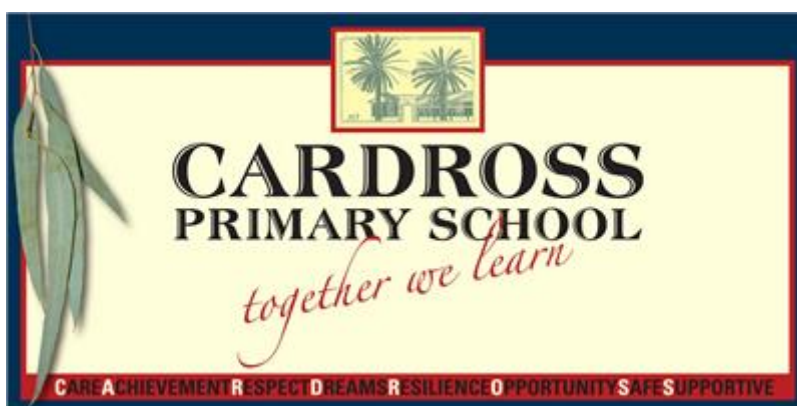


Monitoring and assessment - 2024

Cardross Primary School (4263)



Submitted for review by Simon Trembath (School Principal) on 18 December, 2023 at 04:26 PM

Endorsed by Andrew Ough (Senior Education Improvement Leader) on 19 March, 2024 at 01:08 PM

Endorsed by Vincent Madden (School Council President) on 15 May, 2024 at 11:43 AM

Term 2 Monitoring submitted by Simon Trembath (School Principal) on 21 June, 2024 at 01:10 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 2	Maximise the achievement and learning growth of all students
12-month target 2.1 target	By 2024, increase the percentage of Year 5 students in the 'strong' or 'exceeding' proficiency levels of NAPLAN Numeracy from 80 percent (2023), to 85 percent.
12-month target 2.2 target	By 2024, increase the percentage of students in the 'strong' or 'exceeding' proficiency levels of NAPLAN as shown: Year 3: In Reading, from 71 percent (2023) to 76 percent In Writing, from 63 percent (2021) to 68 percent Year 5: In Reading, from 93 percent (2023) to 95 percent In Writing, from 88 percent (2021) to 90 percent
12-month target 2.3 target	By 2024, at least 85 percent of students will make the expected or above-expected learning growth in Number and Algebra within a twelve-month period (in the period from Semester 2, 2022 to Semester 2023 = 81 percent of students Years 1 to 6 made the expected or above-expected growth).
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Sustain teaching and learning excellence by embedding a challenging and stimulating learning environment that is driven by evidence-based teaching and learning strategies.
Actions	Sustain teaching and learning excellence by embedding a challenging and stimulating learning environment that is driven by evidence-based Visible Learning+ teaching and learning strategies. Implement consistent approaches in addressing student engagement and effective feedback

<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> • Clearly articulate the what are the current Visible Learning+ goals of Cardross Primary School • Coordinate with the SIT to develop a program logic model for the implementation • Facilitate consultancy partnership with EDU Point Professional Learning • coordinate professional learning opportunities for staff to deepen Visible Learning+ teaching strategies • develop timetables to release teaching teams to engage in Visible Learning+ work • release learning specialist to engage with PLC teams on Visible Learning+ work • Facilitate the development of the feedback culture and practices that the school community aspire to have • Lead the implementation of intentional practices to support student engagement so that students can drive their own learning. • Maintain high levels of relational trust within the school so that feedback can be openly given and recieved • Regularly seek feedback from students, families and staff in planning, implementation and review processes. • engage in regular 'Impact Walks' with Learning Specialist to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • be able to clearly articulate the what the current Visible Learning+ goals of Cardross Primary School are, both generally, and within their specific grade levels with high levels of coherence • explicitly teach students the Visible Learning+ learner strategies and dispositions which align with current goals of Cardross Primary School <p>Primary School</p> <ul style="list-style-type: none"> • be able to describe student engagement using Dr. Amy Berry's 'Continuum of Student Engagment' • Plan intentional practices to cultivate student engagement in learning • Plan intentional practices to develop effective feedback practices • engage in peer observational cycles which incorporate effective feedback practices to monitor implemenation progress • use information from student assessments as feedback about the effectiveness of thier teaching • provide students with regular, just-in-time, just-for-me feedback about their learning • engage in PLC improvement cycles • Actively participate in Network and Academy professional learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> • display and articulate the characteristics and strategies of Visible Learners which align with current the goals of Cardross Primary School • engage in opportunities to give and receive feedback to peers and teachers • be able to describe their engagement in learning using Dr. Amy Berry's 'Continuum of Student Engagment' • Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation • engage in Student Learning Improvement Cycles

Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • agendas / minutes from staff meetings / PLC meetings / SIT meetings • notes / photos / videos from Impact Walks' and peer observation cycles • EDUPOINT consultancy report and feedback • data used to identify students who are experiencing prolonged periods of disengagement • whole school surveys (Absence data, SSS, AToSS - connectedness) • Classroom and yard observations <p>Teachers:</p> <ul style="list-style-type: none"> • PDP goals / actions • notes / photos / videos from peer observations • PLC journals • unit / lesson plans • communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> • feedback from students (surveys, student focus groups, student interviews) • Compass student reflections • student learning journals • work samples 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	EDU Point Consultancy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All staff	from: Term 1	-1%

			to: Term 4	
Activity 2	SIT to develop a program logic model for the implementation	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	learning specialist to engage with PLC teams on Visible Learning+ work	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Education Support Staff in Classrooms to support students and staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop all teachers' capability in the teaching of Numeracy			
Actions	Implementation of Victorian Mathematics Curriculum Version 2.0			
Delivery of the annual actions for this KIS				
Outcomes	Leaders will: <ul style="list-style-type: none"> Familiarise themselves with the new mathematics curriculum Coordinate with the SIT and numeracy leaders to develop a program logic model for the implementation of new curriculum resources 			

	<ul style="list-style-type: none"> • coordinate professional learning opportunities for staff to deepen their understanding of the new mathematics curriculum • release numeracy leader to engage with PLC teams curriculum planning and implementation • engage staff in PLC improvement cycles driven by new mathematics curriculum • regularly meet with numeracy leader and staff to seek feedback on implementation progress • engage in regular 'Impact Walks' with Numeracy Leader to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • familiarise themselves with the new Mathematics Curriculum • be able to clearly articulate the what the changes to the Mathematics Curriculum are, both generally, and within their specific grade levels with high levels of coherence • work as a whole staff to analyse current scope and sequence documents to consider implications for future teaching and learning units. • Revise current assessment schedule to ensure that it reflects the new curriculum changes • work as a whole staff to explicitly integrate opportunities to address Action Plan goals within our instructional model • regularly engage in cycles of peer observation to monitor implementation progress • Actively participate in Internal, Network and Academy professional learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> • display and articulate an increased positive disposition towards mathematics • become effective communicators of mathematics • Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation • engage in opportunities to give and receive feedback to teachers in relation to mathematics • Demonstrate engagement in Student Learning Improvement Cycles, with a focus on mathematics.
Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • agendas / minutes from staff meetings / PLC meetings / SIT meetings • notes / photos / videos from Impact Walks' and peer observation cycles • NAPLAN numeracy data sets • data used to identify students who are experiencing prolonged periods of disengagement in Mathematics • whole school surveys (Absence data, SSS, AToSS - connectedness) • Classroom observations <p>Teachers:</p> <ul style="list-style-type: none"> • PDP goals / actions • notes / photos / videos from peer observations • PLC journals • Scope and Sequence documents

	<ul style="list-style-type: none"> unit / lesson plans communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> feedback from students (surveys, student focus groups, student interviews) Compass student reflections student learning journals work samples 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Release numeracy leader to engage with PLC teams curriculum planning and implementation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Tutor Learning Initiative - focus on students who were identified as NAS in Numeracy based on 2023 NAPLAN	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	-1%

Goal 3	Maximise students' personal and social capability, and their agency as learners
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12-month target 3.1 target	<p>By 2024, increase the percentage positive responses score on AtoSS for the following factors:</p> <p>Student voice and agency, from 80 percent (2023) to 83 percent Motivation and interest, from 79 percent (2023) to 85 percent Learning Confidence (Sense of confidence), from 80 percent (2023) to 83 percent.</p>
12-month target 3.2 target	<p>By 2024, reduce the percentage of students with 20 or more days of absence, from 19 percent (year-to-date 2023) to 17 percent or less.</p>
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen practices and processes that promote students' agency in learning
Actions	Implement the DET Visible Wellbeing Program
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Coordindate with DET Visible Wellbeing Program team to support delivery of training, coaching and support • Coordinate with the SIT to develop a program logic model for the implemenation of the program. • Review NCCD data sets to ensure effective allocation of supports for students • be able to articulate the features of the DET Visible Wellbeing Program • regularly meet with staff to seek feedback on implementation progress • engage in 'Impact Walks' to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • Participate in DET Visible Wellbeing Program (SEARCH Framework) professional learning • be able to clearly articulate the what the DET Visible Wellbeing Program (SEARCH Framework) looks like, both generally, and within their specific grade levels with high levels of coherence • work as a whole staff to identify the support that students with additional wellbeing need to grow and be successful • regularly engage in peer observations to monitor implementation progress of the DET Visible Wellbeing Program <p>Students will:</p>

	<ul style="list-style-type: none"> • continue to have strong relationships with peers, teachers and families • Actively participate in social-emotional learning experiences through the DET Visible Wellbeing Program (SEARCH Framework) • display and articulate their character strengths and how these can be used to support their wellbeing • Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation
Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • agendas / minutes from staff meetings / PLC meetings / Visible Wellbeing Program Training • notes / photos / videos from Impact Walks' and peer observations • data used to identify students in need of targeted support • whole school surveys (Absence data, SSS, AToSS - connectedness) • Visible Wellbeing Program Survey Data • Visible Wellbeing Program Milestone Makers • Classroom and yard observations <p>Teachers:</p> <ul style="list-style-type: none"> • PDP goals / actions • notes / photos / videos from peer observations • PLC journals • unit / lesson plans • communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> • feedback from students (surveys, student focus groups, student interviews) • Compass student reflections • student learning journals • work samples
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Implement the DET Visible Wellbeing Program 	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 2	Mental Health in Primary Schools Initiative staff member (MHiPS)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 3	Education Support Staff in Classrooms to support students and staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 2	Maximise the achievement and learning growth of all students
12-month target 2.1 target	By 2024, increase the percentage of Year 5 students in the 'strong' or 'exceeding' proficiency levels of NAPLAN Numeracy from 80 percent (2023), to 85 percent.
12-month target 2.2 target	By 2024, increase the percentage of students in the 'strong' or 'exceeding' proficiency levels of NAPLAN as shown: Year 3: In Reading, from 71 percent (2023) to 76 percent In Writing, from 63 percent (2021) to 68 percent Year 5: In Reading, from 93 percent (2023) to 95 percent In Writing, from 88 percent (2021) to 90 percent
12-month target 2.3 target	By 2024, at least 85 percent of students will make the expected or above-expected learning growth in Number and Algebra within a twelve-month period (in the period from Semester 2, 2022 to Semester 2023 = 81 percent of students Years 1 to 6 made the expected or above-expected growth).
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Sustain teaching and learning excellence by embedding a challenging and stimulating learning environment that is driven by evidence-based teaching and learning strategies.
Actions	Sustain teaching and learning excellence by embedding a challenging and stimulating learning environment that is driven by evidence-based Visible Learning+ teaching and learning strategies. Implement consistent approaches in addressing student engagement and effective feedback

Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Clearly articulate the what are the current Visible Learning+ goals of Cardross Primary School • Coordinate with the SIT to develop a program logic model for the implementation • Facilitate consultancy partnership with EDU Point Professional Learning • coordinate professional learning opportunities for staff to deepen Visible Learning+ teaching strategies • develop timetables to release teaching teams to engage in Visible Learning+ work • release learning specialist to engage with PLC teams on Visible Learning+ work • Facilitate the development of the feedback culture and practices that the school community aspire to have • Lead the implementation of intentional practices to support student engagement so that students can drive their own learning. • Maintain high levels of relational trust within the school so that feedback can be openly given and recieved • Regularly seek feedback from students, families and staff in planning, implementation and review processes. • engage in regular 'Impact Walks' with Learning Specialist to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • be able to clearly articulate the what the current Visible Learning+ goals of Cardross Primary School are, both generally, and within their specific grade levels with high levels of coherence • explicitly teach students the Visible Learning+ learner strategies and dispositions which align with current goals of Cardross Primary School <p>Primary School</p> <ul style="list-style-type: none"> • be able to describe student engagement using Dr. Amy Berry's 'Continuum of Student Engagment' • Plan intentional practices to cultivate student engagement in learning • Plan intentional practices to develop effective feedback practices • engage in peer observational cycles which incorporate effective feedback practices to monitor implemenation progress • use information from student assessments as feedback about the effectiveness of thier teaching • provide students with regular, just-in-time, just-for-me feedback about their learning • engage in PLC improvement cycles • Actively participate in Network and Academy professional learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> • display and articulate the characteristics and strategies of Visible Learners which align with current the goals of Cardross Primary School • engage in opportunities to give and receive feedback to peers and teachers • be able to describe their engagement in learning using Dr. Amy Berry's 'Continuum of Student Engagment' • Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation • engage in Student Learning Improvement Cycles

<p>Success indicators</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • agendas / minutes from staff meetings / PLC meetings / SIT meetings • notes / photos / videos from Impact Walks' and peer observation cycles • EDUPOINT consultancy report and feedback • data used to identify students who are experiencing prolonged periods of disengagement • whole school surveys (Absence data, SSS, AToSS - connectedness) • Classroom and yard observations <p>Teachers:</p> <ul style="list-style-type: none"> • PDP goals / actions • notes / photos / videos from peer observations • PLC journals • unit / lesson plans • communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> • feedback from students (surveys, student focus groups, student interviews) • Compass student reflections • student learning journals • work samples
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Staff capability and consistency of practice
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>During the first half of this improvement cycle we have remained on track to ensure that we are meeting all of our intended outcomes for this KIS.</p> <p>Key events which have occurred during the first half of this year include:</p> <ul style="list-style-type: none"> * Visible Learning is a standing agenda item at all SIT meetings * Timetables have been developed to allow for PLC teams to be released during the day to discuss Visible Learning Microshifts * Begun implementation of Dr Amy Berry's Student Engagement Continuum * Shane Crawford from EduPoint Consultants conducted an evaluative walkthrough I to determine our next focus - Student Feedback was the identified area * All staff participated in Professional Learning with EduPoint Consultants around the implementation of high impact feedback process / high-impact LISC * Staff have engaged in internal PL with Learning Specialist and Principal around develop high-impact LISC * Leadership has continue to engage in Impact Walks to monitor the effectiveness of implementation of current Visible Learning * Students continuing to engage in literacy and numeracy Visible Learning Improvement cycles * Senior students developing a Visible Learning Portfolio of work, to drive their learning
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Key actions for the second half of this cycle:</p> <ul style="list-style-type: none"> * Edupoint Consultants will continue to conduct termly evaluative walkthrough with leadership * Staff to continue participate in Professional Learning with EduPoint Consultants (driven by feedback from evaluative walkthroughs) * PLC to continue to engage in Visible Learning Microshifts * Continue to develop student Visible Learning Portfolios * Continued Impact Walks to monitor and evaluate implementation
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. FEEDBACK SUCCESS ROADMAP.pdf (0.04 MB) 2. SET Cardross PS April 2024.pdf (0.17 MB) 3. Strategic Evaluation Tool SET FINAL.pdf (0.49 MB)

Activities	Activity	Who	When	Percentage complete
Activity 1	EDU Point Consultancy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	SIT to develop a program logic model for the implementation	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	learning specialist to engage with PLC teams on Visible Learning+ work	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 4	Education Support Staff in Classrooms to support students and staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop all teachers' capability in the teaching of Numeracy			
Actions	Implementation of Victorian Mathematics Curriculum Version 2.0			

Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Familiarise themselves with the new mathematics curriculum • Coordinate with the SIT and numeracy leaders to develop a program logic model for the implementation of new curriculum resources • coordinate professional learning opportunities for staff to deepen their understanding of the new mathematics curriculum • release numeracy leader to engage with PLC teams curriculum planning and implementation • engage staff in PLC improvement cycles driven by new mathematics curriculum • regularly meet with numeracy leader and staff to seek feedback on implementation progress • engage in regular 'Impact Walks' with Numeracy Leader to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • familiarise themselves with the new Mathematics Curriculum • be able to clearly articulate the what the changes to the Mathematics Curriculum are, both generally, and within their specific grade levels with high levels of coherence • work as a whole staff to analyse current scope and sequence documents to consider implications for future teaching and learning units. • Revise current assessment schedule to ensure that it reflects the new curriculum changes • work as a whole staff to explicitly integrate opportunities to address Action Plan goals within our instructional model • regularly engage in cycles of peer observation to monitor implementation progress • Actively participate in Internal, Network and Academy professional learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> • display and articulate an increased positive disposition towards mathematics • become effective communicators of mathematics • Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation • engage in opportunities to give and receive feedback to teachers in relation to mathematics • Demonstrate engagement in Student Learning Improvement Cycles, with a focus on mathematics.
Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • agendas / minutes from staff meetings / PLC meetings / SIT meetings • notes / photos / videos from 'Impact Walks' and peer observation cycles • NAPLAN numeracy data sets • data used to identify students who are experiencing prolonged periods of disengagement in Mathematics • whole school surveys (Absence data, SSS, AToSS - connectedness)

	<ul style="list-style-type: none"> Classroom observations <p>Teachers:</p> <ul style="list-style-type: none"> PDP goals / actions notes / photos / videos from peer observations PLC journals Scope and Sequence documents unit / lesson plans communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> feedback from students (surveys, student focus groups, student interviews) Compass student reflections student learning journals work samples
<p>Enablers</p> <ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated
<p>Commentary on progress</p> <ul style="list-style-type: none"> <i>Drawing on the relevant success indicators identified above, comment on</i> 	<p>During the first half of this improvement cycle we are slightly behind in meeting all of our intended outcomes for this KIS.</p> <p>Key events which have occurred during the first half of this year include:</p> <ul style="list-style-type: none"> * Weekly Release of Numeracy Leader to review our current scope and sequence and what changes will need to occur to accommodate the Maths 2.0 curriculum * Numeracy Leader has begun reviewing our numeracy assessment schedule * Students identified as NAS in numeracy (2023 NAPLAN) have been prioritised as TLI participants

<p><i>your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * TLI leader has worked closely with classroom teachers to evaluate point of needs of students and develop appropriate teaching moments (with a focus on number) * Leadership has frequently met with TLI leader to monitor the impact on student growth 			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Key actions for the second half of this cycle:</p> <ul style="list-style-type: none"> * Maths 2.0 Curriculum implementation to be a standing agenda item at SIT meetins * Engage all staff in Math 2.0 Curriculum professional learning. Numeracy Leader to take the lead in this space (supported by leadership). * Develop a clear program logic model & theory of action for the implementation of the Maths 2.0 curriculum * Support staff to engage in 'safe practice' with the Maths 2.0 curriculum * Finalise scope and sequence and assessment schedules in readiness for 2025 * Consult with external providers (Essential Assessment) to ensure that current tools will be ready for use with new curriculum. * Continue to monitor and evaluate TLI participants 			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Release numeracy leader to engage with PLC teams curriculum planning and implementation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy leader 	<p>from: Term 1 to: Term 4</p>	<p>25%</p>

Activity 2	Tutor Learning Initiative - focus on students who were identified as NAS in Numeracy based on 2023 NAPLAN	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	50%
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Goal 3	Maximise students' personal and social capability, and their agency as learners			
12-month target 3.1 target	By 2024, increase the percentage positive responses score on AtoSS for the following factors: Student voice and agency, from 80 percent (2023) to 83 percent Motivation and interest, from 79 percent (2023) to 85 percent Learning Confidence (Sense of confidence), from 80 percent (2023) to 83 percent.			
12-month target 3.2 target	By 2024, reduce the percentage of students with 20 or more days of absence, from 19 percent (year-to-date 2023) to 17 percent or less.			
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen practices and processes that promote students' agency in learning			
Actions	Implement the DET Visible Wellbeing Program			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Leaders will: <ul style="list-style-type: none"> • Coordinate with DET Visible Wellbeing Program team to support delivery of training, coaching and support • Coordinate with the SIT to develop a program logic model for the implementation of the program. • Review NCCD data sets to ensure effective allocation of supports for students • be able to articulate the features of the DET Visible Wellbeing Program • regularly meet with staff to seek feedback on implementation progress 			

	<ul style="list-style-type: none"> engage in 'Impact Walks' to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> Participate in DET Visible Wellbeing Program (SEARCH Framework) professional learning be able to clearly articulate the what the DET Visible Wellbeing Program (SEARCH Framework) looks like, both generally, and within their specific grade levels with high levels of coherence work as a whole staff to identify the support that students with additional wellbeing need to grow and be successful regularly engage in peer observations to monitor implementation progress of the DET Visible Wellbeing Program <p>Students will:</p> <ul style="list-style-type: none"> continue to have strong relationships with peers, teachers and families Actively participate in social-emotional learning experiences through the DET Visible Wellbeing Program (SEARCH Framework) display and articulate the their character strengths and how these can be used to support their wellbeing Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation
Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> agendas / minutes from staff meetings / PLC meetings / Visible Wellbeing Program Training notes / photos / videos from Impact Walks' and peer observations data used to identify students in need of targeted support whole school surveys (Absence data, SSS, AToSS - connectedness) Visible Wellbeing Program Survey Data Visible Wellbeing Program Milestone Makers Classroom and yard observations <p>Teachers:</p> <ul style="list-style-type: none"> PDP goals / actions notes / photos / videos from peer observations PLC journals unit / lesson plans communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> feedback from students (surveys, student focus groups, student interviews) Compass student reflections student learning journals work samples

<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ☑ Sufficient budget ☑ Sufficient time allocated ☑ Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>During the first half of this improvement cycle we have remained on track to ensure that we are meeting all of our intended outcomes for this KIS.</p> <p>Key events which have occurred during the first half of this year include:</p> <ul style="list-style-type: none"> * 2 x whole school curriculum days where all staff have participated in Day 1 and Day 2 Visible Wellbeing Training with Prof. Lea Waters. * Staff have completed 2 asynchronous online modules as part of our ongoing Visible Wellbeing Training schedule. * Online Parent Night with Prof. Lea Waters and the VWB team * PLC teams have undertaken improvement cycles to implement the first module of the SEARCH framework (Strengths) * Baseline data was collected from students using Visible Wellbeing Toolkit * Teachers have explicitly taught key content from the first SEARCH Module (strengths). * Junior PLC team has visited Mildura South Primary School to discuss their implementation journey and assist with initial implementation strategies * Leadership has worked with Visible Wellbeing Coach (as part of participation in Visible Wellbeing program) * Health Teacher has been incorporating Visible Wellbeing work into lessons * Visible Wellbeing work has been shared with the community via School Newsletter
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<p>Key actions for the second half of this cycle:</p> <ul style="list-style-type: none"> * Staff will continue to participate in the next asynchronous online modules as outlined by the Visible Wellbeing SEARCH framework * VWB will continue to be a standing agenda item at all SIT meetings * Spend additional time as a SIT developing the program logic model for VWB implementation * Teachers to continue to implement VWB strategies in their classrooms

<ul style="list-style-type: none"> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<ul style="list-style-type: none"> * Continue to promote work through school community communication channels * Leadership will continue to engage with VWB Coach * Impact Walks that focus on implementation of VWB practices and strategies * Continue to gather formative data around the implementation of VWB 			
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. Cardross PS Signed School Agreement.pdf (0.37 MB) 2. Curriculum Day VWB April 2024.pptx (2.23 MB) 3. Initial Test - Upper Primary 5-6v1.3 (1).xlsx (0.05 MB) 4. SEARCH Online Module Debrief Slides - Strengths.pptx (1.21 MB) 5. VWB Parent Night Flyer 1.2.png (1.53 MB) 			
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Implement the DET Visible Wellbeing Program 	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	Mental Health in Primary Schools Initiative staff member (MHiPS)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	100%
Activity 3	Education Support Staff in Classrooms to support students and staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 2	Maximise the achievement and learning growth of all students
12-month target 2.1 target	By 2024, increase the percentage of Year 5 students in the 'strong' or 'exceeding' proficiency levels of NAPLAN Numeracy from 80 percent (2023), to 85 percent.
12-month target 2.2 target	By 2024, increase the percentage of students in the 'strong' or 'exceeding' proficiency levels of NAPLAN as shown: Year 3: In Reading, from 71 percent (2023) to 76 percent In Writing, from 63 percent (2021) to 68 percent Year 5: In Reading, from 93 percent (2023) to 95 percent In Writing, from 88 percent (2021) to 90 percent
12-month target 2.3 target	By 2024, at least 85 percent of students will make the expected or above-expected learning growth in Number and Algebra within a twelve-month period (in the period from Semester 2, 2022 to Semester 2023 = 81 percent of students Years 1 to 6 made the expected or above-expected growth).
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Sustain teaching and learning excellence by embedding a challenging and stimulating learning environment that is driven by evidence-based teaching and learning strategies.
Actions	Sustain teaching and learning excellence by embedding a challenging and stimulating learning environment that is driven by evidence-based Visible Learning+ teaching and learning strategies. Implement consistent approaches in addressing student engagement and effective feedback

Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Clearly articulate the what are the current Visible Learning+ goals of Cardross Primary School • Coordinate with the SIT to develop a program logic model for the implementation • Facilitate consultancy partnership with EDU Point Professional Learning • coordinate professional learning opportunities for staff to deepen Visible Learning+ teaching strategies • develop timetables to release teaching teams to engage in Visible Learning+ work • release learning specialist to engage with PLC teams on Visible Learning+ work • Facilitate the development of the feedback culture and practices that the school community aspire to have • Lead the implementation of intentional practices to support student engagement so that students can drive their own learning. • Maintain high levels of relational trust within the school so that feedback can be openly given and recieved • Regularly seek feedback from students, families and staff in planning, implementation and review processes. • engage in regular 'Impact Walks' with Learning Specialist to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • be able to clearly articulate the what the current Visible Learning+ goals of Cardross Primary School are, both generally, and within their specific grade levels with high levels of coherence • explicitly teach students the Visible Learning+ learner strategies and dispositions which align with current goals of Cardross Primary School <p>Primary School</p> <ul style="list-style-type: none"> • be able to describe student engagement using Dr. Amy Berry's 'Continuum of Student Engagment' • Plan intentional practices to cultivate student engagement in learning • Plan intentional practices to develop effective feedback practices • engage in peer observational cycles which incorporate effective feedback practices to monitor implemenation progress • use information from student assessments as feedback about the effectiveness of thier teaching • provide students with regular, just-in-time, just-for-me feedback about their learning • engage in PLC improvement cycles • Actively participate in Network and Academy professional learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> • display and articulate the characteristics and strategies of Visible Learners which align with current the goals of Cardross Primary School • engage in opportunities to give and receive feedback to peers and teachers • be able to describe their engagement in learning using Dr. Amy Berry's 'Continuum of Student Engagment' • Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation • engage in Student Learning Improvement Cycles

<p>Success indicators</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • agendas / minutes from staff meetings / PLC meetings / SIT meetings • notes / photos / videos from Impact Walks' and peer observation cycles • EDUPOINT consultancy report and feedback • data used to identify students who are experiencing prolonged periods of disengagement • whole school surveys (Absence data, SSS, AToSS - connectedness) • Classroom and yard observations <p>Teachers:</p> <ul style="list-style-type: none"> • PDP goals / actions • notes / photos / videos from peer observations • PLC journals • unit / lesson plans • communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> • feedback from students (surveys, student focus groups, student interviews) • Compass student reflections • student learning journals • work samples
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p>	

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

Activity 1	EDU Point Consultancy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	SIT to develop a program logic model for the implementation	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	learning specialist to engage with PLC teams on Visible Learning+ work	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 4	Education Support Staff in Classrooms to support students and staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop all teachers' capability in the teaching of Numeracy			
Actions	Implementation of Victorian Mathematics Curriculum Version 2.0			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	Leaders will: <ul style="list-style-type: none"> Familiarise themselves with the new mathematics curriculum 			

	<ul style="list-style-type: none"> • Coordinate with the SIT and numeracy leaders to develop a program logic model for the implementation of new curriculum resources • coordinate professional learning opportunities for staff to deepen their understanding of the new mathematics curriculum • release numeracy leader to engage with PLC teams curriculum planning and implementation • engage staff in PLC improvement cycles driven by new mathematics curriculum • regularly meet with numeracy leader and staff to seek feedback on implementation progress • engage in regular 'Impact Walks' with Numeracy Leader to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • familiarise themselves with the new Mathematics Curriculum • be able to clearly articulate the what the changes to the Mathematics Curriculum are, both generally, and within their specific grade levels with high levels of coherence • work as a whole staff to analyse current scope and sequence documents to consider implications for future teaching and learning units. • Revise current assessment schedule to ensure that it reflects the new curriculum changes • work as a whole staff to explicitly integrate opportunities to address Action Plan goals within our instructional model • regularly engage in cycles of peer observation to monitor implementation progress • Actively participate in Internal, Network and Academy professional learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> • display and articulate an increased positive disposition towards mathematics • become effective communicators of mathematics • Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation • engage in opportunities to give and receive feedback to teachers in relation to mathematics • Demonstrate engagement in Student Learning Improvement Cycles, with a focus on mathematics.
Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> • agendas / minutes from staff meetings / PLC meetings / SIT meetings • notes / photos / videos from Impact Walks' and peer observation cycles • NAPLAN numeracy data sets • data used to identify students who are experiencing prolonged periods of disengagement in Mathematics • whole school surveys (Absence data, SSS, AToSS - connectedness) • Classroom observations <p>Teachers:</p> <ul style="list-style-type: none"> • PDP goals / actions • notes / photos / videos from peer observations

	<ul style="list-style-type: none"> • PLC journals • Scope and Sequence documents • unit / lesson plans • communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> • feedback from students (surveys, student focus groups, student interviews) • Compass student reflections • student learning journals • work samples
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour</i> 	

<p><i>/ practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <i>• What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> <i>• What action will be taken next?</i> <i>• What support is required?</i> <i>• What adjustments or additions will you make to your AIP to document these next steps?</i> 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Release numeracy leader to engage with PLC teams curriculum planning and implementation</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy leader 	<p>from: Term 1 to: Term 4</p>	<p>25%</p>
<p>Activity 2</p>	<p>Tutor Learning Initiative - focus on students who were identified as NAS in Numeracy based on 2023 NAPLAN</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy support 	<p>from: Term 1 to: Term 4</p>	<p>50%</p>

Goal 3	Maximise students' personal and social capability, and their agency as learners
12-month target 3.1 target	By 2024, increase the percentage positive responses score on AtoSS for the following factors: Student voice and agency, from 80 percent (2023) to 83 percent Motivation and interest, from 79 percent (2023) to 85 percent Learning Confidence (Sense of confidence), from 80 percent (2023) to 83 percent.
12-month target 3.2 target	By 2024, reduce the percentage of students with 20 or more days of absence, from 19 percent (year-to-date 2023) to 17 percent or less.
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen practices and processes that promote students' agency in learning
Actions	Implement the DET Visible Wellbeing Program
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Coordinate with DET Visible Wellbeing Program team to support delivery of training, coaching and support • Coordinate with the SIT to develop a program logic model for the implementation of the program. • Review NCCD data sets to ensure effective allocation of supports for students • be able to articulate the features of the DET Visible Wellbeing Program • regularly meet with staff to seek feedback on implementation progress • engage in 'Impact Walks' to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • Participate in DET Visible Wellbeing Program (SEARCH Framework) professional learning • be able to clearly articulate the what the DET Visible Wellbeing Program (SEARCH Framework) looks like, both generally, and within their specific grade levels with high levels of coherence

	<ul style="list-style-type: none"> • work as a whole staff to identify the support that students with additional wellbeing need to grow and be successful • regularly engage in peer observations to monitor implementation progress of the DET Visible Wellbeing Program <p>Students will:</p> <ul style="list-style-type: none"> • continue to have strong relationships with peers, teachers and families • Actively participate in social-emotional learning experiences through the DET Visible Wellbeing Program (SEARCH Framework) • display and articulate their character strengths and how these can be used to support their wellbeing • Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation
<p>Success indicators</p>	<p>Leaders:</p> <ul style="list-style-type: none"> • agendas / minutes from staff meetings / PLC meetings / Visible Wellbeing Program Training • notes / photos / videos from Impact Walks' and peer observations • data used to identify students in need of targeted support • whole school surveys (Absence data, SSS, AToSS - connectedness) • Visible Wellbeing Program Survey Data • Visible Wellbeing Program Milestone Makers • Classroom and yard observations <p>Teachers:</p> <ul style="list-style-type: none"> • PDP goals / actions • notes / photos / videos from peer observations • PLC journals • unit / lesson plans • communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> • feedback from students (surveys, student focus groups, student interviews) • Compass student reflections • student learning journals • work samples
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	

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

<i>document these next steps?</i>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Implement the DET Visible Wellbeing Program 	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	Mental Health in Primary Schools Initiative staff member (MHiPS)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	100%
Activity 3	Education Support Staff in Classrooms to support students and staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 2	Maximise the achievement and learning growth of all students
12-month target 2.1 target	By 2024, increase the percentage of Year 5 students in the 'strong' or 'exceeding' proficiency levels of NAPLAN Numeracy from 80 percent (2023), to 85 percent.
Has this 12-month target been met	Not Met
12-month target 2.2 target	By 2024, increase the percentage of students in the 'strong' or 'exceeding' proficiency levels of NAPLAN as shown: Year 3: In Reading, from 71 percent (2023) to 76 percent In Writing, from 63 percent (2021) to 68 percent Year 5: In Reading, from 93 percent (2023) to 95 percent In Writing, from 88 percent (2021) to 90 percent
Has this 12-month target been met	Not Met
12-month target 2.3 target	By 2024, at least 85 percent of students will make the expected or above-expected learning growth in Number and Algebra within a twelve-month period (in the period from Semester 2, 2022 to Semester 2023 = 81 percent of students Years 1 to 6 made the expected or above-expected growth).
Has this 12-month target been met	Not Met
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals	Sustain teaching and learning excellence by embedding a challenging and stimulating learning environment that is driven by evidence-based teaching and learning strategies.

and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<p>Sustain teaching and learning excellence by embedding a challenging and stimulating learning environment that is driven by evidence-based Visible Learning+ teaching and learning strategies.</p> <p>Implement consistent approaches in addressing student engagement and effective feedback</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Clearly articulate the what are the current Visible Learning+ goals of Cardross Primary School • Coordinate with the SIT to develop a program logic model for the implementation • Facilitate consultancy partnership with EDU Point Professional Learning • coordinate professional learning opportunities for staff to deepen Visible Learning+ teaching strategies • develop timetables to release teaching teams to engage in Visible Learning+ work • release learning specialist to engage with PLC teams on Visible Learning+ work • Facilitate the development of the feedback culture and practices that the school community aspire to have • Lead the implementation of intentional practices to support student engagement so that students can drive their own learning. • Maintain high levels of relational trust within the school so that feedback can be openly given and received • Regularly seek feedback from students, families and staff in planning, implementation and review processes. • engage in regular 'Impact Walks' with Learning Specialist to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • be able to clearly articulate the what the current Visible Learning+ goals of Cardross Primary School are, both generally, and within their specific grade levels with high levels of coherence • explicitly teach students the Visible Learning+ learner strategies and dispositions which align with current goals of Cardross Primary School • be able to describe student engagement using Dr. Amy Berry's 'Continuum of Student Engagement' • Plan intentional practices to cultivate student engagement in learning • Plan intentional practices to develop effective feedback practices • engage in peer observational cycles which incorporate effective feedback practices to monitor implementation progress • use information from student assessments as feedback about the effectiveness of their teaching • provide students with regular, just-in-time, just-for-me feedback about their learning • engage in PLC improvement cycles

	<ul style="list-style-type: none"> Actively participate in Network and Academy professional learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> display and articulate the characteristics and strategies of Visible Learners which align with current the goals of Cardross Primary School engage in opportunities to give and receive feedback to peers and teachers be able to describe their engagement in learning using Dr. Amy Berry's 'Continuum of Student Engagment' Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation engage in Student Learning Improvement Cycles
Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> agendas / minutes from staff meetings / PLC meetings / SIT meetings notes / photos / videos from Impact Walks' and peer observation cycles EDUPOINT consultancy report and feedback data used to identify students who are experiencing prolonged periods of disengagement whole school surveys (Absence data, SSS, AToSS - connectedness) Classroom and yard observations <p>Teachers:</p> <ul style="list-style-type: none"> PDP goals / actions notes / photos / videos from peer observations PLC journals unit / lesson plans communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> feedback from students (surveys, student focus groups, student interviews) Compass student reflections student learning journals work samples
Reflection on progress	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	EDU Point Consultancy	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	SIT to develop a program logic model for the implementation	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	50%
Activity 3	learning specialist to engage with PLC teams on Visible Learning+ work	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%

Activity 4	Education Support Staff in Classrooms to support students and staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop all teachers' capability in the teaching of Numeracy			
Actions	Implementation of Victorian Mathematics Curriculum Version 2.0			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Familiarise themselves with the new mathematics curriculum • Coordinate with the SIT and numeracy leaders to develop a program logic model for the implementation of new curriculum resources • coordinate professional learning opportunities for staff to deepen thier understanding of the new mathematics curriculum • release numeracy leader to engage with PLC teams curriculum planning and implementation • engage staff in PLC improvement cycles driven by new mathematics curriculum • regularly meet with numeracy leader and staff to seek feedback on implementation progress • engage in regular 'Impact Walks' with Numeracy Leader to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • familiarise themselves with the new Mathematics Curriculum • be able to clearly articulate the what the changes to the Mathematics Curriculum are, both generally, and within their specific grade levels with high levels of coherence • work as a whole staff to analyse current scope and sequence documents to consider implications for future teaching and learning units. • Revise current assessment schedule to ensure that it is reflects the new curriculum changes • work as a whole staff to explicitly integrate opportunities to address Action Plan goals within our instructional model 			

	<ul style="list-style-type: none"> regularly engage in cycles of peer observation to monitor implementation progress Actively participate in Internal, Network and Academy professional learning opportunities <p>Students will:</p> <ul style="list-style-type: none"> display and articulate an increased positive disposition towards mathematics become effective communicators of mathematics Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation engage in opportunities to give and receive feedback to teachers in relation to mathematics Demonstrate engagement in Student Learning Improvement Cycles, with a focus on mathematics.
Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> agendas / minutes from staff meetings / PLC meetings / SIT meetings notes / photos / videos from Impact Walks' and peer observation cycles NAPLAN numeracy data sets data used to identify students who are experiencing prolonged periods of disengagement in Mathematics whole school surveys (Absence data, SSS, AToSS - connectedness) Classroom observations <p>Teachers:</p> <ul style="list-style-type: none"> PDP goals / actions notes / photos / videos from peer observations PLC journals Scope and Sequence documents unit / lesson plans communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> feedback from students (surveys, student focus groups, student interviews) Compass student reflections student learning journals work samples
Reflection on progress	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Release numeracy leader to engage with PLC teams curriculum planning and implementation	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	25%
Activity 2	Tutor Learning Initiative - focus on students who were identified as NAS in Numeracy based on 2023 NAPLAN	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Numeracy support	from: Term 1 to: Term 4	50%

Goal 3	Maximise students' personal and social capability, and their agency as learners
12-month target 3.1 target	By 2024, increase the percentage positive responses score on AtoSS for the following factors: Student voice and agency, from 80 percent (2023) to 83 percent

	Motivation and interest, from 79 percent (2023) to 85 percent Learning Confidence (Sense of confidence), from 80 percent (2023) to 83 percent.
Has this 12-month target been met	Not Met
12-month target 3.2 target	By 2024, reduce the percentage of students with 20 or more days of absence, from 19 percent (year-to-date 2023) to 17 percent or less.
Has this 12-month target been met	Not Met
KIS 3.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen practices and processes that promote students' agency in learning
Actions	Implement the DET Visible Wellbeing Program
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> • Coordinate with DET Visible Wellbeing Program team to support delivery of training, coaching and support • Coordinate with the SIT to develop a program logic model for the implementation of the program. • Review NCCD data sets to ensure effective allocation of supports for students • be able to articulate the features of the DET Visible Wellbeing Program • regularly meet with staff to seek feedback on implementation progress • engage in 'Impact Walks' to monitor implementation progress <p>Teachers will:</p> <ul style="list-style-type: none"> • Participate in DET Visible Wellbeing Program (SEARCH Framework) professional learning • be able to clearly articulate the what the DET Visible Wellbeing Program (SEARCH Framework) looks like, both generally, and within their specific grade levels with high levels of coherence • work as a whole staff to identify the support that students with additional wellbeing need to grow and be successful

	<ul style="list-style-type: none"> regularly engage in peer observations to monitor implementation progress of the DET Visible Wellbeing Program <p>Students will:</p> <ul style="list-style-type: none"> continue to have strong relationships with peers, teachers and families Actively participate in social-emotional learning experiences through the DET Visible Wellbeing Program (SEARCH Framework) display and articulate their character strengths and how these can be used to support their wellbeing Actively participate in student centered evidence gathering tools to support the monitoring and evaluation of implementation
Success indicators	<p>Leaders:</p> <ul style="list-style-type: none"> agendas / minutes from staff meetings / PLC meetings / Visible Wellbeing Program Training notes / photos / videos from Impact Walks' and peer observations data used to identify students in need of targeted support whole school surveys (Absence data, SSS, AToSS - connectedness) Visible Wellbeing Program Survey Data Visible Wellbeing Program Milestone Makers Classroom and yard observations <p>Teachers:</p> <ul style="list-style-type: none"> PDP goals / actions notes / photos / videos from peer observations PLC journals unit / lesson plans communication with parents through Compass learning tasks, <p>Students:</p> <ul style="list-style-type: none"> feedback from students (surveys, student focus groups, student interviews) Compass student reflections student learning journals work samples
Reflection on progress	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Implement the DET Visible Wellbeing Program 	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	Mental Health in Primary Schools Initiative staff member (MHiPS)	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	100%
Activity 3	Education Support Staff in Classrooms to support students and staff	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%

Future planning	
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Monitoring and Self-assessment - 2024

SEIL Feedback