> <ul style="list-style-type: none"> • Confidence and resilience from 82% (2024)
Has this 12-month target been met	Not Met
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to facilitate the co-design of learning with students.
Actions	<ul style="list-style-type: none"> • Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement • Use reflection at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) • Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for

	<p>students to share their learning interests and assessment preferences</p> <ul style="list-style-type: none"> • Design learning activities which incorporate student interests and extend learning beyond the school including project based learning • Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input • Regularly support community circles within the class which include a learning focus • Explore utilisation of proficiencies for goal setting for students • Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress • Make the learning visible for students so goals are visible but also achievement and growth • Build student capability to set challenging learning goals and monitor their own learning growth. (Engagement)
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning

	<p>(Action 5.3)</p> <ul style="list-style-type: none"> • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Reflection on progress	
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, student survey	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
Activity 2	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Staff professional learning and coaching to co design learning with students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 5	Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 3.b Activation of student voice and agency, including in leadership	Build student capability to set challenging learning goals and monitor their own learning growth.			

and learning, to strengthen students' participation and engagement in school	
Actions	<p>* We will continue to support student wellbeing, engagement and confidence:-</p> <ul style="list-style-type: none"> • We will continue to support student wellbeing through SHINE lessons and tier 1 strategies in the classroom as well as tier 2 & 3 supports through the wellbeing and intervention team. • We will continue to provide leadership opportunities to students e.g. SHINE, SRC, School Captains, Academies, House Captains, IT, Sustainability. • We will continue to monitor and foster high school attendance for all students. • We will continue to engage with families to foster strong partnerships • We will continue to have strong and engaging partnerships with community agencies
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge

	<p>each other (Action 5.3)</p> <ul style="list-style-type: none"> • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Reflection on progress	
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	
Barriers	

<ul style="list-style-type: none"> What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development of goal sets for English and Maths	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
Activity 3	Explore utilisation of proficiencies for goal setting for students	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	50%
Activity 4	Consistent process for goal setting between teachers and students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%

Future planning	
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Monitoring and assessment - 2024

Mid Term 1 monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By 2027, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024) <p>By 2027, increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024) <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
KIS 1.a Learning is the ongoing acquisition by students of	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Actions	<ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p>

	Engagement data from Learning Management Systems/virtual classrooms Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, learning walks, student surveys	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Explore utilisation of proficiencies for goal setting for students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	-1%

			to: Term 4	
Activity 4	Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 5	Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 6	Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 7	Identify and address areas for support through coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 8	Build teacher capacity in data literacy and numeracy teaching and learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 9	Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 10	Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner. <ul style="list-style-type: none"> • Continue to implement the SWPB, Respectful Relationships and Kismatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. • Shine Lessons being taught that reflect the needs of the school • Consult with staff on identification, intervention and monitoring of students with wellbeing needs • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids. Actions			

	<ul style="list-style-type: none"> • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS
Success indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results <p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data outcomes •student feedback to teachers •student survey results

	Leaders: •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 3	Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 6	Develop documentation for wellbeing students	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 7	Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 8	Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 9	Run wellbeing lessons for students P-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	from: Term 1	-1%

			to: Term 4	
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Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	<p>Increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024)
12-month target 2.2 target	<p>Increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024)
12-month target 2.3 target	<p>Increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
12-month target 2.4 target	<p>Increase the percentage positive endorse in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning to 74% (2024)
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior	Strengthen an agreed instructional model for English and Mathematics.

secondary pathways, incorporating extra-curricula programs	
Actions	<ul style="list-style-type: none"> • Fidelity to Reading and Writing Instructional Model and Numeracy Model • Induction of new staff and coaching support. • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Numeracy practices) • Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, Learning Specialists and PLC Leaders (via PLC/planning meetings) • Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need • Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1. • Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths • School visits to local schools focusing on identified needs of instruction • Aides being continually upskilled in literacy programs within the school • Induction of new staff on PLC cycle and refresh at beginning of year • Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning • PLC meeting schedule established each term • Continued use established processes/structures for collecting and monitoring school-wide data (SPA) • Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress • Continued emphasis on evaluating- assess performance (reading, writing and Maths data PAT/NAPLAN) • Continue to Identify and address areas for support • Ongoing building of teacher capacity in data literacy through PL and PLCs • Staff being in control of their student's data results and assessing this in a PLC • Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning <p>Numeracy</p> <ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered

	<p>by Maths Specialists, PLTs, Curriculum Days)</p> <ul style="list-style-type: none"> • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence. Students will experience success and celebrate the acquisition of knowledge. Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress. Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data documentation indicating clearly student progress Differentiated curriculum documents and evidence of student learning at different levels Engagement data from Learning Management Systems/virtual classrooms Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs</p>
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Maths practices)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Agreed Reading, Writing and Numeracy Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Leading Teacher, PLC Leaders (via PLC/planning meetings), Learning Specialists	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings, curriculum days and PLTs) and point of need	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 5	Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 6	Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 7	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence in working with student data.			
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continue to Identify and address areas for support Ongoing building of teacher capacity in data literacy through PL and PLCs Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning 			

Delivery of the annual actions for this KIS				
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs			
Success indicators	Improvements in Teachers formative assessment data and teacher judgement data Teacher records and observations of student progress Fountas & Pinnell Pat reading, Pat reading, Pat grammar and Patmaths Learning Tasks Anecdotal records Naplan			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Activity 2	Continued use established processes/structures for collecting and monitoring school-wide data (SPA)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Develop a whole-school approach to pre and post testing of English and Maths across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Continued emphasis on evaluating-assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Continued review current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 6	Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 7	Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.c	Strengthen the instructional leader approach.			

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> * Implement a schedule of professional learning for leaders on identified PLC effective practice strategies • Leading Teacher to coach PLC leaders • Having a DET data coach to leadership meetings (later in year) • Provide professional learning and coaching to PLC Leaders, Literacy and Numeracy Leaders, OWLS • Implement a GROWTH coaching goal for PLC leaders • Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning)
Delivery of the annual actions for this KIS	
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>School Improvement Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning •pre- and post-testing of students within the structured intervention program •lesson and unit plans •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:-</p>

	Fountas & Pinnell Pat reading, Patmaths, Pat spelling, and Pat grammar Learning Tasks Anecdotal records Naplan			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Leading Teacher to coach PLC leaders	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	AP to coach OWLs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 4	Implement a GROWTH coaching goal for PLC leaders, DI leader, LT, LS and OWLs	☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	☑ Leadership team	from: Term 1 to: Term 4	-1%

Goal 3	To optimise student wellbeing and empower all students to become confident and engaged learners.			
12-month target 3.1 target	Increase the percentage positive endorsement from students in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Sense of connectedness from 70% (2024) • Self-regulation and goal setting from 76% (2024) • High expectations for success from 90% (2024) • Stimulated learning from 75% (2024) • Sense of confidence from 70% (2024) 			
12-month target 3.2 target	Increase student attendance from 87% (2024)			
12-month target 3.3 target	Increase the percentage of positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> • Confidence and resilience from 82% (2024) 			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to facilitate the co-design of learning with students.			

Actions	<ul style="list-style-type: none"> • Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement • Use reflection at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) • Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences • Design learning activities which incorporate student interests and extend learning beyond the school including project based learning • Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input • Regularly support community circles within the class which include a learning focus • Explore utilisation of proficiencies for goal setting for students • Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress • Make the learning visible for students so goals are visible but also achievement and growth • Build student capability to set challenging learning goals and monitor their own learning growth. (Engagement)
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1)

	<ul style="list-style-type: none"> • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, student survey	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	-1%
Activity 2	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Staff professional learning and coaching to co design learning with students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 5	Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen	Build student capability to set challenging learning goals and monitor their own learning growth.			

students' participation and engagement in school	
Actions	<p>* We will continue to support student wellbeing, engagement and confidence:-</p> <ul style="list-style-type: none"> • We will continue to support student wellbeing through SHINE lessons and tier 1 strategies in the classroom as well as tier 2 & 3 supports through the wellbeing and intervention team. • We will continue to provide leadership opportunities to students e.g. SHINE, SRC, School Captains, Academies, House Captains, IT, Sustainability. • We will continue to monitor and foster high school attendance for all students. • We will continue to engage with families to foster strong partnerships • We will continue to have strong and engaging partnerships with community agencies
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3)

	<ul style="list-style-type: none"> • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons 			
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development of goal sets for English and Maths	✅ Leadership team	from: Term 1	-1%

		<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
Activity 2	Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	-1%
Activity 3	Explore utilisation of proficiencies for goal setting for students	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	-1%
Activity 4	Consistent process for goal setting between teachers and students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid Term 2 monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By 2027, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024) <p>By 2027, increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024) <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
KIS 1.a Learning is the ongoing acquisition by students of	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Actions	<ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p>

	Engagement data from Learning Management Systems/virtual classrooms Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, learning walks, student surveys	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Explore utilisation of proficiencies for goal setting for students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	-1%

			to: Term 4	
Activity 4	Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 5	Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 6	Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 7	Identify and address areas for support through coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 8	Build teacher capacity in data literacy and numeracy teaching and learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 9	Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 10	Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>* Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.</p> <ul style="list-style-type: none"> • Continue to implement the SWPB, Respectful Relationships and Kismatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. • Shine Lessons being taught that reflect the needs of the school • Consult with staff on identification, intervention and monitoring of students with wellbeing needs • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids. <p>Actions</p>			

	<ul style="list-style-type: none"> • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS
Success indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results <p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data outcomes •student feedback to teachers •student survey results

	Leaders: •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 3	Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 6	Develop documentation for wellbeing students	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 7	Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 8	Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 9	Run wellbeing lessons for students P-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	from: Term 1	-1%

			to: Term 4	
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Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	<p>Increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024)
12-month target 2.2 target	<p>Increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024)
12-month target 2.3 target	<p>Increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
12-month target 2.4 target	<p>Increase the percentage positive endorse in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning to 74% (2024)
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior	Strengthen an agreed instructional model for English and Mathematics.

secondary pathways, incorporating extra-curricula programs	
Actions	<ul style="list-style-type: none"> • Fidelity to Reading and Writing Instructional Model and Numeracy Model • Induction of new staff and coaching support. • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Numeracy practices) • Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, Learning Specialists and PLC Leaders (via PLC/planning meetings) • Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need • Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1. • Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths • School visits to local schools focusing on identified needs of instruction • Aides being continually upskilled in literacy programs within the school • Induction of new staff on PLC cycle and refresh at beginning of year • Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning • PLC meeting schedule established each term • Continued use established processes/structures for collecting and monitoring school-wide data (SPA) • Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress • Continued emphasis on evaluating- assess performance (reading, writing and Maths data PAT/NAPLAN) • Continue to Identify and address areas for support • Ongoing building of teacher capacity in data literacy through PL and PLCs • Staff being in control of their student's data results and assessing this in a PLC • Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning <p>Numeracy</p> <ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered

	<p>by Maths Specialists, PLTs, Curriculum Days)</p> <ul style="list-style-type: none"> • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence. Students will experience success and celebrate the acquisition of knowledge. Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress. Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data documentation indicating clearly student progress Differentiated curriculum documents and evidence of student learning at different levels Engagement data from Learning Management Systems/virtual classrooms Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs</p>
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Maths practices)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Agreed Reading, Writing and Numeracy Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Leading Teacher, PLC Leaders (via PLC/planning meetings), Learning Specialists	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings, curriculum days and PLTs) and point of need	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 5	Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 6	Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 7	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence in working with student data.			
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continue to Identify and address areas for support Ongoing building of teacher capacity in data literacy through PL and PLCs Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning 			

Delivery of the annual actions for this KIS				
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs			
Success indicators	Improvements in Teachers formative assessment data and teacher judgement data Teacher records and observations of student progress Fountas & Pinnell Pat reading, Pat reading, Pat grammar and Patmaths Learning Tasks Anecdotal records Naplan			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Activity 2	Continued use established processes/structures for collecting and monitoring school-wide data (SPA)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Develop a whole-school approach to pre and post testing of English and Maths across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Continued emphasis on evaluating-assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Continued review current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 6	Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 7	Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.c	Strengthen the instructional leader approach.			

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> * Implement a schedule of professional learning for leaders on identified PLC effective practice strategies • Leading Teacher to coach PLC leaders • Having a DET data coach to leadership meetings (later in year) • Provide professional learning and coaching to PLC Leaders, Literacy and Numeracy Leaders, OWLS • Implement a GROWTH coaching goal for PLC leaders • Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning)
Delivery of the annual actions for this KIS	
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>School Improvement Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning •pre- and post-testing of students within the structured intervention program •lesson and unit plans •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:-</p>

	Fountas & Pinnell Pat reading, Patmaths, Pat spelling, and Pat grammar Learning Tasks Anecdotal records Naplan			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Leading Teacher to coach PLC leaders	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	AP to coach OWLs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 4	Implement a GROWTH coaching goal for PLC leaders, DI leader, LT, LS and OWLs	✅ Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	✅ Leadership team	from: Term 1 to: Term 4	-1%

Goal 3	To optimise student wellbeing and empower all students to become confident and engaged learners.			
12-month target 3.1 target	Increase the percentage positive endorsement from students in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Sense of connectedness from 70% (2024) • Self-regulation and goal setting from 76% (2024) • High expectations for success from 90% (2024) • Stimulated learning from 75% (2024) • Sense of confidence from 70% (2024) 			
12-month target 3.2 target	Increase student attendance from 87% (2024)			
12-month target 3.3 target	Increase the percentage of positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> • Confidence and resilience from 82% (2024) 			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to facilitate the co-design of learning with students.			

Actions	<ul style="list-style-type: none"> • Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement • Use reflection at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) • Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences • Design learning activities which incorporate student interests and extend learning beyond the school including project based learning • Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input • Regularly support community circles within the class which include a learning focus • Explore utilisation of proficiencies for goal setting for students • Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress • Make the learning visible for students so goals are visible but also achievement and growth • Build student capability to set challenging learning goals and monitor their own learning growth. (Engagement)
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1)

	<ul style="list-style-type: none"> • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, student survey	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	-1%
Activity 2	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Staff professional learning and coaching to co design learning with students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 5	Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen	Build student capability to set challenging learning goals and monitor their own learning growth.			

students' participation and engagement in school	
Actions	<p>* We will continue to support student wellbeing, engagement and confidence:-</p> <ul style="list-style-type: none"> • We will continue to support student wellbeing through SHINE lessons and tier 1 strategies in the classroom as well as tier 2 & 3 supports through the wellbeing and intervention team. • We will continue to provide leadership opportunities to students e.g. SHINE, SRC, School Captains, Academies, House Captains, IT, Sustainability. • We will continue to monitor and foster high school attendance for all students. • We will continue to engage with families to foster strong partnerships • We will continue to have strong and engaging partnerships with community agencies
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3)

	<ul style="list-style-type: none"> • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons 			
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development of goal sets for English and Maths	✅ Leadership team	from: Term 1	-1%

		☑ Teacher(s)	to: Term 4	
Activity 2	Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	-1%
Activity 3	Explore utilisation of proficiencies for goal setting for students	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	-1%
Activity 4	Consistent process for goal setting between teachers and students.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid Term 3 monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By 2027, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none">o Reading 68% (2024)o Writing from 77% (2024)o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none">o Reading from 68% (2024)o Writing from 62% (2024)o Numeracy from 60% (2024) <p>By 2027, increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none">• Reading and viewing 84% (2024)• Writing from 78% (2024)• Number and algebra 85% (2024) <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none">• Collective efficacy 90.8% (2024)• Academic emphasis 64% (2024)• Instructional leadership from 87% (2024)
KIS 1.a Learning is the ongoing acquisition by students of	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Actions	<ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p>

	Engagement data from Learning Management Systems/virtual classrooms Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, learning walks, student surveys	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Explore utilisation of proficiencies for goal setting for students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	-1%

			to: Term 4	
Activity 4	Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 5	Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 6	Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 7	Identify and address areas for support through coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 8	Build teacher capacity in data literacy and numeracy teaching and learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 9	Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 10	Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>* Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.</p> <ul style="list-style-type: none"> • Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. • Shine Lessons being taught that reflect the needs of the school • Consult with staff on identification, intervention and monitoring of students with wellbeing needs • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids. <p>Actions</p>			

	<ul style="list-style-type: none"> • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS
Success indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results <p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data outcomes •student feedback to teachers •student survey results

	Leaders: •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 3	Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 6	Develop documentation for wellbeing students	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 7	Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 8	Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 9	Run wellbeing lessons for students P-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	from: Term 1	-1%

			to: Term 4	
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Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	<p>Increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024)
12-month target 2.2 target	<p>Increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024)
12-month target 2.3 target	<p>Increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
12-month target 2.4 target	<p>Increase the percentage positive endorse in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning to 74% (2024)
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior	Strengthen an agreed instructional model for English and Mathematics.

secondary pathways, incorporating extra-curricula programs	
Actions	<ul style="list-style-type: none"> • Fidelity to Reading and Writing Instructional Model and Numeracy Model • Induction of new staff and coaching support. • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Numeracy practices) • Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, Learning Specialists and PLC Leaders (via PLC/planning meetings) • Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need • Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1. • Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths • School visits to local schools focusing on identified needs of instruction • Aides being continually upskilled in literacy programs within the school • Induction of new staff on PLC cycle and refresh at beginning of year • Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning • PLC meeting schedule established each term • Continued use established processes/structures for collecting and monitoring school-wide data (SPA) • Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress • Continued emphasis on evaluating- assess performance (reading, writing and Maths data PAT/NAPLAN) • Continue to Identify and address areas for support • Ongoing building of teacher capacity in data literacy through PL and PLCs • Staff being in control of their student's data results and assessing this in a PLC • Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning <p>Numeracy</p> <ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered

	<p>by Maths Specialists, PLTs, Curriculum Days)</p> <ul style="list-style-type: none"> • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Engagement data from Learning Management Systems/virtual classrooms</p> <p>Data used to identify students in need of targeted support</p> <p>Student pre and post support surveys</p> <p>Documentation of strategies students will use in classes and at school</p> <p>Student engagement and assessment data from regular classes</p> <p>Appointment/staffing of programs</p>
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Maths practices)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Agreed Reading, Writing and Numeracy Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Leading Teacher, PLC Leaders (via PLC/planning meetings), Learning Specialists	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings, curriculum days and PLTs) and point of need	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 5	Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 6	Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 7	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence in working with student data.			
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continue to Identify and address areas for support Ongoing building of teacher capacity in data literacy through PL and PLCs Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning 			

Delivery of the annual actions for this KIS				
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs			
Success indicators	Improvements in Teachers formative assessment data and teacher judgement data Teacher records and observations of student progress Fountas & Pinnell Pat reading, Pat reading, Pat grammar and Patmaths Learning Tasks Anecdotal records Naplan			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Activity 2	Continued use established processes/structures for collecting and monitoring school-wide data (SPA)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Develop a whole-school approach to pre and post testing of English and Maths across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Continued emphasis on evaluating-assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Continued review current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 6	Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 7	Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.c	Strengthen the instructional leader approach.			

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> * Implement a schedule of professional learning for leaders on identified PLC effective practice strategies • Leading Teacher to coach PLC leaders • Having a DET data coach to leadership meetings (later in year) • Provide professional learning and coaching to PLC Leaders, Literacy and Numeracy Leaders, OWLS • Implement a GROWTH coaching goal for PLC leaders • Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning)
Delivery of the annual actions for this KIS	
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>School Improvement Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning •pre- and post-testing of students within the structured intervention program •lesson and unit plans •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:-</p>

	Fountas & Pinnell Pat reading, Patmaths, Pat spelling, and Pat grammar Learning Tasks Anecdotal records Naplan			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Leading Teacher to coach PLC leaders	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	AP to coach OWLs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 4	Implement a GROWTH coaching goal for PLC leaders, DI leader, LT, LS and OWLs	✅ Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	✅ Leadership team	from: Term 1 to: Term 4	-1%

Goal 3	To optimise student wellbeing and empower all students to become confident and engaged learners.			
12-month target 3.1 target	Increase the percentage positive endorsement from students in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Sense of connectedness from 70% (2024) • Self-regulation and goal setting from 76% (2024) • High expectations for success from 90% (2024) • Stimulated learning from 75% (2024) • Sense of confidence from 70% (2024) 			
12-month target 3.2 target	Increase student attendance from 87% (2024)			
12-month target 3.3 target	Increase the percentage of positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> • Confidence and resilience from 82% (2024) 			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to facilitate the co-design of learning with students.			

Actions	<ul style="list-style-type: none"> • Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement • Use reflection at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) • Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences • Design learning activities which incorporate student interests and extend learning beyond the school including project based learning • Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input • Regularly support community circles within the class which include a learning focus • Explore utilisation of proficiencies for goal setting for students • Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress • Make the learning visible for students so goals are visible but also achievement and growth • Build student capability to set challenging learning goals and monitor their own learning growth. (Engagement)
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1)

	<ul style="list-style-type: none"> • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, student survey	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	-1%
Activity 2	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Staff professional learning and coaching to co design learning with students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 5	Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen	Build student capability to set challenging learning goals and monitor their own learning growth.			

students' participation and engagement in school	
Actions	<p>* We will continue to support student wellbeing, engagement and confidence:-</p> <ul style="list-style-type: none"> • We will continue to support student wellbeing through SHINE lessons and tier 1 strategies in the classroom as well as tier 2 & 3 supports through the wellbeing and intervention team. • We will continue to provide leadership opportunities to students e.g. SHINE, SRC, School Captains, Academies, House Captains, IT, Sustainability. • We will continue to monitor and foster high school attendance for all students. • We will continue to engage with families to foster strong partnerships • We will continue to have strong and engaging partnerships with community agencies
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3)

	<ul style="list-style-type: none"> • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons 			
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development of goal sets for English and Maths	☑ Leadership team	from: Term 1	-1%

		<input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
Activity 2	Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	-1%
Activity 3	Explore utilisation of proficiencies for goal setting for students	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	-1%
Activity 4	Consistent process for goal setting between teachers and students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid Term 4 monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	<p>By 2027, increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024) <p>By 2027, increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024) <p>By 2027, increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
KIS 1.a Learning is the ongoing acquisition by students of	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	
Actions	<ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered by Maths Specialists, PLTs, Curriculum Days) • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p>

	Engagement data from Learning Management Systems/virtual classrooms Data used to identify students in need of targeted support Student pre and post support surveys Documentation of strategies students will use in classes and at school Student engagement and assessment data from regular classes Appointment/staffing of programs			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, learning walks, student surveys	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Explore utilisation of proficiencies for goal setting for students.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	-1%

			to: Term 4	
Activity 4	Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 5	Embed processes/structures for collecting and monitoring school-wide numeracy data.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 6	Monitor current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 7	Identify and address areas for support through coaching	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 8	Build teacher capacity in data literacy and numeracy teaching and learning.	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 9	Before planning, teams are reflecting on the week before and finding points of needs for students	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 10	Streamline whole school Numeracy documentation to promote collective efficacy	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b Learning is the ongoing acquisition by students of knowledge, skills and capabilities, including those defined by the Victorian Curriculum and senior secondary pathways.	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>* Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.</p> <ul style="list-style-type: none"> • Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation. • Shine Lessons being taught that reflect the needs of the school • Consult with staff on identification, intervention and monitoring of students with wellbeing needs • Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing. • Develop documentation for wellbeing students • Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St • Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times • Continue facilitating groups where students have explicit roles to play and invite reflections on developing knowledge and skills needed to develop proficiency in these roles. e.g. SRC, School Captains, House Captains, SHINE captains, Academies, Sustainability Leaders, Koorie Kids. <p>Actions</p>			

	<ul style="list-style-type: none"> • Ensuring transferal of all clinical documentation of Tier 2 and 3 students to Compass profile • System in place to maintain up to date digital filing of student documentation on Compass
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> •be able to describe the school's expected behaviours and give examples of how they may be demonstrated in different contexts/classes •be able to identify the school values in action (e.g. specific examples in their classes) •demonstrate behaviours consistent with the school's expected behaviours •Set and track progress against personal learning goals •Being motivated through their learning through increased agency <p>Teachers will:</p> <ul style="list-style-type: none"> •understand and implement our SHINE Framework •consistently implement SWPBS •model positive and respectful relationships •develop individual plans to support students displaying Tier Three behaviours <p>Leaders will:</p> <ul style="list-style-type: none"> •model positive and respectful relationships at all times •have a strong knowledge of the SHINE Framework •provide learning opportunities for staff to improve their practice •regularly monitor implementation and effectiveness of SWPBS
Success indicators	<p>Students:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results <p>Teachers:</p> <ul style="list-style-type: none"> •Improved ATOSS outcomes •Improved SWPBS data outcomes •student feedback to teachers •student survey results

	Leaders: •Improved ATOSS outcomes •Improved SWPBS data •student feedback to teachers •student survey results			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have a team overseeing the student wellbeing in the school with the addition of Disability Inclusion Leader and Mental Health in PS Practitioner.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Continue to implement the SWPB, Respectful Relationships and Kidsmatter (new name for social emotional curriculum is SHINE) with the OWLS leading the implementation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 3	Consult with staff on identification, intervention and monitoring of students with wellbeing needs	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Shine Lessons being taught that reflect the needs of the school	<input checked="" type="checkbox"/> SWPBS leader/team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Adhering to the roles and responsibility of teachers, education support staff and middle leaders in relation to student wellbeing.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 6	Develop documentation for wellbeing students	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 7	Hold professional learning for teachers implementing wellbeing programs. Eg. Berry St	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 8	Develop student leadership skills in all students, and work with a variety of stakeholders and partners to provide opportunities for students to practice these skills. e.g. academies, Shine Captain duties at break times	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 9	Run wellbeing lessons for students P-6	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Student(s)	from: Term 1	-1%

			to: Term 4	
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Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	<p>Increase the percentage of students in NAPLAN strong and exceeding proficiencies in:</p> <p>Year 3:</p> <ul style="list-style-type: none"> o Reading 68% (2024) o Writing from 77% (2024) o Numeracy from 67% (2024) <p>Year 5:</p> <ul style="list-style-type: none"> o Reading from 68% (2024) o Writing from 62% (2024) o Numeracy from 60% (2024)
12-month target 2.2 target	<p>Increase the percentage of P-6 students assessed as working at or above age expected level against the Victorian Curriculum, as per teacher judgements in:</p> <ul style="list-style-type: none"> • Reading and viewing 84% (2024) • Writing from 78% (2024) • Number and algebra 85% (2024)
12-month target 2.3 target	<p>Increase the percentage of positive endorsement in the School Staff Survey for:</p> <ul style="list-style-type: none"> • Collective efficacy 90.8% (2024) • Academic emphasis 64% (2024) • Instructional leadership from 87% (2024)
12-month target 2.4 target	<p>Increase the percentage positive endorse in the Attitudes to School Survey for:</p> <ul style="list-style-type: none"> • Stimulated learning to 74% (2024)
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior	Strengthen an agreed instructional model for English and Mathematics.

secondary pathways, incorporating extra-curricula programs	
Actions	<ul style="list-style-type: none"> • Fidelity to Reading and Writing Instructional Model and Numeracy Model • Induction of new staff and coaching support. • Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Numeracy practices) • Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Jess Craghill, Learning Specialists and PLC Leaders (via PLC/planning meetings) • Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings and PLTs) and point of need • Further develop and implement a structure and model for literacy intervention and extension including the extension of initial lit to year 1. • Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths • School visits to local schools focusing on identified needs of instruction • Aides being continually upskilled in literacy programs within the school • Induction of new staff on PLC cycle and refresh at beginning of year • Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning • PLC meeting schedule established each term • Continued use established processes/structures for collecting and monitoring school-wide data (SPA) • Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress • Continued emphasis on evaluating- assess performance (reading, writing and Maths data PAT/NAPLAN) • Continue to Identify and address areas for support • Ongoing building of teacher capacity in data literacy through PL and PLCs • Staff being in control of their student's data results and assessing this in a PLC • Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning <p>Numeracy</p> <ul style="list-style-type: none"> • Fidelity of Numeracy Instructional Model implementation • Learning walks & peer observations to monitor the implementation of Pedagogical Model and class displays • Each PLC Team to engage PLC cycle based on Pedagogical Model • Staff to engage in Professional learning of the agreed model (coaching and Professional Learning in staff meetings delivered

	<p>by Maths Specialists, PLTs, Curriculum Days)</p> <ul style="list-style-type: none"> • Develop and implement a structure and model for Maths extension/intervention • Performance cycle Goal for each classroom teacher to achieve target set for Numeracy • Education Support staff being upskilled in Maths programs • Ongoing induction for new staff on whole school approach to Numeracy facilitated by Maths Coach • Continue professional learning on formative assessment and collecting, analysing, responding to and monitoring numeracy data throughout the year to inform content • Embed processes/structures for collecting and monitoring school-wide numeracy data • Develop a whole-school approach to pre and post testing of numeracy strands to track progress. • Identify and address areas for support through coaching from Maths Coach • Before planning, teams are reflecting on the week before and finding points of needs for students • Streamline whole school Numeracy documentation to promote collective efficacy
Delivery of the annual actions for this KIS	
Outcomes	<p>Teachers will provide students with regular feedback and examples of excellence.</p> <p>Students will experience success and celebrate the acquisition of knowledge.</p> <p>Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate.</p>
Success indicators	<p>Tracking of student goals that student can monitor their own progress.</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data documentation indicating clearly student progress</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Engagement data from Learning Management Systems/virtual classrooms</p> <p>Data used to identify students in need of targeted support</p> <p>Student pre and post support surveys</p> <p>Documentation of strategies students will use in classes and at school</p> <p>Student engagement and assessment data from regular classes</p> <p>Appointment/staffing of programs</p>
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Learning Walks and Peer Observations to monitor the implementation of Pedagogical Model (reading, writing and Maths practices)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	Agreed Reading, Writing and Numeracy Instructional Model implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Observations of reading, writing and Maths practices in classrooms ensuring consistency across the school e.g. classroom displays, structure and content of lessons, student learning goals by in school coaches Leading Teacher, PLC Leaders (via PLC/planning meetings), Learning Specialists	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Staff to continue to engage in Professional Learning of the agreed model (coaching and Professional Learning in staff meetings, curriculum days and PLTs) and point of need	<input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 5	Performance cycle Goal for each classroom teacher to achieve target set for reading, writing/spelling and Maths	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 6	Aides being continually upskilled in literacy programs within the school	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 7	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build staff data literacy and confidence in working with student data.			
Actions	<ul style="list-style-type: none"> Continued use established processes/structures for collecting and monitoring school-wide data (SPA) Develop a whole-school approach to pre and post testing of literacy across all curriculum areas as well as formative assessments to track progress Continued emphasis on evaluating- assess performance (reading data PAT/NAPLAN) Continue to Identify and address areas for support Ongoing building of teacher capacity in data literacy through PL and PLCs Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning 			

Delivery of the annual actions for this KIS				
Outcomes	All members of Clifton Springs staff engaging in a PLC Process. All members of staff collecting data to track learning growth All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice) All members of staff implementing HITS All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards Students using assessment rubrics to assess their own learning All students will engage in a personalised program to support their learning needs			
Success indicators	Improvements in Teachers formative assessment data and teacher judgement data Teacher records and observations of student progress Fountas & Pinnell Pat reading, Pat reading, Pat grammar and Patmaths Learning Tasks Anecdotal records Naplan			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Each PLC Team to engage PLC cycle based on student needs and relevant Pedagogical Model resulting in school improvement to student learning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Activity 2	Continued use established processes/structures for collecting and monitoring school-wide data (SPA)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Develop a whole-school approach to pre and post testing of English and Maths across all curriculum areas as well as formative assessments to track progress	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Continued emphasis on evaluating-assess performance (reading data PAT/NAPLAN)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Continued review current practice (What is working well? What needs to continue? Which areas of the school's work may need to be improved or further developed?)	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 6	Ongoing building of teacher capacity in data literacy through PL e.g. have a data coach to staff meetings	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 7	Staff being in control of their student's data results and assessing this in a PLC Continued emphasis on teams reflecting on the week before and finding points of needs for students in collaborative planning	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.c	Strengthen the instructional leader approach.			

The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> * Implement a schedule of professional learning for leaders on identified PLC effective practice strategies • Leading Teacher to coach PLC leaders • Having a DET data coach to leadership meetings (later in year) • Provide professional learning and coaching to PLC Leaders, Literacy and Numeracy Leaders, OWLS • Implement a GROWTH coaching goal for PLC leaders • Leading Teacher to assist with PLC implementation and support (analyse data, assist planning, coach teaching and learning)
Delivery of the annual actions for this KIS	
Outcomes	<p>All members of Clifton Springs staff engaging in a PLC Process.</p> <p>All members of staff collecting data to track learning growth</p> <p>All members of staff adhering to a Clifton Springs PS Reading instructional model (consistent practice)</p> <p>All members of staff implementing HITS</p> <p>All members of staff designing, implementing and assessing Learning Tasks against Vic Curric Standards</p> <p>Students using assessment rubrics to assess their own learning</p> <p>All students will engage in a personalised program to support their learning needs</p>
Success indicators	<p>School Improvement Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning •pre- and post-testing of students within the structured intervention program •lesson and unit plans •student work samples •moderated assessment samples. <p>Leaders:</p> <ul style="list-style-type: none"> •evidence of delivered professional learning * notes from learning walks/observations * leadership development <p>Improvement in the following assessments:-</p>

	Fountas & Pinnell Pat reading, Patmaths, Pat spelling, and Pat grammar Learning Tasks Anecdotal records Naplan			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement a schedule of professional learning for leaders on identified PLC effective practice strategies	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Leading Teacher to coach PLC leaders	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	AP to coach OWLs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 4	Implement a GROWTH coaching goal for PLC leaders, DI leader, LT, LS and OWLs	✅ Leadership team	from: Term 1 to: Term 4	-1%
Activity 5	Provide professional learning and coaching to PLT Leaders, Literacy and Numeracy Leaders, OWLS	✅ Leadership team	from: Term 1 to: Term 4	-1%

Goal 3	To optimise student wellbeing and empower all students to become confident and engaged learners.			
12-month target 3.1 target	Increase the percentage positive endorsement from students in the Attitudes to School Survey for: <ul style="list-style-type: none"> • Sense of connectedness from 70% (2024) • Self-regulation and goal setting from 76% (2024) • High expectations for success from 90% (2024) • Stimulated learning from 75% (2024) • Sense of confidence from 70% (2024) 			
12-month target 3.2 target	Increase student attendance from 87% (2024)			
12-month target 3.3 target	Increase the percentage of positive endorsement in the Parent Opinion Survey for: <ul style="list-style-type: none"> • Confidence and resilience from 82% (2024) 			
KIS 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build staff capability to facilitate the co-design of learning with students.			

Actions	<ul style="list-style-type: none"> • Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement • Use reflection at the end of each lesson to confirm progress on learning and assess student engagement (e.g. what did you learn today, what questions do you have) • Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences • Design learning activities which incorporate student interests and extend learning beyond the school including project based learning • Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input • Regularly support community circles within the class which include a learning focus • Explore utilisation of proficiencies for goal setting for students • Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress • Make the learning visible for students so goals are visible but also achievement and growth • Build student capability to set challenging learning goals and monitor their own learning growth. (Engagement)
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1)

	<ul style="list-style-type: none"> • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3) • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Provide opportunities for students to give feedback to peers and teachers. Use student feedback to diagnose issues and inform practice improvement e.g. exit cards, student survey	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	-1%
Activity 2	Ensure there are opportunities for regular small group or whole class discussions that create inclusive opportunities for students to share their learning interests and assessment preferences	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Discuss feedback one-to-one with students to stimulate their thinking about learning, and provide opportunities for them to ask questions and provide input	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Staff professional learning and coaching to co design learning with students.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 5	Design learning activities which incorporate student interests and extend learning beyond the school including project based learning	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.b Activation of student voice and agency, including in leadership and learning, to strengthen	Build student capability to set challenging learning goals and monitor their own learning growth.			

students' participation and engagement in school	
Actions	<p>* We will continue to support student wellbeing, engagement and confidence:-</p> <ul style="list-style-type: none"> • We will continue to support student wellbeing through SHINE lessons and tier 1 strategies in the classroom as well as tier 2 & 3 supports through the wellbeing and intervention team. • We will continue to provide leadership opportunities to students e.g. SHINE, SRC, School Captains, Academies, House Captains, IT, Sustainability. • We will continue to monitor and foster high school attendance for all students. • We will continue to engage with families to foster strong partnerships • We will continue to have strong and engaging partnerships with community agencies
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> * work with teachers in making decisions about teaching and learning • take responsibility for their learning and are, on the whole, independent and self regulating learners • negotiate and design learning that stretches their thinking • can track and measure their own learning growth • are involved in designing and implementing school policy and programs, and actively contribute ideas about student-led learning • display the capabilities, confidence and willingness to contribute ideas and make decisions about what and how they learn • reflect, take action and accept the responsibility that comes with being part of the problem solving. <p>Teachers will:</p> <ul style="list-style-type: none"> • empower students to make decisions about what and how they learn (Action 1.3) • co-design, with the students, learning and behaviour norms and protocols (Action 2.1) • co-design learning plans with students and seeks input from parents/carers (Action 2.2) • include students in curriculum planning (Action 4.1) • model and develop students' critical, creative and higher order thinking skills (Action 5.1) • provide opportunities for students to share their learning, teach, question and challenge each other (Action 5.3)

	<ul style="list-style-type: none"> • support students to question and form conclusions about the value of the learning (Action 5.3) • create opportunities for students <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate and demonstrate high expectations of student agency • review lesson plans to ensure student voice and agency is present • model how to include student agency in lessons 			
Success indicators	<p>Students:</p> <p>ATOSS</p> <p>Minutes of meetings where they have been involved in co-designing lessons</p> <p>Teachers:</p> <ul style="list-style-type: none"> • assists students to take ownership of their learning by identifying strategies that support them to attain learning goals • assists students to become increasingly self-directed over time, and to gain confidence in their ability to complete learning tasks • provides opportunities for students to reflect on the effectiveness of their learning and plan for future development • enables students to negotiate assessment methods and criteria matched to their learning goals. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development of goal sets for English and Maths	✅ Leadership team	from: Term 1	-1%

		☑ Teacher(s)	to: Term 4	
Activity 2	Use three-way conferences (parent, teacher and student) or peer reviews to provide feedback on pieces of work and learning progress	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	-1%
Activity 3	Explore utilisation of proficiencies for goal setting for students	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	-1%
Activity 4	Consistent process for goal setting between teachers and students.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and Self-assessment - 2024

SEIL Feedback

Submitted Feedback
<p>Clifton Springs Primary School has made excellent progress towards achieving the goals set out in the Annual Implementation Plan during the first semester. The achievements as measured by all data sets have been exceptional. Congratulations to all of the team at Clifton Springs Primary School. The school has continued to embed Instructional Models, which have become integral to informing whole school practice. The development of PLC structures has been pivotal in fostering teacher collaboration and reflective practices, allowing staff to plan units of work with a focus on differentiation effectively, and taking wellbeing concerns into the learning frameworks. Your PLCs are very effective and all participants have a voice in the collective direction. The embedding of InitialLit in F-2; teacher efforts to unpack and understand mathematics Curriculum 2.0; focusing on quality mini-lessons; and TLI efforts; MAV support for numeracy work across all year levels and other numeracy activities, have significantly enhanced instructional quality. Consistent approaches to formative assessment and frequent low-stakes testing have also been embedded, contributing to a more robust assessment framework. Professional Learning for staff has been well-targeted, focusing on learning and wellbeing high impact strategies, understanding NCCD data, and other evidence-based practices. The peer observation program has been taken a step up, and coaching has had a great impact. Student leadership and peer mentoring have been strengthened with increased role allocation for student leadership opportunities across all year levels. These initiatives have fostered a sense of responsibility and community among students, further enhancing the school's supportive and inclusive environment. Your Mental Health check-ins, effective outcomes from DIPs, and the AToSS analysis work are productive. Overall, Clifton Springs Primary School has demonstrated great progress in the first semester, showing a clear commitment to achieving the goals of the Annual Implementation Plan through effective implementation of instructional models, collaborative practices, and a focus on student engagement and leadership. The school review in Term 2 was a terrific celebration of your progress and the SSP gives a clear, simple, focused range of 2 goals around learning and wellbeing. Thanks Meg and your collaborative teams at the school.</p> <p>Submitted by Alan Davis (SEIL) on 12 July, 2024 at 03:18 PM</p>