

Monitoring and Assessment - 2022

Verney Road School (5153)



Submitted for review by Angela Buxton (School Principal) on 15 December, 2021 at 04:31 PM

Endorsed by Paul Tozer (Senior Education Improvement Leader) on 25 February, 2022 at 04:14 PM

Endorsed by Di Steven (School Council President) on 28 February, 2022 at 09:06 AM

Monitoring and Assessment - 2022

Term 1 monitoring (optional)

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Turn around the 10% decline in ATSS Student Voice and Agency by 5% (from 70% to 75%) and the 9% decrease in Motivation and Interest by 5% (from 83% to 83%) SS -School Climate percent endorsement from 57.5 to 62% Maintain current level of goal achievement at 4 or 5 in English and Maths
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment for planning and differentiation in order to identify and meet students' individual learning needs Whole school level Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice Classroom level Establish/embed consistent approaches to formative assessment Use PLCs for staff to collaboratively plan units of work with a focus on differentiation Establish/support staff to embed the use of data walls for numeracy to inform targeted planning Build students' self-awareness and metacognitive skills (knowing their goals) Individual and small group level (PLCs)

	<p>Engage in professional learning on ... Build staff capacity to understand and implement ... Prioritise time for teachers, specialist staff and support staff to engage in shared planning Work with ES and teaching staff to assess learning and map progress against IEP goals</p>
<p>Outcomes</p>	<p>Whole school level Teachers will confidently and accurately identify student learning needs of all of their students Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Students in need of targeted academic support or intervention will be identified and supported through TLI Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p> <p>Classroom level</p> <p>Students will know their individual learning goals Individual and small group level (PLCs) PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs</p> <p>Individual and small group level (PLCs) Students will know what their next steps are to progress their learning</p>
<p>Success Indicators</p>	<p>Whole school level Early indicators: Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress Classroom observations and learning walks demonstrating use of strategies from professional learning</p>

	<p>Late indicators: Students, staff and parent perception survey results Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Data Wall will show student learning growth as determined by formative and summative assessment IEPs will have data driven goals to meet student needs, which will be monitored and evaluated throughout the year</p> <p>Classroom level Early indicators: data walls indicating clearly student progress Documentation and data from formative assessments Late indicators: Semester 2 teacher judgements</p> <p>Individual and small group level (PLCs) Early indicators: Progress against Individual Education Plans Assessment data and student surveys from intervention groups</p> <p>Late indicators: Students, staff and parent perception survey results Victorian Curriculum and VCAL judgements will show growth in learning Staff Survey - School Climate - percentage endorsement from 57.5</p>
Delivery of the annual actions for this KIS	
Enablers	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Establish processes/structures for collecting and monitoring school-wide data to develop 'live' Data Walls for English and Maths	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	Embed the assessment schedule, 5 week cycles and time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Document plans for maths coaching/mentoring/observation of identified classroom teachers with the Maths Consultant and Teacher Leader of Maths	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Develop a professional learning plan the maintains line of site to classroom practice including, embedding of instructional model, IEP development, school-wide assessment and reporting procedures and embeds the PLC inquiry cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%

Activity 5	Develop a shared PDP goal focusing on building teacher capacity to recognise the impact of their teaching through rigorous and continuous assessment and differentiation of student learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
Activity 6	Review Learning Walks & Talks and Observations to develop staff practice and collect data on student experiences of assessment and differentiation	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Embed a multi-tiered response model to support students' mental health</p> <p>Whole school level Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Establish/embed a tiered social regulation / engagement model such as Schoolwide Positive Behaviour Support (SWPBS) framework Embed Student Representative Council to promote student voice and seek feedback on the promotion of wellbeing and positive mental health</p> <p>Classroom level Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development Build staff capacity to collect, analyse and respond to student wellbeing data on PBS implement the Resilience, Rights and Respectful Relationships curriculum</p> <p>Individual and small group level Students with emerging or acute wellbeing needs identified and referred appropriately</p>			

	<p>Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate</p> <p>Build relationships and engage with families of at-risk students</p> <p>Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</p> <p>Attendance?</p>
<p>Outcomes</p>	<p>Whole school level</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas</p> <p>Teachers will be able to recognise, respond to and refer students' mental health needs</p> <p>response model to mental health</p> <p>Leaders will support the continuous development, documentation and revision of a multi-tiered</p> <p>Wellbeing team will directly support students' mental health and/or provide referrals</p> <p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing</p> <p>Classroom level</p> <p>Individual and small group level (PLCs)</p> <p>Students will report improved mental health</p> <p>Students will have strong relationships with peers/staff</p> <p>Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p> <p>Individual and small group level</p> <p>Families of at-risk students will receive regular communication and support from the school</p>
<p>Success Indicators</p>	<p>Early indicators:</p> <p>Whole school level</p> <p>Curriculum documentation will show plans for social and emotional learning</p> <p>Documentation of frameworks, policies or programs</p> <p>Internal and external professional learning attendance and shared readings/PL for staff are documented</p> <p>Documentation of referrals/communication processes</p> <p>Self assessment against the DET Inclusive Schooling Index tool</p>

	Classroom level Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Late indicators: Whole school level Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience Students, staff and parent perception survey results Attendance data PBS data?			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Appointment ES 1.2 - Wellbeing/Engagement Support x 2 , speech pathologist	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 2	Appointment of LT Inclusion and Behaviourur to implement targetted behavioural intervention practices across the school and to support neighbourhood schools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1	0%

			to: Term 1	
Activity 3	Develop a professional learning plan, including mental health and Respectful Relationships	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 4	Appointment of School Nurse to support staff to meet complex medical needs of students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 5	Review the multi-tiered response model for the Allied Health and Wellbeing Teams at the end of each term using data and student feedback, and modify for greater impact and how this supports student learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

Mid-year monitoring

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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	<p>Engage in professional learning on ... Build staff capacity to understand and implement ... Prioritise time for teachers, specialist staff and support staff to engage in shared planning Work with ES and teaching staff to assess learning and map progress against IEP goals</p>
<p>Outcomes</p>	<p>Whole school level Teachers will confidently and accurately identify student learning needs of all of their students Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Students in need of targeted academic support or intervention will be identified and supported through TLI Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p> <p>Classroom level</p> <p>Students will know their individual learning goals Individual and small group level (PLCs) PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs</p> <p>Individual and small group level (PLCs) Students will know what their next steps are to progress their learning</p>
<p>Success Indicators</p>	<p>Whole school level Early indicators: Teachers' formative assessment data and summative judgements against the curriculum Teacher records and observations of student progress Classroom observations and learning walks demonstrating use of strategies from professional learning</p>

	<p>Late indicators: Students, staff and parent perception survey results Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Data Wall will show student learning growth as determined by formative and summative assessment IEPs will have data driven goals to meet student needs, which will be monitored and evaluated throughout the year</p> <p>Classroom level Early indicators: data walls indicating clearly student progress Documentation and data from formative assessments Late indicators: Semester 2 teacher judgements</p> <p>Individual and small group level (PLCs) Early indicators: Progress against Individual Education Plans Assessment data and student surveys from intervention groups</p> <p>Late indicators: Students, staff and parent perception survey results Victorian Curriculum and VCAL judgements will show growth in learning Staff Survey - School Climate - percentage endorsement from 57.5</p>
Delivery of the annual actions for this KIS	
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Barriers				
Commentary on progress				
Future planning				
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Activities and Milestones	Activity	Who	When	Percentage complete
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Activity 2	Establish processes/structures for collecting and monitoring school-wide data to develop 'live' Data Walls for English and Maths	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Embed the assessment schedule, 5 week cycles and time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Document plans for maths coaching/mentoring/observation of identified classroom teachers with the Maths Consultant and Teacher Leader of Maths	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

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KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Embed a multi-tiered response model to support students' mental health</p> <p>Whole school level Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Establish/embed a tiered social regulation / engagement model such as Schoolwide Positive Behaviour Support (SWPBS) framework Embed Student Representative Council to promote student voice and seek feedback on the promotion of wellbeing and positive mental health</p> <p>Classroom level Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development Build staff capacity to collect, analyse and respond to student wellbeing data on PBS implement the Resilience, Rights and Respectful Relationships curriculum</p> <p>Individual and small group level Students with emerging or acute wellbeing needs identified and referred appropriately Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate</p>			

	<p>Build relationships and engage with families of at-risk students Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach Attendance?</p>
<p>Outcomes</p>	<p>Whole school level Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs response model to mental health Leaders will support the continuous development, documentation and revision of a multi-tiered Wellbeing team will directly support students' mental health and/or provide referrals Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing</p> <p>Classroom level Individual and small group level (PLCs) Students will report improved mental health Students will have strong relationships with peers/staff Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p> <p>Individual and small group level Families of at-risk students will receive regular communication and support from the school</p>
<p>Success Indicators</p>	<p>Early indicators: Whole school level Curriculum documentation will show plans for social and emotional learning Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings/PL for staff are documented Documentation of referrals/communication processes Self assessment against the DET Inclusive Schooling Index tool</p> <p>Classroom level</p>

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Monitoring and Assessment - 2022

Term 3 monitoring (optional)

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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	<p>Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach Attendance?</p>
<p>Outcomes</p>	<p>Whole school level Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs response model to mental health Leaders will support the continuous development, documentation and revision of a multi-tiered Wellbeing team will directly support students' mental health and/or provide referrals Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing</p> <p>Classroom level Individual and small group level (PLCs) Students will report improved mental health Students will have strong relationships with peers/staff Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p> <p>Individual and small group level Families of at-risk students will receive regular communication and support from the school</p>
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Monitoring and Assessment - 2022

End-of-year monitoring

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Has this 12 month target met	Not Met
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Actions	Build staff capacity in assessment for planning and differentiation in order to identify and meet students' individual learning needs Whole school level Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice Classroom level Establish/embed consistent approaches to formative assessment Use PLCs for staff to collaboratively plan units of work with a focus on differentiation Establish/support staff to embed the use of data walls for numeracy to inform targeted planning Build students' self-awareness and metacognitive skills (knowing their goals)

	<p>Individual and small group level (PLCs) Engage in professional learning on ... Build staff capacity to understand and implement ... Prioritise time for teachers, specialist staff and support staff to engage in shared planning Work with ES and teaching staff to assess learning and map progress against IEP goals</p>
<p>Outcomes</p>	<p>Whole school level Teachers will confidently and accurately identify student learning needs of all of their students Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Students in need of targeted academic support or intervention will be identified and supported through TLI Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p> <p>Classroom level</p> <p>Students will know their individual learning goals Individual and small group level (PLCs) PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will identify student learning needs based on diagnostic assessment data Teachers and tutors will plan for differentiation based on student learning data Teachers will implement differentiated teaching and learning to meet individual student needs</p> <p>Individual and small group level (PLCs) Students will know what their next steps are to progress their learning</p>
<p>Success Indicators</p>	<p>Whole school level Early indicators: Teachers' formative assessment data and summative judgements against the curriculum</p>

	<p>Teacher records and observations of student progress Classroom observations and learning walks demonstrating use of strategies from professional learning Late indicators: Students, staff and parent perception survey results Curriculum documentation will show plans for differentiation Notes from TLI meetings will show plans to support individual students' learning needs Data Wall will show student learning growth as determined by formative and summative assessment IEPs will have data driven goals to meet student needs, which will be monitored and evaluated throughout the year</p> <p>Classroom level Early indicators: data walls indicating clearly student progress Documentation and data from formative assessments Late indicators: Semester 2 teacher judgements</p> <p>Individual and small group level (PLCs) Early indicators: Progress against Individual Education Plans Assessment data and student surveys from intervention groups</p> <p>Late indicators: Students, staff and parent perception survey results Victorian Curriculum and VCAL judgements will show growth in learning Staff Survey - School Climate - percentage endorsement from 57.5</p>
<p>Delivery of the annual actions for this KIS</p>	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop a shared PDP goal focusing on building teacher capacity to recognise the impact of their teaching through rigorous and continuous assessment and differentiation of student learning.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 2	0%
Activity 2	Develop a professional learning plan the maintains line of site to classroom practice including, embedding of instructional model, IEP development, school-wide assessment and reporting procedures and embeds the PLC inquiry cycle.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Embed the assessment schedule, 5 week cycles and time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Review Learning Walks & Talks and Observations to develop staff practice and	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	0%

	collect data on student experiences of assessment and differentiation	<input checked="" type="checkbox"/> Assistant Principal	to: Term 4	
Activity 5	Establish processes/structures for collecting and monitoring school-wide data to develop 'live' Data Walls for English and Maths	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 6	Document plans for maths coaching/mentoring/observation of identified classroom teachers with the Maths Consultant and Teacher Leader of Maths	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Team Leader(s) <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Embed a multi-tiered response model to support students' mental health</p> <p>Whole school level Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Establish/embed a tiered social regulation / engagement model such as Schoolwide Positive Behaviour Support (SWPBS) framework Embed Student Representative Council to promote student voice and seek feedback on the promotion of wellbeing and positive mental health</p> <p>Classroom level Implement classroom interventions in mentoring, cognitive skills, behavioural skills or exercise and relaxation Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development Build staff capacity to collect, analyse and respond to student wellbeing data on PBS implement the Resilience, Rights and Respectful Relationships curriculum</p> <p>Individual and small group level Students with emerging or acute wellbeing needs identified and referred appropriately</p>			

	<p>Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate</p> <p>Build relationships and engage with families of at-risk students</p> <p>Develop a plan for increasing the engagement of any parents/carers/kin or community groups that are under-represented or harder to reach</p> <p>Attendance?</p>
<p>Outcomes</p>	<p>Whole school level</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas</p> <p>Teachers will be able to recognise, respond to and refer students' mental health needs</p> <p>response model to mental health</p> <p>Leaders will support the continuous development, documentation and revision of a multi-tiered</p> <p>Wellbeing team will directly support students' mental health and/or provide referrals</p> <p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing</p> <p>Classroom level</p> <p>Individual and small group level (PLCs)</p> <p>Students will report improved mental health</p> <p>Students will have strong relationships with peers/staff</p> <p>Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p> <p>Individual and small group level</p> <p>Families of at-risk students will receive regular communication and support from the school</p>
<p>Success Indicators</p>	<p>Early indicators:</p> <p>Whole school level</p> <p>Curriculum documentation will show plans for social and emotional learning</p> <p>Documentation of frameworks, policies or programs</p> <p>Internal and external professional learning attendance and shared readings/PL for staff are documented</p> <p>Documentation of referrals/communication processes</p> <p>Self assessment against the DET Inclusive Schooling Index tool</p>

	Classroom level Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Late indicators: Whole school level Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience Students, staff and parent perception survey results Attendance data PBS data?			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop a professional learning plan, including mental health and Respectful Relationships	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 2	Appointment of School Nurse to support staff to meet complex medical needs of students	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1	0%

			to: Term 1	
Activity 3	Review the multi-tiered response model for the Allied Health and Wellbeing Teams at the end of each term using data and student feedback, and modify for greater impact and how this supports student learning	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 4	Appointment ES 1.2 - Wellbeing/Engagement Support x 2 , speech pathologist	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 5	Appointment of LT Inclusion and Behaviourur to implement targetted behavioural intervention practices across the school and to support neighbourhood schools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%

Monitoring and Self-assessment - 2022

SEIL Feedback