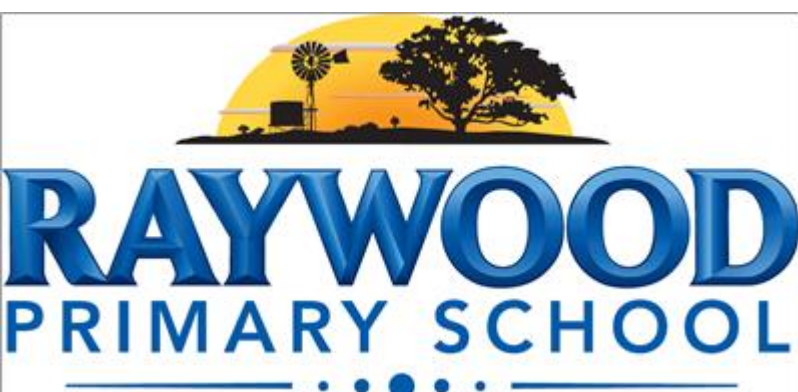


Monitoring and Assessment - 2022

Raywood Primary School (1844)



Submitted for review by Lisa Duffy (School Principal) on 24 February, 2022 at 08:15 AM

Endorsed by Damien Jenkyn (Senior Education Improvement Leader) on 03 March, 2022 at 10:57 AM

Endorsed by Yolande Humphries (School Council President) on 05 May, 2022 at 07:44 PM

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	Students in the Tutor Learning Program to make at or above expected growth according to Teacher Judgement Growth for Reading and Writing. Numeracy Target- All students in Yr 5 will achieve results NAPLAN Numeracy that are in the middle or top two bands. Wellbeing Target: In 2022 Student Absence Data to show 100% of P to Year 6 students with less than 20 absence days per year (100% in 2021). Attitudes to School Survey result for factor of Student Voice and Agency to be at 89% +, in 2022 (89*% in 2021).
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	Targeted Tutoring (Tutor Learning Initiative) Program implemented for students who have been identified as requiring additional focused support in the areas of Reading and Writing and Numeracy. School Numeracy Program to focus upon developing the four proficiencies of Fluency, Reasoning, Understanding and Problem Solving. Develop a whole-school understanding of what Student Voice and Agency in learning looks like and have students involved in the development, implementation and assessment of their learning tasks.
Outcomes	Principal will ensure the Tutor Learning Program is implemented and reviewed so that students in need of the most academic support are targeted. Principal will schedule and organise professional learning team meetings for staff to further develop their understanding of numeracy (particularly the four proficiencies).

	<p>Teachers will work with students to develop a whole-school approach to Student Voice and Agency and create authentic opportunities for students to have more control over their learning.</p> <p>Teachers will participate and contribute to Numeracy Professional Learning Sessions and implement learned strategies and processes into the daily classroom practice.</p> <p>Tutor Learning Initiative Teacher will assess and monitor the progress of students on the program and collaborate with classroom teachers with regard students on the Tutor Learning Initiative.</p> <p>Tutor Learning Initiative Teacher will develop Tutor Learning Initiative program (Reading Numeracy and Writing).</p> <p>Students will be able to articulate what Student Voice and Agency is and how it is implemented into their school program.</p> <p>Students on the Tutor Learning Program will show learning growth in Reading, Writing and Numeracy beyond the standard expected growth of 12 months for one year of schooling.</p>
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Tutor Learning Program students have Individual Learning Plans with clear goals and targets.</p> <p>Numeracy - teacher planning and lesson documentation will show evidence of use of the four proficiencies as part of the lesson structure.</p> <p>.</p> <p>Late Indicators:</p> <p>The Whole-school Assessment Schedule - Essential Assessments (Number and Algebra) , Fountas and Pinnell (Reading), Writing Criterion Tool- will be used to assess student learning growth and indicate progress along the continuum.</p> <p>Records of assessment and achievement for those students on Tutor Learning Initiative showing student improvement against the Victorian Curriculum Standards</p> <p>Student Attitudes to School and Staff Opinion Survey results to show Student Voice and Agency at 85% or higher.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Using 2021 end of Semester data to identify which students have not made the expected growth in Reading, Writing or Numeracy. Placing those students on the Tutor Learning Program.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Staff development on understanding Student Voice and Agency and planning for it's authentic implementation across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 3	Staff participation in Numeracy Professional Learning Sessions and school-based sessions using the DET numeracy resources and portal.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 4	Professional Learning Sessions in the area of Numeracy for teaching staff lead by outside professionals and principal.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 4	0%
Activity 5	Student workshops on Student Voice and Agency and student designed programs, learning opportunities and assessments to be implemented.	<input checked="" type="checkbox"/> All Staff	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	Implement Respectful Relationships, Berry Street Education Model Learnings and the Active Schools Program across the school to support Student Wellbeing. Embed a response model and positive mental health approaches to staff professional practice. Work with students, staff and families to create new school values that belong to our current cohort. Implement the school's policy and processes for Student Attendance with fidelity.
Outcomes	Principal will lead and support the Resilience, Rights and Respectful Relationships programs within the school. Principal will refer student mental health concerns to the correct agencies for additional advice and support. Principal will follow up any unexplained or irregular student absences with families and promote the importance of attendance via regular school communications. Teachers will refer mental health concerns to the principal and support each student's mental health. Students will be able to articulate strategies for maintaining positive mental health and where to seek assistance if they require support and advice. Students will develop the skills, confidence and motivation to be active for life. Students will be able to clearly articulate our school values and how they relate to their academic, emotional and physical wellbeing.
Success Indicators	Early Indicators: Programs and policies of the school will reflect the school's response to student wellbeing and welfare. New school values are established and communicated to all stakeholders. Curriculum plan for Resilience, Rights and Respectful Relationships for all year levels. Increased timetabling of physical activity and sport for our students. Where and How to seek help posters are displayed throughout the school. Student absence data will be monitored via uEducateUs with no unexplained absences Late Indicators: School Staff Survey to show results for Confidence and Resilience Skills above 90% (maintained from 2021 results) . Student Attitudes to School Survey to show results for Resilience above 90% (maintained from 2021 results). Parent Opinion Survey to show results for Confidence and Resiliency Skills above 90% (improved from 2021 results). Students participating in sports and physical activities beyond the school gate. Absence Data to indicate student absences are below 20 days per year for each student. (pro-rata check each term)
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	School values to be work-shopped with students, staff and parents through a series of lessons and communications, to arrive at a mutually agreed upon and understood set of core values. Positive behaviours around these values are to be set and displayed throughout the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	0%
Activity 2	Promotion of the school's wellbeing programs in the school newsletter and social media pages to produce a common understanding of our approaches.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Staff member to undertake the training of the Berry St Education Model and bring learning back to staff.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	0%
Activity 4	Review Raywood Primary School's current practices using the Schools Mental Health Fund menu and Planning Tool to explore our current understandings of student mental	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%

	health and how we will collect data and manage processes.			
Activity 5	Staff to work as a team to integrate the Berry St Education Model into the school's welfare and wellbeing programs.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	0%
Activity 6	A fortnightly Resilience, Rights and Respectful Relationships program to be implemented across the whole school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 7	Active Schools- use of the Active Schools Toolkit and finding sporting agencies (such as Kelly Sport) to tailor make a program suitable for the needs of our students. Use of gymnastics program in Bendigo to increase our students level of physical activity.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	0%
Activity 8	Contact with families when a student is absent, with regular follow ups for those with absences of multiple days.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 9	Use of Social and Personal Capabilities Curriculum Documents to guide teaching practice and decide on whole school foci across the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Goal 2	Maximise Literacy and Numeracy outcomes for all students.			
12 Month Target 2.1	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021).			

	Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.2	There will be no Year 5 students in the bottom two bands for NAPLAN Reading, Writing and Numeracy in 2022. (Reading - 0% in 2021, Writing- 17% in 2021, Numeracy - 0 % in 2021). (Note, we have no current Year 3 Students).
12 Month Target 2.3	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.4	School Staff Survey results to show: Collective Efficacy at 100% in 2022 (98 % in 2021) Professional Learning to improve practice at 100% in 2022 (no available data in 2021) Timetabled Meetings to support collaboration at 100% in 2022 (67% in 2021)
KIS 2.a Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.
Actions	Implement an Individual Education Plan for every student with regularly reviewed goals that incorporate Student Agency, Establish a Professional Learning Communities (PLC) structure to support teacher collaboration and strengthen practice.
Outcomes	Principal will facilitate PLC and Professional Learning Meetings and ensure the staff engage in reflective practice to evaluate the teaching and learning programs specifically for Reading, Writing and Numeracy (Number & Algebra). Teachers will accurately and with confidence, identify student learning needs of each of their students. Students will be supported to learn at their point of need. Students will know what their next steps are to progress their learning.
Success Indicators	Early Indicators: Individual Student data that is collected and shared amongst teaching staff to identify point of need learning, set individual student learning goals and monitor student progress. Data sets and data walls that clearly indicate student achievement and map progress. Individual Learning Plans that show progress against achievement of student learning goals. Late Indicators:

	<p>NAPLAN results indicate no students in the bottom two bands for Reading, Writing and Number & Algebra. Attitudes to School Survey results to show Differentiated Learning Challenge at 98 % (maintained from 2021 result). School Staff Survey results to show Collective Efficacy at 100%, Professional Learning to Improve Practice at 100% and Timetabled Meetings to support collaboration at 100%.</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	Introduction to the Writing Criterion Tool for staff. Staff then work as part of a PLC to concentrate on one area of writing development to improve student results in, by use of the Inquiry Process. Reporting back at staff meetings to discuss student data, progress and teaching strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Staff to look at existing structures for Individual Learning Plans and DET resources. Creation of an Individual Education Plan proforma that meets the needs of our students and can be effectively used by Staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 3	<p>NAPLAN and school survey data to be looked at by staff and analysed- areas of achievement and concern noted and actions developed.</p> <p>Students Attitudes to School Survey Data to be presented back to students for their comment and results shared amongst the school community.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).			
Actions	Develop and implement a whole school approach to the teaching and assessment of Writing based upon the 6+1 Traits and incorporating the High Impact Teaching Strategies.			
Outcomes	<p>Principal will lead a Professional Learning Communities approach to identify problems of practice in the area of writing and support staff to develop an inquiry approach to work through these problems of practice.</p> <p>Teachers will use the Writing Criterion Tool to assess the components of student writing and use this to pinpoint the next steps for individual and cohort learning.</p> <p>Teachers will provide students and parents will regular feedback on learning progress and update student data records to reflect learning acquisition and growth.</p> <p>Teachers will be able to identify which of the High Impact Teaching strategies they are using and provide reflective practice regarding the effectiveness and suitability of each.</p> <p>Students will learn how English and Mathematics sessions are structured and be able to identify how their learning is supported.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Individual Student Learning Plans that have been revised each term.</p> <p>Teacher planning documents show evidence of which of the High Impact Teaching Strategies have been applied to teaching sessions.</p> <p>Staff reflections on effectiveness of High Impact Teaching Strategies within their teaching (time privileged for this during Staff Professional Learning Meetings).</p> <p>Weekly Professional Learning Meetings timetabled and attended by staff that focus on our goals and key improvement strategies.</p> <p>Late Indicators:</p> <p>Teacher judgements (derived from triangulated data) that shows Reading, Writing and Number & Algebra student achievement and leaning growth, to meet the 12 month targets set.</p>			

	School Staff Survey for Collective Efficacy, Professional Learning Growth to improve practice and Timetabled Meetings to support collaboration to meet the 12 month targets set.			
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	Principal to undertake a Writing Traits Masterclass and bring this learning back to teaching staff during Professional Learning sessions.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Individual Education Plans - goals and strategies to be created with student input. These plans and goals to be shared with students, staff and individual student families.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	At Staff Professional Development meetings we will look closely at the 6+1 Traits of Writing and plan how to implement these into the current teaching practices in the school's writing plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	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.
12 Month Target 1.1	Students in the Tutor Learning Program to make at or above expected growth according to Teacher Judgement Growth for Reading and Writing. Numeracy Target- All students in Yr 5 will achieve results NAPLAN Numeracy that are in the middle or top two bands. Wellbeing Target: In 2022 Student Absence Data to show 100% of P to Year 6 students with less than 20 absence days per year (100% in 2021). Attitudes to School Survey result for factor of Student Voice and Agency to be at 89% +, in 2022 (89*% in 2021).
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	Targeted Tutoring (Tutor Learning Initiative) Program implemented for students who have been identified as requiring additional focused support in the areas of Reading and Writing and Numeracy. School Numeracy Program to focus upon developing the four proficiencies of Fluency, Reasoning, Understanding and Problem Solving. Develop a whole-school understanding of what Student Voice and Agency in learning looks like and have students involved in the development, implementation and assessment of their learning tasks.
Outcomes	Principal will ensure the Tutor Learning Program is implemented and reviewed so that students in need of the most academic support are targeted. Principal will schedule and organise professional learning team meetings for staff to further develop their understanding of numeracy (particularly the four proficiencies).

	<p>Teachers will work with students to develop a whole-school approach to Student Voice and Agency and create authentic opportunities for students to have more control over their learning.</p> <p>Teachers will participate and contribute to Numeracy Professional Learning Sessions and implement learned strategies and processes into the daily classroom practice.</p> <p>Tutor Learning Initiative Teacher will assess and monitor the progress of students on the program and collaborate with classroom teachers with regard students on the Tutor Learning Initiative.</p> <p>Tutor Learning Initiative Teacher will develop Tutor Learning Initiative program (Reading Numeracy and Writing).</p> <p>Students will be able to articulate what Student Voice and Agency is and how it is implemented into their school program.</p> <p>Students on the Tutor Learning Program will show learning growth in Reading, Writing and Numeracy beyond the standard expected growth of 12 months for one year of schooling.</p>
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Tutor Learning Program students have Individual Learning Plans with clear goals and targets.</p> <p>Numeracy - teacher planning and lesson documentation will show evidence of use of the four proficiencies as part of the lesson structure.</p> <p>.</p> <p>Late Indicators:</p> <p>The Whole-school Assessment Schedule - Essential Assessments (Number and Algebra) , Fountas and Pinnell (Reading), Writing Criterion Tool- will be used to assess student learning growth and indicate progress along the continuum.</p> <p>Records of assessment and achievement for those students on Tutor Learning Initiative showing student improvement against the Victorian Curriculum Standards</p> <p>Student Attitudes to School and Staff Opinion Survey results to show Student Voice and Agency at 85% or higher.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Staff participation in Numeracy Professional Learning Sessions and school-based sessions using the DET numeracy resources and portal.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Using 2021 end of Semester data to identify which students have not made the expected growth in Reading, Writing or Numeracy. Placing those students on the Tutor Learning Program.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 3	Staff development on understanding Student Voice and Agency and planning for it's authentic implementation across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 4	Student workshops on Student Voice and Agency and student designed programs, learning opportunities and assessments to be implemented.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 5	Professional Learning Sessions in the area of Numeracy for teaching staff lead by outside professionals and principal.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 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	Implement Respectful Relationships, Berry Street Education Model Learnings and the Active Schools Program across the school to support Student Wellbeing. Embed a response model and positive mental health approaches to staff professional practice. Work with students, staff and families to create new school values that belong to our current cohort. Implement the school's policy and processes for Student Attendance with fidelity.
Outcomes	Principal will lead and support the Resilience, Rights and Respectful Relationships programs within the school. Principal will refer student mental health concerns to the correct agencies for additional advice and support. Principal will follow up any unexplained or irregular student absences with families and promote the importance of attendance via regular school communications. Teachers will refer mental health concerns to the principal and support each student's mental health. Students will be able to articulate strategies for maintaining positive mental health and where to seek assistance if they require support and advice. Students will develop the skills, confidence and motivation to be active for life. Students will be able to clearly articulate our school values and how they relate to their academic, emotional and physical wellbeing.
Success Indicators	Early Indicators: Programs and policies of the school will reflect the school's response to student wellbeing and welfare. New school values are established and communicated to all stakeholders. Curriculum plan for Resilience, Rights and Respectful Relationships for all year levels. Increased timetabling of physical activity and sport for our students. Where and How to seek help posters are displayed throughout the school. Student absence data will be monitored via uEducateUs with no unexplained absences Late Indicators: School Staff Survey to show results for Confidence and Resilience Skills above 90% (maintained from 2021 results) . Student Attitudes to School Survey to show results for Resilience above 90% (maintained from 2021 results). Parent Opinion Survey to show results for Confidence and Resiliency Skills above 90% (improved from 2021 results). Students participating in sports and physical activities beyond the school gate. Absence Data to indicate student absences are below 20 days per year for each student. (pro-rata check each term)
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	School values to be work-shopped with students, staff and parents through a series of lessons and communications, to arrive at a mutually agreed upon and understood set of core values. Positive behaviours around these values are to be set and displayed throughout the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	0%
Activity 2	Promotion of the school's wellbeing programs in the school newsletter and social media pages to produce a common understanding of our approaches.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Staff member to undertake the training of the Berry St Education Model and bring learning back to staff.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	0%
Activity 4	Review Raywood Primary School's current practices using the Schools Mental Health Fund menu and Planning Tool to explore our current understandings of student mental	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%

	health and how we will collect data and manage processes.			
Activity 5	Active Schools- use of the Active Schools Toolkit and finding sporting agencies (such as Kelly Sport) to tailor make a program suitable for the needs of our students. Use of gymnastics program in Bendigo to increase our students level of physical activity.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	0%
Activity 6	Contact with families when a student is absent, with regular follow ups for those with absences of multiple days.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 7	Staff to work as a team to integrate the Berry St Education Model into the school's welfare and wellbeing programs.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	0%
Activity 8	A fortnightly Resilience, Rights and Respectful Relationships program to be implemented across the whole school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 9	Use of Social and Personal Capabilities Curriculum Documents to guide teaching practice and decide on whole school foci across the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Goal 2	Maximise Literacy and Numeracy outcomes for all students.			
12 Month Target 2.1	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021).			

	Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.2	There will be no Year 5 students in the bottom two bands for NAPLAN Reading, Writing and Numeracy in 2022. (Reading - 0% in 2021, Writing- 17% in 2021, Numeracy - 0 % in 2021). (Note, we have no current Year 3 Students).
12 Month Target 2.3	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.4	School Staff Survey results to show: Collective Efficacy at 100% in 2022 (98 % in 2021) Professional Learning to improve practice at 100% in 2022 (no available data in 2021) Timetabled Meetings to support collaboration at 100% in 2022 (67% in 2021)
KIS 2.a Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.
Actions	Implement an Individual Education Plan for every student with regularly reviewed goals that incorporate Student Agency, Establish a Professional Learning Communities (PLC) structure to support teacher collaboration and strengthen practice.
Outcomes	Principal will facilitate PLC and Professional Learning Meetings and ensure the staff engage in reflective practice to evaluate the teaching and learning programs specifically for Reading, Writing and Numeracy (Number & Algebra). Teachers will accurately and with confidence, identify student learning needs of each of their students. Students will be supported to learn at their point of need. Students will know what their next steps are to progress their learning.
Success Indicators	Early Indicators: Individual Student data that is collected and shared amongst teaching staff to identify point of need learning, set individual student learning goals and monitor student progress. Data sets and data walls that clearly indicate student achievement and map progress. Individual Learning Plans that show progress against achievement of student learning goals. Late Indicators:

	<p>NAPLAN results indicate no students in the bottom two bands for Reading, Writing and Number & Algebra. Attitudes to School Survey results to show Differentiated Learning Challenge at 98 % (maintained from 2021 result). School Staff Survey results to show Collective Efficacy at 100%, Professional Learning to Improve Practice at 100% and Timetabled Meetings to support collaboration at 100%.</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	Introduction to the Writing Criterion Tool for staff. Staff then work as part of a PLC to concentrate on one area of writing development to improve student results in, by use of the Inquiry Process. Reporting back at staff meetings to discuss student data, progress and teaching strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Staff to look at existing structures for Individual Learning Plans and DET resources. Creation of an Individual Education Plan proforma that meets the needs of our students and can be effectively used by Staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 3	<p>NAPLAN and school survey data to be looked at by staff and analysed- areas of achievement and concern noted and actions developed.</p> <p>Students Attitudes to School Survey Data to be presented back to students for their comment and results shared amongst the school community.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).			
Actions	Develop and implement a whole school approach to the teaching and assessment of Writing based upon the 6+1 Traits and incorporating the High Impact Teaching Strategies.			
Outcomes	<p>Principal will lead a Professional Learning Communities approach to identify problems of practice in the area of writing and support staff to develop an inquiry approach to work through these problems of practice.</p> <p>Teachers will use the Writing Criterion Tool to assess the components of student writing and use this to pinpoint the next steps for individual and cohort learning.</p> <p>Teachers will provide students and parents will regular feedback on learning progress and update student data records to reflect learning acquisition and growth.</p> <p>Teachers will be able to identify which of the High Impact Teaching strategies they are using and provide reflective practice regarding the effectiveness and suitability of each.</p> <p>Students will learn how English and Mathematics sessions are structured and be able to identify how their learning is supported.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Individual Student Learning Plans that have been revised each term.</p> <p>Teacher planning documents show evidence of which of the High Impact Teaching Strategies have been applied to teaching sessions.</p> <p>Staff reflections on effectiveness of High Impact Teaching Strategies within their teaching (time privileged for this during Staff Professional Learning Meetings).</p> <p>Weekly Professional Learning Meetings timetabled and attended by staff that focus on our goals and key improvement strategies.</p> <p>Late Indicators:</p> <p>Teacher judgements (derived from triangulated data) that shows Reading, Writing and Number & Algebra student achievement and leaning growth, to meet the 12 month targets set.</p>			

	School Staff Survey for Collective Efficacy, Professional Learning Growth to improve practice and Timetabled Meetings to support collaboration to meet the 12 month targets set.			
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	Principal to undertake a Writing Traits Masterclass and bring this learning back to teaching staff during Professional Learning sessions.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Individual Education Plans - goals and strategies to be created with student input. These plans and goals to be shared with students, staff and individual student families.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	At Staff Professional Development meetings we will look closely at the 6+1 Traits of Writing and plan how to implement these into the current teaching practices in the school's writing plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

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.
12 Month Target 1.1	Students in the Tutor Learning Program to make at or above expected growth according to Teacher Judgement Growth for Reading and Writing. Numeracy Target- All students in Yr 5 will achieve results NAPLAN Numeracy that are in the middle or top two bands. Wellbeing Target: In 2022 Student Absence Data to show 100% of P to Year 6 students with less than 20 absence days per year (100% in 2021). Attitudes to School Survey result for factor of Student Voice and Agency to be at 89% +, in 2022 (89*% in 2021).
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	Targeted Tutoring (Tutor Learning Initiative) Program implemented for students who have been identified as requiring additional focused support in the areas of Reading and Writing and Numeracy. School Numeracy Program to focus upon developing the four proficiencies of Fluency, Reasoning, Understanding and Problem Solving. Develop a whole-school understanding of what Student Voice and Agency in learning looks like and have students involved in the development, implementation and assessment of their learning tasks.
Outcomes	Principal will ensure the Tutor Learning Program is implemented and reviewed so that students in need of the most academic support are targeted. Principal will schedule and organise professional learning team meetings for staff to further develop their understanding of numeracy (particularly the four proficiencies).

	<p>Teachers will work with students to develop a whole-school approach to Student Voice and Agency and create authentic opportunities for students to have more control over their learning.</p> <p>Teachers will participate and contribute to Numeracy Professional Learning Sessions and implement learned strategies and processes into the daily classroom practice.</p> <p>Tutor Learning Initiative Teacher will assess and monitor the progress of students on the program and collaborate with classroom teachers with regard students on the Tutor Learning Initiative.</p> <p>Tutor Learning Initiative Teacher will develop Tutor Learning Initiative program (Reading Numeracy and Writing).</p> <p>Students will be able to articulate what Student Voice and Agency is and how it is implemented into their school program.</p> <p>Students on the Tutor Learning Program will show learning growth in Reading, Writing and Numeracy beyond the standard expected growth of 12 months for one year of schooling.</p>
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Tutor Learning Program students have Individual Learning Plans with clear goals and targets.</p> <p>Numeracy - teacher planning and lesson documentation will show evidence of use of the four proficiencies as part of the lesson structure.</p> <p>.</p> <p>Late Indicators:</p> <p>The Whole-school Assessment Schedule - Essential Assessments (Number and Algebra) , Fountas and Pinnell (Reading), Writing Criterion Tool- will be used to assess student learning growth and indicate progress along the continuum.</p> <p>Records of assessment and achievement for those students on Tutor Learning Initiative showing student improvement against the Victorian Curriculum Standards</p> <p>Student Attitudes to School and Staff Opinion Survey results to show Student Voice and Agency at 85% or higher.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Using 2021 end of Semester data to identify which students have not made the expected growth in Reading, Writing or Numeracy. Placing those students on the Tutor Learning Program.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Staff participation in Numeracy Professional Learning Sessions and school-based sessions using the DET numeracy resources and portal.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 3	Staff development on understanding Student Voice and Agency and planning for it's authentic implementation across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 4	Student workshops on Student Voice and Agency and student designed programs, learning opportunities and assessments to be implemented.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 5	Professional Learning Sessions in the area of Numeracy for teaching staff lead by outside professionals and principal.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 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	Implement Respectful Relationships, Berry Street Education Model Learnings and the Active Schools Program across the school to support Student Wellbeing. Embed a response model and positive mental health approaches to staff professional practice. Work with students, staff and families to create new school values that belong to our current cohort. Implement the school's policy and processes for Student Attendance with fidelity.
Outcomes	Principal will lead and support the Resilience, Rights and Respectful Relationships programs within the school. Principal will refer student mental health concerns to the correct agencies for additional advice and support. Principal will follow up any unexplained or irregular student absences with families and promote the importance of attendance via regular school communications. Teachers will refer mental health concerns to the principal and support each student's mental health. Students will be able to articulate strategies for maintaining positive mental health and where to seek assistance if they require support and advice. Students will develop the skills, confidence and motivation to be active for life. Students will be able to clearly articulate our school values and how they relate to their academic, emotional and physical wellbeing.
Success Indicators	Early Indicators: Programs and policies of the school will reflect the school's response to student wellbeing and welfare. New school values are established and communicated to all stakeholders. Curriculum plan for Resilience, Rights and Respectful Relationships for all year levels. Increased timetabling of physical activity and sport for our students. Where and How to seek help posters are displayed throughout the school. Student absence data will be monitored via uEducateUs with no unexplained absences Late Indicators: School Staff Survey to show results for Confidence and Resilience Skills above 90% (maintained from 2021 results) . Student Attitudes to School Survey to show results for Resilience above 90% (maintained from 2021 results). Parent Opinion Survey to show results for Confidence and Resiliency Skills above 90% (improved from 2021 results). Students participating in sports and physical activities beyond the school gate. Absence Data to indicate student absences are below 20 days per year for each student. (pro-rata check each term)
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	School values to be work-shopped with students, staff and parents through a series of lessons and communications, to arrive at a mutually agreed upon and understood set of core values. Positive behaviours around these values are to be set and displayed throughout the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	0%
Activity 2	Promotion of the school's wellbeing programs in the school newsletter and social media pages to produce a common understanding of our approaches.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Staff member to undertake the training of the Berry St Education Model and bring learning back to staff.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	0%
Activity 4	Staff to work as a team to integrate the Berry St Education Model into the school's welfare and wellbeing programs.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	0%

Activity 5	A fortnightly Resilience, Rights and Respectful Relationships program to be implemented across the whole school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 6	Contact with families when a student is absent, with regular follow ups for those with absences of multiple days.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 7	Use of Social and Personal Capabilities Curriculum Documents to guide teaching practice and decide on whole school foci across the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 8	Review Raywood Primary School's current practices using the Schools Mental Health Fund menu and Planning Tool to explore our current understandings of student mental health and how we will collect data and manage processes.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 9	Active Schools- use of the Active Schools Toolkit and finding sporting agencies (such as Kelly Sport) to tailor make a program suitable for the needs of our students. Use of gymnastics program in Bendigo to increase our students level of physical activity.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	0%
Goal 2	Maximise Literacy and Numeracy outcomes for all students.			
12 Month Target 2.1	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021).			

	Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.2	There will be no Year 5 students in the bottom two bands for NAPLAN Reading, Writing and Numeracy in 2022. (Reading - 0% in 2021, Writing- 17% in 2021, Numeracy - 0 % in 2021). (Note, we have no current Year 3 Students).
12 Month Target 2.3	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.4	School Staff Survey results to show: Collective Efficacy at 100% in 2022 (98 % in 2021) Professional Learning to improve practice at 100% in 2022 (no available data in 2021) Timetabled Meetings to support collaboration at 100% in 2022 (67% in 2021)
KIS 2.a Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.
Actions	Implement an Individual Education Plan for every student with regularly reviewed goals that incorporate Student Agency, Establish a Professional Learning Communities (PLC) structure to support teacher collaboration and strengthen practice.
Outcomes	Principal will facilitate PLC and Professional Learning Meetings and ensure the staff engage in reflective practice to evaluate the teaching and learning programs specifically for Reading, Writing and Numeracy (Number & Algebra). Teachers will accurately and with confidence, identify student learning needs of each of their students. Students will be supported to learn at their point of need. Students will know what their next steps are to progress their learning.
Success Indicators	Early Indicators: Individual Student data that is collected and shared amongst teaching staff to identify point of need learning, set individual student learning goals and monitor student progress. Data sets and data walls that clearly indicate student achievement and map progress. Individual Learning Plans that show progress against achievement of student learning goals. Late Indicators:

	<p>NAPLAN results indicate no students in the bottom two bands for Reading, Writing and Number & Algebra. Attitudes to School Survey results to show Differentiated Learning Challenge at 98 % (maintained from 2021 result). School Staff Survey results to show Collective Efficacy at 100%, Professional Learning to Improve Practice at 100% and Timetabled Meetings to support collaboration at 100%.</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	Introduction to the Writing Criterion Tool for staff. Staff then work as part of a PLC to concentrate on one area of writing development to improve student results in, by use of the Inquiry Process. Reporting back at staff meetings to discuss student data, progress and teaching strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Staff to look at existing structures for Individual Learning Plans and DET resources. Creation of an Individual Education Plan proforma that meets the needs of our students and can be effectively used by Staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 3	<p>NAPLAN and school survey data to be looked at by staff and analysed- areas of achievement and concern noted and actions developed.</p> <p>Students Attitudes to School Survey Data to be presented back to students for their comment and results shared amongst the school community.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).			
Actions	Develop and implement a whole school approach to the teaching and assessment of Writing based upon the 6+1 Traits and incorporating the High Impact Teaching Strategies.			
Outcomes	<p>Principal will lead a Professional Learning Communities approach to identify problems of practice in the area of writing and support staff to develop an inquiry approach to work through these problems of practice.</p> <p>Teachers will use the Writing Criterion Tool to assess the components of student writing and use this to pinpoint the next steps for individual and cohort learning.</p> <p>Teachers will provide students and parents will regular feedback on learning progress and update student data records to reflect learning acquisition and growth.</p> <p>Teachers will be able to identify which of the High Impact Teaching strategies they are using and provide reflective practice regarding the effectiveness and suitability of each.</p> <p>Students will learn how English and Mathematics sessions are structured and be able to identify how their learning is supported.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Individual Student Learning Plans that have been revised each term.</p> <p>Teacher planning documents show evidence of which of the High Impact Teaching Strategies have been applied to teaching sessions.</p> <p>Staff reflections on effectiveness of High Impact Teaching Strategies within their teaching (time privileged for this during Staff Professional Learning Meetings).</p> <p>Weekly Professional Learning Meetings timetabled and attended by staff that focus on our goals and key improvement strategies.</p> <p>Late Indicators:</p> <p>Teacher judgements (derived from triangulated data) that shows Reading, Writing and Number & Algebra student achievement and leaning growth, to meet the 12 month targets set.</p>			

	School Staff Survey for Collective Efficacy, Professional Learning Growth to improve practice and Timetabled Meetings to support collaboration to meet the 12 month targets set.			
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	Principal to undertake a Writing Traits Masterclass and bring this learning back to teaching staff during Professional Learning sessions.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Individual Education Plans - goals and strategies to be created with student input. These plans and goals to be shared with students, staff and individual student families.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	At Staff Professional Development meetings we will look closely at the 6+1 Traits of Writing and plan how to implement these into the current teaching practices in the school's writing plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

End-of-year monitoring

Goal 1	<p>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.</p>
12 Month Target 1.1	<p>Students in the Tutor Learning Program to make at or above expected growth according to Teacher Judgement Growth for Reading and Writing.</p> <p>Numeracy Target- All students in Yr 5 will achieve results NAPLAN Numeracy that are in the middle or top two bands.</p> <p>Wellbeing Target: In 2022 Student Absence Data to show 100% of P to Year 6 students with less than 20 absence days per year (100% in 2021). Attitudes to School Survey result for factor of Student Voice and Agency to be at 89% +, in 2022 (89*% in 2021).</p>
Has this 12 month target met	Not Met
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	<p>Targeted Tutoring (Tutor Learning Initiative) Program implemented for students who have been identified as requiring additional focused support in the areas of Reading and Writing and Numeracy.</p> <p>School Numeracy Program to focus upon developing the four proficiencies of Fluency, Reasoning, Understanding and Problem Solving.</p> <p>Develop a whole-school understanding of what Student Voice and Agency in learning looks like and have students involved in the development, implementation and assessment of their learning tasks.</p>
Outcomes	<p>Principal will ensure the Tutor Learning Program is implemented and reviewed so that students in need of the most academic support are targeted.</p> <p>Principal will schedule and organise professional learning team meetings for staff to further develop their understanding of numeracy</p>

	<p>(particularly the four proficiencies).</p> <p>Teachers will work with students to develop a whole-school approach to Student Voice and Agency and create authentic opportunities for students to have more control over their learning.</p> <p>Teachers will participate and contribute to Numeracy Professional Learning Sessions and implement learned strategies and processes into the daily classroom practice.</p> <p>Tutor Learning Initiative Teacher will assess and monitor the progress of students on the program and collaborate with classroom teachers with regard students on the Tutor Learning Initiative.</p> <p>Tutor Learning Initiative Teacher will develop Tutor Learning Initiative program (Reading Numeracy and Writing).</p> <p>Students will be able to articulate what Student Voice and Agency is and how it is implemented into their school program.</p> <p>Students on the Tutor Learning Program will show learning growth in Reading, Writing and Numeracy beyond the standard expected growth of 12 months for one year of schooling.</p>
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Tutor Learning Program students have Individual Learning Plans with clear goals and targets.</p> <p>Numeracy - teacher planning and lesson documentation will show evidence of use of the four proficiencies as part of the lesson structure.</p> <p>.</p> <p>Late Indicators:</p> <p>The Whole-school Assessment Schedule - Essential Assessments (Number and Algebra) , Fountas and Pinnell (Reading), Writing Criterion Tool- will be used to assess student learning growth and indicate progress along the continuum.</p> <p>Records of assessment and achievement for those students on Tutor Learning Initiative showing student improvement against the Victorian Curriculum Standards</p> <p>Student Attitudes to School and Staff Opinion Survey results to show Student Voice and Agency at 85% or higher.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Student workshops on Student Voice and Agency and student designed programs, learning opportunities and assessments to be implemented.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Staff development on understanding Student Voice and Agency and planning for it's authentic implementation across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 3	Professional Learning Sessions in the area of Numeracy for teaching staff lead by outside professionals and principal.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 4	0%
Activity 4	Staff participation in Numeracy Professional Learning Sessions and school-based sessions using the DET numeracy resources and portal.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 5	Using 2021 end of Semester data to identify which students have not made the expected growth in Reading, Writing or Numeracy.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%

	Placing those students on the Tutor Learning Program.			
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Implement Respectful Relationships, Berry Street Education Model Learnings and the Active Schools Program across the school to support Student Wellbeing.</p> <p>Embed a response model and positive mental health approaches to staff professional practice.</p> <p>Work with students, staff and families to create new school values that belong to our current cohort.</p> <p>Implement the school's policy and processes for Student Attendance with fidelity.</p>			
Outcomes	<p>Principal will lead and support the Resilience, Rights and Respectful Relationships programs within the school.</p> <p>Principal will refer student mental health concerns to the correct agencies for additional advice and support.</p> <p>Principal will follow up any unexplained or irregular student absences with families and promote the importance of attendance via regular school communications.</p> <p>Teachers will refer mental health concerns to the principal and support each student's mental health.</p> <p>Students will be able to articulate strategies for maintaining positive mental health and where to seek assistance if they require support and advice.</p> <p>Students will develop the skills, confidence and motivation to be active for life.</p> <p>Students will be able to clearly articulate our school values and how they relate to their academic, emotional and physical wellbeing.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Programs and policies of the school will reflect the school's response to student wellbeing and welfare.</p> <p>New school values are established and communicated to all stakeholders.</p> <p>Curriculum plan for Resilience, Rights and Respectful Relationships for all year levels.</p> <p>Increased timetabling of physical activity and sport for our students.</p> <p>Where and How to seek help posters are displayed throughout the school.</p> <p>Student absence data will be monitored via uEducateUs with no unexplained absences</p> <p>Late Indicators:</p> <p>School Staff Survey to show results for Confidence and Resilience Skills above 90% (maintained from 2021 results) .</p> <p>Student Attitudes to School Survey to show results for Resilience above 90% (maintained from 2021 results).</p> <p>Parent Opinion Survey to show results for Confidence and Resiliency Skills above 90% (improved from 2021 results).</p> <p>Students participating in sports and physical activities beyond the school gate.</p> <p>Absence Data to indicate student absences are below 20 days per year for each student. (pro-rata check each term)</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	Review Raywood Primary School's current practices using the Schools Mental Health Fund menu and Planning Tool to explore our current understandings of student mental health and how we will collect data and manage processes.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Active Schools- use of the Active Schools Toolkit and finding sporting agencies (such as Kelly Sport) to tailor make a program suitable for the needs of our students. Use of gymnastics program in Bendigo to increase our students level of physical activity.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	0%
Activity 3	Contact with families when a student is absent, with regular follow ups for those with absences of multiple days.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%

Activity 4	Staff to work as a team to integrate the Berry St Education Model into the school's welfare and wellbeing programs.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	0%
Activity 5	School values to be work-shopped with students, staff and parents through a series of lessons and communications, to arrive at a mutually agreed upon and understood set of core values. Positive behaviours around these values are to be set and displayed throughout the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	0%
Activity 6	A fortnightly Resilience, Rights and Respectful Relationships program to be implemented across the whole school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 7	Promotion of the school's wellbeing programs in the school newsletter and social media pages to produce a common understanding of our approaches.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 8	Staff member to undertake the training of the Berry St Education Model and bring learning back to staff.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	0%
Activity 9	Use of Social and Personal Capabilities Curriculum Documents to guide teaching practice and decide on whole school foci across the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Goal 2	Maximise Literacy and Numeracy outcomes for all students.			

12 Month Target 2.1	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
Has this 12 month target met	Not Met
12 Month Target 2.2	There will be no Year 5 students in the bottom two bands for NAPLAN Reading, Writing and Numeracy in 2022. (Reading - 0% in 2021, Writing- 17% in 2021, Numeracy - 0 % in 2021). (Note, we have no current Year 3 Students).
Has this 12 month target met	Not Met
12 Month Target 2.3	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
Has this 12 month target met	Not Met
12 Month Target 2.4	School Staff Survey results to show: Collective Efficacy at 100% in 2022 (98 % in 2021) Professional Learning to improve practice at 100% in 2022 (no available data in 2021) Timetabled Meetings to support collaboration at 100% in 2022 (67% in 2021)
Has this 12 month target met	Not Met
KIS 2.a Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.
Actions	Implement an Individual Education Plan for every student with regularly reviewed goals that incorporate Student Agency, Establish a Professional Learning Communities (PLC) structure to support teacher collaboration and strengthen practice.

Outcomes	Principal will facilitate PLC and Professional Learning Meetings and ensure the staff engage in reflective practice to evaluate the teaching and learning programs specifically for Reading, Writing and Numeracy (Number & Algebra). Teachers will accurately and with confidence, identify student learning needs of each of their students. Students will be supported to learn at their point of need. Students will know what their next steps are to progress their learning.			
Success Indicators	Early Indicators: Individual Student data that is collected and shared amongst teaching staff to identify point of need learning, set individual student learning goals and monitor student progress. Data sets and data walls that clearly indicate student achievement and map progress. Individual Learning Plans that show progress against achievement of student learning goals. Late Indicators: NAPLAN results indicate no students in the bottom two bands for Reading, Writing and Number & Algebra. Attitudes to School Survey results to show Differentiated Learning Challenge at 98 % (maintained from 2021 result). School Staff Survey results to show Collective Efficacy at 100%, Professional Learning to Improve Practice at 100% and Timetabled Meetings to support collaboration at 100%.			
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	Staff to look at existing structures for Individual Learning Plans and DET resources. Creation of an Individual	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1	0%

	Education Plan proforma that meets the needs of our students and can be effectively used by Staff.		to: Term 1	
Activity 2	Introduction to the Writing Criterion Tool for staff. Staff then work as part of a PLC to concentrate on one area of writing development to improve student results in, by use of the Inquiry Process. Reporting back at staff meetings to discuss student data, progress and teaching strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	NAPLAN and school survey data to be looked at by staff and analysed- areas of achievement and concern noted and actions developed. Students Attitudes to School Survey Data to be presented back to students for their comment and results shared amongst the school community.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).			
Actions	Develop and implement a whole school approach to the teaching and assessment of Writing based upon the 6+1 Traits and incorporating the High Impact Teaching Strategies.			
Outcomes	<p>Principal will lead a Professional Learning Communities approach to identify problems of practice in the area of writing and support staff to develop an inquiry approach to work through these problems of practice.</p> <p>Teachers will use the Writing Criterion Tool to assess the components of student writing and use this to pinpoint the next steps for individual and cohort learning.</p> <p>Teachers will provide students and parents will regular feedback on learning progress and update student data records to reflect learning acquisition and growth.</p> <p>Teachers will be able to identify which of the High Impact Teaching strategies they are using and provide reflective practice regarding the effectiveness and suitability of each.</p> <p>Students will learn how English and Mathematics sessions are structured and be able to identify how their learning is supported.</p>			

Success Indicators	<p>Early Indicators: Individual Student Learning Plans that have been revised each term. Teacher planning documents show evidence of which of the High Impact Teaching Strategies have been applied to teaching sessions. Staff reflections on effectiveness of High Impact Teaching Strategies within their teaching (time privileged for this during Staff Professional Learning Meetings). Weekly Professional Learning Meetings timetabled and attended by staff that focus on our goals and key improvement strategies.</p> <p>Late Indicators: Teacher judgements (derived from triangulated data) that shows Reading, Writing and Number & Algebra student achievement and leaning growth, to meet the 12 month targets set. School Staff Survey for Collective Efficacy, Professional Learning Growth to improve practice and Timetabled Meetings to support collaboration to meet the 12 month targets set.</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	At Staff Professional Development meetings we will look closely at the 6+1 Traits of Writing and plan how to implement these into the current teaching practices in the school's writing plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	Principal to undertake a Writing Traits Masterclass and bring this learning back to teaching staff during Professional Learning sessions.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 3	Individual Education Plans - goals and strategies to be created with student input. These plans and goals to be shared with students, staff and individual student families.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

Mid Term 1 monitoring 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.
12 Month Target 1.1	Students in the Tutor Learning Program to make at or above expected growth according to Teacher Judgement Growth for Reading and Writing. Numeracy Target- All students in Yr 5 will achieve results NAPLAN Numeracy that are in the middle or top two bands. Wellbeing Target: In 2022 Student Absence Data to show 100% of P to Year 6 students with less than 20 absence days per year (100% in 2021). Attitudes to School Survey result for factor of Student Voice and Agency to be at 89% +, in 2022 (89*% in 2021).
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	Targeted Tutoring (Tutor Learning Initiative) Program implemented for students who have been identified as requiring additional focused support in the areas of Reading and Writing and Numeracy. School Numeracy Program to focus upon developing the four proficiencies of Fluency, Reasoning, Understanding and Problem Solving. Develop a whole-school understanding of what Student Voice and Agency in learning looks like and have students involved in the development, implementation and assessment of their learning tasks.
Outcomes	Principal will ensure the Tutor Learning Program is implemented and reviewed so that students in need of the most academic support are targeted. Principal will schedule and organise professional learning team meetings for staff to further develop their understanding of numeracy (particularly the four proficiencies).

	<p>Teachers will work with students to develop a whole-school approach to Student Voice and Agency and create authentic opportunities for students to have more control over their learning.</p> <p>Teachers will participate and contribute to Numeracy Professional Learning Sessions and implement learned strategies and processes into the daily classroom practice.</p> <p>Tutor Learning Initiative Teacher will assess and monitor the progress of students on the program and collaborate with classroom teachers with regard students on the Tutor Learning Initiative.</p> <p>Tutor Learning Initiative Teacher will develop Tutor Learning Initiative program (Reading Numeracy and Writing).</p> <p>Students will be able to articulate what Student Voice and Agency is and how it is implemented into their school program.</p> <p>Students on the Tutor Learning Program will show learning growth in Reading, Writing and Numeracy beyond the standard expected growth of 12 months for one year of schooling.</p>
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Tutor Learning Program students have Individual Learning Plans with clear goals and targets.</p> <p>Numeracy - teacher planning and lesson documentation will show evidence of use of the four proficiencies as part of the lesson structure.</p> <p>.</p> <p>Late Indicators:</p> <p>The Whole-school Assessment Schedule - Essential Assessments (Number and Algebra) , Fountas and Pinnell (Reading), Writing Criterion Tool- will be used to assess student learning growth and indicate progress along the continuum.</p> <p>Records of assessment and achievement for those students on Tutor Learning Initiative showing student improvement against the Victorian Curriculum Standards</p> <p>Student Attitudes to School and Staff Opinion Survey results to show Student Voice and Agency at 85% or higher.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Staff participation in Numeracy Professional Learning Sessions and school-based sessions using the DET numeracy resources and portal.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Using 2021 end of Semester data to identify which students have not made the expected growth in Reading, Writing or Numeracy. Placing those students on the Tutor Learning Program.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 3	Staff development on understanding Student Voice and Agency and planning for it's authentic implementation across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 4	Student workshops on Student Voice and Agency and student designed programs, learning opportunities and assessments to be implemented.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 5	Professional Learning Sessions in the area of Numeracy for teaching staff lead by outside professionals and principal.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 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	Implement Respectful Relationships, Berry Street Education Model Learnings and the Active Schools Program across the school to support Student Wellbeing. Embed a response model and positive mental health approaches to staff professional practice. Work with students, staff and families to create new school values that belong to our current cohort. Implement the school's policy and processes for Student Attendance with fidelity.
Outcomes	Principal will lead and support the Resilience, Rights and Respectful Relationships programs within the school. Principal will refer student mental health concerns to the correct agencies for additional advice and support. Principal will follow up any unexplained or irregular student absences with families and promote the importance of attendance via regular school communications. Teachers will refer mental health concerns to the principal and support each student's mental health. Students will be able to articulate strategies for maintaining positive mental health and where to seek assistance if they require support and advice. Students will develop the skills, confidence and motivation to be active for life. Students will be able to clearly articulate our school values and how they relate to their academic, emotional and physical wellbeing.
Success Indicators	Early Indicators: Programs and policies of the school will reflect the school's response to student wellbeing and welfare. New school values are established and communicated to all stakeholders. Curriculum plan for Resilience, Rights and Respectful Relationships for all year levels. Increased timetabling of physical activity and sport for our students. Where and How to seek help posters are displayed throughout the school. Student absence data will be monitored via uEducateUs with no unexplained absences Late Indicators: School Staff Survey to show results for Confidence and Resilience Skills above 90% (maintained from 2021 results) . Student Attitudes to School Survey to show results for Resilience above 90% (maintained from 2021 results). Parent Opinion Survey to show results for Confidence and Resiliency Skills above 90% (improved from 2021 results). Students participating in sports and physical activities beyond the school gate. Absence Data to indicate student absences are below 20 days per year for each student. (pro-rata check each term)
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	School values to be work-shopped with students, staff and parents through a series of lessons and communications, to arrive at a mutually agreed upon and understood set of core values. Positive behaviours around these values are to be set and displayed throughout the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	0%
Activity 2	Promotion of the school's wellbeing programs in the school newsletter and social media pages to produce a common understanding of our approaches.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Staff member to undertake the training of the Berry St Education Model and bring learning back to staff.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	0%
Activity 4	Staff to work as a team to integrate the Berry St Education Model into the school's welfare and wellbeing programs.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	0%

Activity 5	A fortnightly Resilience, Rights and Respectful Relationships program to be implemented across the whole school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 6	Use of Social and Personal Capabilities Curriculum Documents to guide teaching practice and decide on whole school foci across the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 7	Review Raywood Primary School's current practices using the Schools Mental Health Fund menu and Planning Tool to explore our current understandings of student mental health and how we will collect data and manage processes.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 8	Active Schools- use of the Active Schools Toolkit and finding sporting agencies (such as Kelly Sport) to tailor make a program suitable for the needs of our students. Use of gymnastics program in Bendigo to increase our students level of physical activity.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	0%
Activity 9	Contact with families when a student is absent, with regular follow ups for those with absences of multiple days.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Goal 2	Maximise Literacy and Numeracy outcomes for all students.			
12 Month Target 2.1	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021).			

	Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.2	There will be no Year 5 students in the bottom two bands for NAPLAN Reading, Writing and Numeracy in 2022. (Reading - 0% in 2021, Writing- 17% in 2021, Numeracy - 0 % in 2021). (Note, we have no current Year 3 Students).
12 Month Target 2.3	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.4	School Staff Survey results to show: Collective Efficacy at 100% in 2022 (98 % in 2021) Professional Learning to improve practice at 100% in 2022 (no available data in 2021) Timetabled Meetings to support collaboration at 100% in 2022 (67% in 2021)
KIS 2.a Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.
Actions	Implement an Individual Education Plan for every student with regularly reviewed goals that incorporate Student Agency, Establish a Professional Learning Communities (PLC) structure to support teacher collaboration and strengthen practice.
Outcomes	Principal will facilitate PLC and Professional Learning Meetings and ensure the staff engage in reflective practice to evaluate the teaching and learning programs specifically for Reading, Writing and Numeracy (Number & Algebra). Teachers will accurately and with confidence, identify student learning needs of each of their students. Students will be supported to learn at their point of need. Students will know what their next steps are to progress their learning.
Success Indicators	Early Indicators: Individual Student data that is collected and shared amongst teaching staff to identify point of need learning, set individual student learning goals and monitor student progress. Data sets and data walls that clearly indicate student achievement and map progress. Individual Learning Plans that show progress against achievement of student learning goals. Late Indicators:

	<p>NAPLAN results indicate no students in the bottom two bands for Reading, Writing and Number & Algebra. Attitudes to School Survey results to show Differentiated Learning Challenge at 98 % (maintained from 2021 result). School Staff Survey results to show Collective Efficacy at 100%, Professional Learning to Improve Practice at 100% and Timetabled Meetings to support collaboration at 100%.</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	Introduction to the Writing Criterion Tool for staff. Staff then work as part of a PLC to concentrate on one area of writing development to improve student results in, by use of the Inquiry Process. Reporting back at staff meetings to discuss student data, progress and teaching strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	NAPLAN and school survey data to be looked at by staff and analysed- areas of achievement and concern noted and actions developed. Students Attitudes to School Survey Data to be presented back to students for their	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%

	comment and results shared amongst the school community.			
Activity 3	Staff to look at existing structures for Individual Learning Plans and DET resources. Creation of an Individual Education Plan proforma that meets the needs of our students and can be effectively used by Staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).			
Actions	Develop and implement a whole school approach to the teaching and assessment of Writing based upon the 6+1 Traits and incorporating the High Impact Teaching Strategies.			
Outcomes	<p>Principal will lead a Professional Learning Communities approach to identify problems of practice in the area of writing and support staff to develop an inquiry approach to work through these problems of practice.</p> <p>Teachers will use the Writing Criterion Tool to assess the components of student writing and use this to pinpoint the next steps for individual and cohort learning.</p> <p>Teachers will provide students and parents will regular feedback on learning progress and update student data records to reflect learning acquisition and growth.</p> <p>Teachers will be able to identify which of the High Impact Teaching strategies they are using and provide reflective practice regarding the effectiveness and suitability of each.</p> <p>Students will learn how English and Mathematics sessions are structured and be able to identify how their learning is supported.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Individual Student Learning Plans that have been revised each term.</p> <p>Teacher planning documents show evidence of which of the High Impact Teaching Strategies have been applied to teaching sessions.</p> <p>Staff reflections on effectiveness of High Impact Teaching Strategies within their teaching (time privileged for this during Staff Professional Learning Meetings).</p> <p>Weekly Professional Learning Meetings timetabled and attended by staff that focus on our goals and key improvement strategies.</p> <p>Late Indicators:</p> <p>Teacher judgements (derived from triangulated data) that shows Reading, Writing and Number & Algebra student achievement and</p>			

	<p>learning growth, to meet the 12 month targets set. School Staff Survey for Collective Efficacy, Professional Learning Growth to improve practice and Timetabled Meetings to support collaboration to meet the 12 month targets set.</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	Principal to undertake a Writing Traits Masterclass and bring this learning back to teaching staff during Professional Learning sessions.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Individual Education Plans - goals and strategies to be created with student input. These plans and goals to be shared with students, staff and individual student families.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	At Staff Professional Development meetings we will look closely at the 6+1 Traits of Writing and plan how to implement these into the current teaching practices in the school's writing plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

Mid Term 2 monitoring 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.
12 Month Target 1.1	Students in the Tutor Learning Program to make at or above expected growth according to Teacher Judgement Growth for Reading and Writing. Numeracy Target- All students in Yr 5 will achieve results NAPLAN Numeracy that are in the middle or top two bands. Wellbeing Target: In 2022 Student Absence Data to show 100% of P to Year 6 students with less than 20 absence days per year (100% in 2021). Attitudes to School Survey result for factor of Student Voice and Agency to be at 89% +, in 2022 (89*% in 2021).
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	Targeted Tutoring (Tutor Learning Initiative) Program implemented for students who have been identified as requiring additional focused support in the areas of Reading and Writing and Numeracy. School Numeracy Program to focus upon developing the four proficiencies of Fluency, Reasoning, Understanding and Problem Solving. Develop a whole-school understanding of what Student Voice and Agency in learning looks like and have students involved in the development, implementation and assessment of their learning tasks.
Outcomes	Principal will ensure the Tutor Learning Program is implemented and reviewed so that students in need of the most academic support are targeted. Principal will schedule and organise professional learning team meetings for staff to further develop their understanding of numeracy (particularly the four proficiencies).

	<p>Teachers will work with students to develop a whole-school approach to Student Voice and Agency and create authentic opportunities for students to have more control over their learning.</p> <p>Teachers will participate and contribute to Numeracy Professional Learning Sessions and implement learned strategies and processes into the daily classroom practice.</p> <p>Tutor Learning Initiative Teacher will assess and monitor the progress of students on the program and collaborate with classroom teachers with regard students on the Tutor Learning Initiative.</p> <p>Tutor Learning Initiative Teacher will develop Tutor Learning Initiative program (Reading Numeracy and Writing).</p> <p>Students will be able to articulate what Student Voice and Agency is and how it is implemented into their school program.</p> <p>Students on the Tutor Learning Program will show learning growth in Reading, Writing and Numeracy beyond the standard expected growth of 12 months for one year of schooling.</p>
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Tutor Learning Program students have Individual Learning Plans with clear goals and targets.</p> <p>Numeracy - teacher planning and lesson documentation will show evidence of use of the four proficiencies as part of the lesson structure.</p> <p>.</p> <p>Late Indicators:</p> <p>The Whole-school Assessment Schedule - Essential Assessments (Number and Algebra) , Fountas and Pinnell (Reading), Writing Criterion Tool- will be used to assess student learning growth and indicate progress along the continuum.</p> <p>Records of assessment and achievement for those students on Tutor Learning Initiative showing student improvement against the Victorian Curriculum Standards</p> <p>Student Attitudes to School and Staff Opinion Survey results to show Student Voice and Agency at 85% or higher.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Using 2021 end of Semester data to identify which students have not made the expected growth in Reading, Writing or Numeracy. Placing those students on the Tutor Learning Program.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Staff development on understanding Student Voice and Agency and planning for it's authentic implementation across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 3	Staff participation in Numeracy Professional Learning Sessions and school-based sessions using the DET numeracy resources and portal.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 4	Professional Learning Sessions in the area of Numeracy for teaching staff lead by outside professionals and principal.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 4	0%
Activity 5	Student workshops on Student Voice and Agency and student designed programs, learning opportunities and assessments to be implemented.	<input checked="" type="checkbox"/> All Staff	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	Implement Respectful Relationships, Berry Street Education Model Learnings and the Active Schools Program across the school to support Student Wellbeing. Embed a response model and positive mental health approaches to staff professional practice. Work with students, staff and families to create new school values that belong to our current cohort. Implement the school's policy and processes for Student Attendance with fidelity.
Outcomes	Principal will lead and support the Resilience, Rights and Respectful Relationships programs within the school. Principal will refer student mental health concerns to the correct agencies for additional advice and support. Principal will follow up any unexplained or irregular student absences with families and promote the importance of attendance via regular school communications. Teachers will refer mental health concerns to the principal and support each student's mental health. Students will be able to articulate strategies for maintaining positive mental health and where to seek assistance if they require support and advice. Students will develop the skills, confidence and motivation to be active for life. Students will be able to clearly articulate our school values and how they relate to their academic, emotional and physical wellbeing.
Success Indicators	Early Indicators: Programs and policies of the school will reflect the school's response to student wellbeing and welfare. New school values are established and communicated to all stakeholders. Curriculum plan for Resilience, Rights and Respectful Relationships for all year levels. Increased timetabling of physical activity and sport for our students. Where and How to seek help posters are displayed throughout the school. Student absence data will be monitored via uEducateUs with no unexplained absences Late Indicators: School Staff Survey to show results for Confidence and Resilience Skills above 90% (maintained from 2021 results) . Student Attitudes to School Survey to show results for Resilience above 90% (maintained from 2021 results). Parent Opinion Survey to show results for Confidence and Resiliency Skills above 90% (improved from 2021 results). Students participating in sports and physical activities beyond the school gate. Absence Data to indicate student absences are below 20 days per year for each student. (pro-rata check each term)
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	School values to be work-shopped with students, staff and parents through a series of lessons and communications, to arrive at a mutually agreed upon and understood set of core values. Positive behaviours around these values are to be set and displayed throughout the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	0%
Activity 2	Promotion of the school's wellbeing programs in the school newsletter and social media pages to produce a common understanding of our approaches.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Staff member to undertake the training of the Berry St Education Model and bring learning back to staff.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	0%
Activity 4	Review Raywood Primary School's current practices using the Schools Mental Health Fund menu and Planning Tool to explore our current understandings of student mental	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%

	health and how we will collect data and manage processes.			
Activity 5	Staff to work as a team to integrate the Berry St Education Model into the school's welfare and wellbeing programs.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	0%
Activity 6	A fortnightly Resilience, Rights and Respectful Relationships program to be implemented across the whole school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 7	Active Schools- use of the Active Schools Toolkit and finding sporting agencies (such as Kelly Sport) to tailor make a program suitable for the needs of our students. Use of gymnastics program in Bendigo to increase our students level of physical activity.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	0%
Activity 8	Contact with families when a student is absent, with regular follow ups for those with absences of multiple days.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 9	Use of Social and Personal Capabilities Curriculum Documents to guide teaching practice and decide on whole school foci across the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Goal 2	Maximise Literacy and Numeracy outcomes for all students.			
12 Month Target 2.1	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021).			

	Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.2	There will be no Year 5 students in the bottom two bands for NAPLAN Reading, Writing and Numeracy in 2022. (Reading - 0% in 2021, Writing- 17% in 2021, Numeracy - 0 % in 2021). (Note, we have no current Year 3 Students).
12 Month Target 2.3	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.4	School Staff Survey results to show: Collective Efficacy at 100% in 2022 (98 % in 2021) Professional Learning to improve practice at 100% in 2022 (no available data in 2021) Timetabled Meetings to support collaboration at 100% in 2022 (67% in 2021)
KIS 2.a Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.
Actions	Implement an Individual Education Plan for every student with regularly reviewed goals that incorporate Student Agency, Establish a Professional Learning Communities (PLC) structure to support teacher collaboration and strengthen practice.
Outcomes	Principal will facilitate PLC and Professional Learning Meetings and ensure the staff engage in reflective practice to evaluate the teaching and learning programs specifically for Reading, Writing and Numeracy (Number & Algebra). Teachers will accurately and with confidence, identify student learning needs of each of their students. Students will be supported to learn at their point of need. Students will know what their next steps are to progress their learning.
Success Indicators	Early Indicators: Individual Student data that is collected and shared amongst teaching staff to identify point of need learning, set individual student learning goals and monitor student progress. Data sets and data walls that clearly indicate student achievement and map progress. Individual Learning Plans that show progress against achievement of student learning goals. Late Indicators:

	<p>NAPLAN results indicate no students in the bottom two bands for Reading, Writing and Number & Algebra. Attitudes to School Survey results to show Differentiated Learning Challenge at 98 % (maintained from 2021 result). School Staff Survey results to show Collective Efficacy at 100%, Professional Learning to Improve Practice at 100% and Timetabled Meetings to support collaboration at 100%.</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	Introduction to the Writing Criterion Tool for staff. Staff then work as part of a PLC to concentrate on one area of writing development to improve student results in, by use of the Inquiry Process. Reporting back at staff meetings to discuss student data, progress and teaching strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Staff to look at existing structures for Individual Learning Plans and DET resources. Creation of an Individual Education Plan proforma that meets the needs of our students and can be effectively used by Staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 3	<p>NAPLAN and school survey data to be looked at by staff and analysed- areas of achievement and concern noted and actions developed.</p> <p>Students Attitudes to School Survey Data to be presented back to students for their comment and results shared amongst the school community.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies		Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).		
Actions	Develop and implement a whole school approach to the teaching and assessment of Writing based upon the 6+1 Traits and incorporating the High Impact Teaching Strategies.			
Outcomes	<p>Principal will lead a Professional Learning Communities approach to identify problems of practice in the area of writing and support staff to develop an inquiry approach to work through these problems of practice.</p> <p>Teachers will use the Writing Criterion Tool to assess the components of student writing and use this to pinpoint the next steps for individual and cohort learning.</p> <p>Teachers will provide students and parents will regular feedback on learning progress and update student data records to reflect learning acquisition and growth.</p> <p>Teachers will be able to identify which of the High Impact Teaching strategies they are using and provide reflective practice regarding the effectiveness and suitability of each.</p> <p>Students will learn how English and Mathematics sessions are structured and be able to identify how their learning is supported.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Individual Student Learning Plans that have been revised each term.</p> <p>Teacher planning documents show evidence of which of the High Impact Teaching Strategies have been applied to teaching sessions.</p> <p>Staff reflections on effectiveness of High Impact Teaching Strategies within their teaching (time privileged for this during Staff Professional Learning Meetings).</p> <p>Weekly Professional Learning Meetings timetabled and attended by staff that focus on our goals and key improvement strategies.</p> <p>Late Indicators:</p> <p>Teacher judgements (derived from triangulated data) that shows Reading, Writing and Number & Algebra student achievement and leaning growth, to meet the 12 month targets set.</p>			

	School Staff Survey for Collective Efficacy, Professional Learning Growth to improve practice and Timetabled Meetings to support collaboration to meet the 12 month targets set.			
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	Principal to undertake a Writing Traits Masterclass and bring this learning back to teaching staff during Professional Learning sessions.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Individual Education Plans - goals and strategies to be created with student input. These plans and goals to be shared with students, staff and individual student families.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	At Staff Professional Development meetings we will look closely at the 6+1 Traits of Writing and plan how to implement these into the current teaching practices in the school's writing plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

Mid Term 3 monitoring 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.
12 Month Target 1.1	Students in the Tutor Learning Program to make at or above expected growth according to Teacher Judgement Growth for Reading and Writing. Numeracy Target- All students in Yr 5 will achieve results NAPLAN Numeracy that are in the middle or top two bands. Wellbeing Target: In 2022 Student Absence Data to show 100% of P to Year 6 students with less than 20 absence days per year (100% in 2021). Attitudes to School Survey result for factor of Student Voice and Agency to be at 89% +, in 2022 (89*% in 2021).
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	Targeted Tutoring (Tutor Learning Initiative) Program implemented for students who have been identified as requiring additional focused support in the areas of Reading and Writing and Numeracy. School Numeracy Program to focus upon developing the four proficiencies of Fluency, Reasoning, Understanding and Problem Solving. Develop a whole-school understanding of what Student Voice and Agency in learning looks like and have students involved in the development, implementation and assessment of their learning tasks.
Outcomes	Principal will ensure the Tutor Learning Program is implemented and reviewed so that students in need of the most academic support are targeted. Principal will schedule and organise professional learning team meetings for staff to further develop their understanding of numeracy (particularly the four proficiencies).

	<p>Teachers will work with students to develop a whole-school approach to Student Voice and Agency and create authentic opportunities for students to have more control over their learning.</p> <p>Teachers will participate and contribute to Numeracy Professional Learning Sessions and implement learned strategies and processes into the daily classroom practice.</p> <p>Tutor Learning Initiative Teacher will assess and monitor the progress of students on the program and collaborate with classroom teachers with regard students on the Tutor Learning Initiative.</p> <p>Tutor Learning Initiative Teacher will develop Tutor Learning Initiative program (Reading Numeracy and Writing).</p> <p>Students will be able to articulate what Student Voice and Agency is and how it is implemented into their school program.</p> <p>Students on the Tutor Learning Program will show learning growth in Reading, Writing and Numeracy beyond the standard expected growth of 12 months for one year of schooling.</p>
Success Indicators	<p>Early Indicators:</p> <p>Tutor Learning Program students have Individual Learning Plans with clear goals and targets.</p> <p>Numeracy - teacher planning and lesson documentation will show evidence of use of the four proficiencies as part of the lesson structure.</p> <p>.</p> <p>Late Indicators:</p> <p>The Whole-school Assessment Schedule - Essential Assessments (Number and Algebra) , Fountas and Pinnell (Reading), Writing Criterion Tool- will be used to assess student learning growth and indicate progress along the continuum.</p> <p>Records of assessment and achievement for those students on Tutor Learning Initiative showing student improvement against the Victorian Curriculum Standards</p> <p>Student Attitudes to School and Staff Opinion Survey results to show Student Voice and Agency at 85% or higher.</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	Staff participation in Numeracy Professional Learning Sessions and school-based sessions using the DET numeracy resources and portal.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Using 2021 end of Semester data to identify which students have not made the expected growth in Reading, Writing or Numeracy. Placing those students on the Tutor Learning Program.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 3	Staff development on understanding Student Voice and Agency and planning for it's authentic implementation across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 4	Professional Learning Sessions in the area of Numeracy for teaching staff lead by outside professionals and principal.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 to: Term 4	0%
Activity 5	Student workshops on Student Voice and Agency and student designed programs, learning opportunities and assessments to be implemented.	<input checked="" type="checkbox"/> All Staff	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	Implement Respectful Relationships, Berry Street Education Model Learnings and the Active Schools Program across the school to support Student Wellbeing. Embed a response model and positive mental health approaches to staff professional practice. Work with students, staff and families to create new school values that belong to our current cohort. Implement the school's policy and processes for Student Attendance with fidelity.
Outcomes	Principal will lead and support the Resilience, Rights and Respectful Relationships programs within the school. Principal will refer student mental health concerns to the correct agencies for additional advice and support. Principal will follow up any unexplained or irregular student absences with families and promote the importance of attendance via regular school communications. Teachers will refer mental health concerns to the principal and support each student's mental health. Students will be able to articulate strategies for maintaining positive mental health and where to seek assistance if they require support and advice. Students will develop the skills, confidence and motivation to be active for life. Students will be able to clearly articulate our school values and how they relate to their academic, emotional and physical wellbeing.
Success Indicators	Early Indicators: Programs and policies of the school will reflect the school's response to student wellbeing and welfare. New school values are established and communicated to all stakeholders. Curriculum plan for Resilience, Rights and Respectful Relationships for all year levels. Increased timetabling of physical activity and sport for our students. Where and How to seek help posters are displayed throughout the school. Student absence data will be monitored via uEducateUs with no unexplained absences Late Indicators: School Staff Survey to show results for Confidence and Resilience Skills above 90% (maintained from 2021 results) . Student Attitudes to School Survey to show results for Resilience above 90% (maintained from 2021 results). Parent Opinion Survey to show results for Confidence and Resiliency Skills above 90% (improved from 2021 results). Students participating in sports and physical activities beyond the school gate. Absence Data to indicate student absences are below 20 days per year for each student. (pro-rata check each term)
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	School values to be work-shopped with students, staff and parents through a series of lessons and communications, to arrive at a mutually agreed upon and understood set of core values. Positive behaviours around these values are to be set and displayed throughout the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	0%
Activity 2	Promotion of the school's wellbeing programs in the school newsletter and social media pages to produce a common understanding of our approaches.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Staff member to undertake the training of the Berry St Education Model and bring learning back to staff.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	0%
Activity 4	Review Raywood Primary School's current practices using the Schools Mental Health Fund menu and Planning Tool to explore our current understandings of student mental	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%

	health and how we will collect data and manage processes.			
Activity 5	Staff to work as a team to integrate the Berry St Education Model into the school's welfare and wellbeing programs.	☑ All Staff	from: Term 3 to: Term 4	0%
Activity 6	Active Schools- use of the Active Schools Toolkit and finding sporting agencies (such as Kelly Sport) to tailor make a program suitable for the needs of our students. Use of gymnastics program in Bendigo to increase our students level of physical activity.	☑ Wellbeing Team	from: Term 2 to: Term 4	0%
Activity 7	A fortnightly Resilience, Rights and Respectful Relationships program to be implemented across the whole school.	☑ Principal	from: Term 1 to: Term 4	0%
Activity 8	Contact with families when a student is absent, with regular follow ups for those with absences of multiple days.	☑ Principal	from: Term 1 to: Term 4	0%
Activity 9	Use of Social and Personal Capabilities Curriculum Documents to guide teaching practice and decide on whole school foci across the year.	☑ Principal ☑ Teacher(s)	from: Term 2 to: Term 2	0%
Goal 2	Maximise Literacy and Numeracy outcomes for all students.			
12 Month Target 2.1	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021).			

	Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.2	There will be no Year 5 students in the bottom two bands for NAPLAN Reading, Writing and Numeracy in 2022. (Reading - 0% in 2021, Writing- 17% in 2021, Numeracy - 0 % in 2021). (Note, we have no current Year 3 Students).
12 Month Target 2.3	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)
12 Month Target 2.4	School Staff Survey results to show: Collective Efficacy at 100% in 2022 (98 % in 2021) Professional Learning to improve practice at 100% in 2022 (no available data in 2021) Timetabled Meetings to support collaboration at 100% in 2022 (67% in 2021)
KIS 2.a Building practice excellence	Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.
Actions	Implement an Individual Education Plan for every student with regularly reviewed goals that incorporate Student Agency, Establish a Professional Learning Communities (PLC) structure to support teacher collaboration and strengthen practice.
Outcomes	Principal will facilitate PLC and Professional Learning Meetings and ensure the staff engage in reflective practice to evaluate the teaching and learning programs specifically for Reading, Writing and Numeracy (Number & Algebra). Teachers will accurately and with confidence, identify student learning needs of each of their students. Students will be supported to learn at their point of need. Students will know what their next steps are to progress their learning.
Success Indicators	Early Indicators: Individual Student data that is collected and shared amongst teaching staff to identify point of need learning, set individual student learning goals and monitor student progress. Data sets and data walls that clearly indicate student achievement and map progress. Individual Learning Plans that show progress against achievement of student learning goals. Late Indicators:

	<p>NAPLAN results indicate no students in the bottom two bands for Reading, Writing and Number & Algebra. Attitudes to School Survey results to show Differentiated Learning Challenge at 98 % (maintained from 2021 result). School Staff Survey results to show Collective Efficacy at 100%, Professional Learning to Improve Practice at 100% and Timetabled Meetings to support collaboration at 100%.</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	Introduction to the Writing Criterion Tool for staff. Staff then work as part of a PLC to concentrate on one area of writing development to improve student results in, by use of the Inquiry Process. Reporting back at staff meetings to discuss student data, progress and teaching strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Staff to look at existing structures for Individual Learning Plans and DET resources. Creation of an Individual Education Plan proforma that meets the needs of our students and can be effectively used by Staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 3	<p>NAPLAN and school survey data to be looked at by staff and analysed- areas of achievement and concern noted and actions developed.</p> <p>Students Attitudes to School Survey Data to be presented back to students for their comment and results shared amongst the school community.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).			
Actions	Develop and implement a whole school approach to the teaching and assessment of Writing based upon the 6+1 Traits and incorporating the High Impact Teaching Strategies.			
Outcomes	<p>Principal will lead a Professional Learning Communities approach to identify problems of practice in the area of writing and support staff to develop an inquiry approach to work through these problems of practice.</p> <p>Teachers will use the Writing Criterion Tool to assess the components of student writing and use this to pinpoint the next steps for individual and cohort learning.</p> <p>Teachers will provide students and parents will regular feedback on learning progress and update student data records to reflect learning acquisition and growth.</p> <p>Teachers will be able to identify which of the High Impact Teaching strategies they are using and provide reflective practice regarding the effectiveness and suitability of each.</p> <p>Students will learn how English and Mathematics sessions are structured and be able to identify how their learning is supported.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Individual Student Learning Plans that have been revised each term.</p> <p>Teacher planning documents show evidence of which of the High Impact Teaching Strategies have been applied to teaching sessions.</p> <p>Staff reflections on effectiveness of High Impact Teaching Strategies within their teaching (time privileged for this during Staff Professional Learning Meetings).</p> <p>Weekly Professional Learning Meetings timetabled and attended by staff that focus on our goals and key improvement strategies.</p> <p>Late Indicators:</p> <p>Teacher judgements (derived from triangulated data) that shows Reading, Writing and Number & Algebra student achievement and leaning growth, to meet the 12 month targets set.</p>			

	School Staff Survey for Collective Efficacy, Professional Learning Growth to improve practice and Timetabled Meetings to support collaboration to meet the 12 month targets set.			
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	Principal to undertake a Writing Traits Masterclass and bring this learning back to teaching staff during Professional Learning sessions.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	Individual Education Plans - goals and strategies to be created with student input. These plans and goals to be shared with students, staff and individual student families.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	At Staff Professional Development meetings we will look closely at the 6+1 Traits of Writing and plan how to implement these into the current teaching practices in the school's writing plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

Mid Term 4 monitoring 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.
12 Month Target 1.1	Students in the Tutor Learning Program to make at or above expected growth according to Teacher Judgement Growth for Reading and Writing. Numeracy Target- All students in Yr 5 will achieve results NAPLAN Numeracy that are in the middle or top two bands. Wellbeing Target: In 2022 Student Absence Data to show 100% of P to Year 6 students with less than 20 absence days per year (100% in 2021). Attitudes to School Survey result for factor of Student Voice and Agency to be at 89% +, in 2022 (89*% in 2021).
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	Targeted Tutoring (Tutor Learning Initiative) Program implemented for students who have been identified as requiring additional focused support in the areas of Reading and Writing and Numeracy. School Numeracy Program to focus upon developing the four proficiencies of Fluency, Reasoning, Understanding and Problem Solving. Develop a whole-school understanding of what Student Voice and Agency in learning looks like and have students involved in the development, implementation and assessment of their learning tasks.
Outcomes	Principal will ensure the Tutor Learning Program is implemented and reviewed so that students in need of the most academic support are targeted. Principal will schedule and organise professional learning team meetings for staff to further develop their understanding of numeracy (particularly the four proficiencies).

	<p>Teachers will work with students to develop a whole-school approach to Student Voice and Agency and create authentic opportunities for students to have more control over their learning.</p> <p>Teachers will participate and contribute to Numeracy Professional Learning Sessions and implement learned strategies and processes into the daily classroom practice.</p> <p>Tutor Learning Initiative Teacher will assess and monitor the progress of students on the program and collaborate with classroom teachers with regard students on the Tutor Learning Initiative.</p> <p>Tutor Learning Initiative Teacher will develop Tutor Learning Initiative program (Reading Numeracy and Writing).</p> <p>Students will be able to articulate what Student Voice and Agency is and how it is implemented into their school program.</p> <p>Students on the Tutor Learning Program will show learning growth in Reading, Writing and Numeracy beyond the standard expected growth of 12 months for one year of schooling.</p>
<p>Success Indicators</p>	<p>Early Indicators:</p> <p>Tutor Learning Program students have Individual Learning Plans with clear goals and targets.</p> <p>Numeracy - teacher planning and lesson documentation will show evidence of use of the four proficiencies as part of the lesson structure.</p> <p>.</p> <p>Late Indicators:</p> <p>The Whole-school Assessment Schedule - Essential Assessments (Number and Algebra) , Fountas and Pinnell (Reading), Writing Criterion Tool- will be used to assess student learning growth and indicate progress along the continuum.</p> <p>Records of assessment and achievement for those students on Tutor Learning Initiative showing student improvement against the Victorian Curriculum Standards</p> <p>Student Attitudes to School and Staff Opinion Survey results to show Student Voice and Agency at 85% or higher.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Staff development on understanding Student Voice and Agency and planning for it's authentic implementation across the school.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Student workshops on Student Voice and Agency and student designed programs, learning opportunities and assessments to be implemented.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Staff participation in Numeracy Professional Learning Sessions and school-based sessions using the DET numeracy resources and portal.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 4	Using 2021 end of Semester data to identify which students have not made the expected growth in Reading, Writing or Numeracy. Placing those students on the Tutor Learning Program.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 5	Professional Learning Sessions in the area of Numeracy for teaching staff lead by outside professionals and principal.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy Leader	from: Term 2 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	Implement Respectful Relationships, Berry Street Education Model Learnings and the Active Schools Program across the school to support Student Wellbeing. Embed a response model and positive mental health approaches to staff professional practice. Work with students, staff and families to create new school values that belong to our current cohort. Implement the school's policy and processes for Student Attendance with fidelity.
Outcomes	Principal will lead and support the Resilience, Rights and Respectful Relationships programs within the school. Principal will refer student mental health concerns to the correct agencies for additional advice and support. Principal will follow up any unexplained or irregular student absences with families and promote the importance of attendance via regular school communications. Teachers will refer mental health concerns to the principal and support each student's mental health. Students will be able to articulate strategies for maintaining positive mental health and where to seek assistance if they require support and advice. Students will develop the skills, confidence and motivation to be active for life. Students will be able to clearly articulate our school values and how they relate to their academic, emotional and physical wellbeing.
Success Indicators	Early Indicators: Programs and policies of the school will reflect the school's response to student wellbeing and welfare. New school values are established and communicated to all stakeholders. Curriculum plan for Resilience, Rights and Respectful Relationships for all year levels. Increased timetabling of physical activity and sport for our students. Where and How to seek help posters are displayed throughout the school. Student absence data will be monitored via uEducateUs with no unexplained absences Late Indicators: School Staff Survey to show results for Confidence and Resilience Skills above 90% (maintained from 2021 results) . Student Attitudes to School Survey to show results for Resilience above 90% (maintained from 2021 results). Parent Opinion Survey to show results for Confidence and Resiliency Skills above 90% (improved from 2021 results). Students participating in sports and physical activities beyond the school gate. Absence Data to indicate student absences are below 20 days per year for each student. (pro-rata check each term)
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	School values to be work-shopped with students, staff and parents through a series of lessons and communications, to arrive at a mutually agreed upon and understood set of core values. Positive behaviours around these values are to be set and displayed throughout the school.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 3	0%
Activity 2	Promotion of the school's wellbeing programs in the school newsletter and social media pages to produce a common understanding of our approaches.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Review Raywood Primary School's current practices using the Schools Mental Health Fund menu and Planning Tool to explore our current understandings of student mental health and how we will collect data and manage processes.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 4	Staff member to undertake the training of the Berry St Education Model and bring learning back to staff.	<input checked="" type="checkbox"/> Principal	from: Term 2	0%

			to: Term 4	
Activity 5	Active Schools- use of the Active Schools Toolkit and finding sporting agencies (such as Kelly Sport) to tailor make a program suitable for the needs of our students. Use of gymnastics program in Bendigo to increase our students level of physical activity.	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 2 to: Term 4	0%
Activity 6	Staff to work as a team to integrate the Berry St Education Model into the school's welfare and wellbeing programs.	<input checked="" type="checkbox"/> All Staff	from: Term 3 to: Term 4	0%
Activity 7	Contact with families when a student is absent, with regular follow ups for those with absences of multiple days.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 8	A fortnightly Resilience, Rights and Respectful Relationships program to be implemented across the whole school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 9	Use of Social and Personal Capabilities Curriculum Documents to guide teaching practice and decide on whole school foci across the year.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Goal 2	Maximise Literacy and Numeracy outcomes for all students.			
12 Month Target 2.1	Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021).			

	<p>Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)</p>
12 Month Target 2.2	<p>There will be no Year 5 students in the bottom two bands for NAPLAN Reading, Writing and Numeracy in 2022. (Reading - 0% in 2021, Writing- 17% in 2021, Numeracy - 0 % in 2021). (Note, we have no current Year 3 Students).</p>
12 Month Target 2.3	<p>Teacher Judgement Growth: Reading- 100 % of students will make at or above Benchmark Growth (76% in 2021). Writing- 100% of students will make at or above Benchmark Growth (76% in 2021). Numeracy- 100 % of students will make at or above Benchmark Growth in Number & Algebra, (82 % in 2021). Measurement & Geometry (*) and Statistics & Probability. (*)</p>
12 Month Target 2.4	<p>School Staff Survey results to show: Collective Efficacy at 100% in 2022 (98 % in 2021) Professional Learning to improve practice at 100% in 2022 (no available data in 2021) Timetabled Meetings to support collaboration at 100% in 2022 (67% in 2021)</p>
KIS 2.a Building practice excellence	<p>Strengthen staff capability to collaborate and utilise data to plan and teach a differentiated and engaging curriculum at student point of learning need.</p>
Actions	<p>Implement an Individual Education Plan for every student with regularly reviewed goals that incorporate Student Agency, Establish a Professional Learning Communities (PLC) structure to support teacher collaboration and strengthen practice.</p>
Outcomes	<p>Principal will facilitate PLC and Professional Learning Meetings and ensure the staff engage in reflective practice to evaluate the teaching and learning programs specifically for Reading, Writing and Numeracy (Number & Algebra). Teachers will accurately and with confidence, identify student learning needs of each of their students. Students will be supported to learn at their point of need. Students will know what their next steps are to progress their learning.</p>
Success Indicators	<p>Early Indicators: Individual Student data that is collected and shared amongst teaching staff to identify point of need learning, set individual student learning goals and monitor student progress. Data sets and data walls that clearly indicate student achievement and map progress. Individual Learning Plans that show progress against achievement of student learning goals.</p>

	<p>Late Indicators: NAPLAN results indicate no students in the bottom two bands for Reading, Writing and Number & Algebra. Attitudes to School Survey results to show Differentiated Learning Challenge at 98 % (maintained from 2021 result). School Staff Survey results to show Collective Efficacy at 100%, Professional Learning to Improve Practice at 100% and Timetabled Meetings to support collaboration at 100%.</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	Introduction to the Writing Criterion Tool for staff. Staff then work as part of a PLC to concentrate on one area of writing development to improve student results in, by use of the Inquiry Process. Reporting back at staff meetings to discuss student data, progress and teaching strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Staff to look at existing structures for Individual Learning Plans and DET resources. Creation of an Individual Education Plan proforma that meets the needs of our students and can be effectively used by Staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 3	<p>NAPLAN and school survey data to be looked at by staff and analysed- areas of achievement and concern noted and actions developed.</p> <p>Students Attitudes to School Survey Data to be presented back to students for their comment and results shared amongst the school community.</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Build teacher content and pedagogical knowledge with a focus upon Writing and high impact teaching strategies (HITS).			
Actions	Develop and implement a whole school approach to the teaching and assessment of Writing based upon the 6+1 Traits and incorporating the High Impact Teaching Strategies.			
Outcomes	<p>Principal will lead a Professional Learning Communities approach to identify problems of practice in the area of writing and support staff to develop an inquiry approach to work through these problems of practice.</p> <p>Teachers will use the Writing Criterion Tool to assess the components of student writing and use this to pinpoint the next steps for individual and cohort learning.</p> <p>Teachers will provide students and parents will regular feedback on learning progress and update student data records to reflect learning acquisition and growth.</p> <p>Teachers will be able to identify which of the High Impact Teaching strategies they are using and provide reflective practice regarding the effectiveness and suitability of each.</p> <p>Students will learn how English and Mathematics sessions are structured and be able to identify how their learning is supported.</p>			
Success Indicators	<p>Early Indicators:</p> <p>Individual Student Learning Plans that have been revised each term.</p> <p>Teacher planning documents show evidence of which of the High Impact Teaching Strategies have been applied to teaching sessions.</p> <p>Staff reflections on effectiveness of High Impact Teaching Strategies within their teaching (time privileged for this during Staff Professional Learning Meetings).</p> <p>Weekly Professional Learning Meetings timetabled and attended by staff that focus on our goals and key improvement strategies.</p> <p>Late Indicators:</p> <p>Teacher judgements (derived from triangulated data) that shows Reading, Writing and Number & Algebra student achievement and leaning growth, to meet the 12 month targets set.</p>			

	School Staff Survey for Collective Efficacy, Professional Learning Growth to improve practice and Timetabled Meetings to support collaboration to meet the 12 month targets set.			
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	Principal to undertake a Writing Traits Masterclass and bring this learning back to teaching staff during Professional Learning sessions.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 2	At Staff Professional Development meetings we will look closely at the 6+1 Traits of Writing and plan how to implement these into the current teaching practices in the school's writing plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Individual Education Plans - goals and strategies to be created with student input. These plans and goals to be shared with students, staff and individual student families.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2022

SEIL Feedback