

# Monitoring and assessment - 2025

Tallarook Primary School (1488)



Submitted for review by Seraphim Kyprianou (School Principal) on 31 January, 2025 at 04:13 PM

Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 31 January, 2025 at 05:37 PM

Term 2 Monitoring submitted by Seraphim Kyprianou (School Principal) on 03 July, 2025 at 10:43 AM

Term 4 Monitoring submitted by Rachel Watts (School Principal) on 30 October, 2025 at 01:16 PM

# Monitoring and assessment - 2025

## Term 1 monitoring (optional)

| Goal 1                            | Improve student wellbeing and engagement.                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>12-month target 1.1 target</b> | <p>AtoSS Learner characteristics and disposition, Social engagement &amp; Effective teaching practice for cognitive engagement</p> <ul style="list-style-type: none"> <li>- Increase positive response rate - Student Voice and Agency from 87%(2024) to 89% (2025)</li> <li>- Maintain positive response rate - Self-regulation and goal setting 100%</li> <li>- Maintain Positive Response rate - Stimulated learning 95%</li> </ul> |
| <b>12-month target 1.2 target</b> | <p>Increase School Staff Survey Positive Endorsements (No Data available 2024)</p> <p>Increase positive response rate - Professional learning activities are relevant to learning and teaching strategies in the school. 50% (2023) to 55% (2025)</p> <p>Increase positive response rate - Feedback is seen as crucial to the professional learning process. 70% (2023) to 75% (2025)</p>                                              |
| <b>12-month target 1.3 target</b> | <p>Increase Parent Opinion Survey endorsement for:<br/>(Updated Data Sets) SSP Updated</p> <ul style="list-style-type: none"> <li>- Increase positive response rate - Teacher Communication 50%(2024) - 55% (2025)</li> <li>- Increase positive response rate - Managing Bullying 67% (2024) -70%(2025)</li> </ul> <p>Reduce number students with less than 70% attendance from 10% (2024) to 7% (2025)</p>                            |

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| <b>KIS 1.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Agree and document processes to embed student voice and agency in their learning including learning intentions, success criteria, goal setting and individual education plans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Actions                                                                                                                                                        | Embed a school wide process for student voice and enact opportunities for implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Delivery of the annual actions for this KIS                                                                                                                    | Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Outcomes                                                                                                                                                       | <p>Students:</p> <p>Students will demonstrate an understanding of how their input shapes their learning, including their ability to articulate learning intentions, success criteria, and goals.</p> <p>Students will be able to provide feedback on their learning experiences and articulate how their voice influences classroom practices, including the identification of areas for improvement.</p> <p>Teachers:</p> <p>Teachers will incorporate student voice into lesson planning, ensuring learning intentions and success criteria are co-constructed with students.</p> <p>Teachers will consistently implement strategies to foster student agency, including opportunities for student-led goal setting and feedback, within their teaching practices.</p> <p>Leaders:</p> <p>Leaders will provide professional learning opportunities focused on developing staff's understanding of student voice and agency, ensuring its integration into teaching and learning.</p> <p>Leaders will allocate resources to support the ongoing implementation of student voice and agency initiatives, ensuring alignment with school-wide goals for engagement and learning outcomes.</p> |
| Success indicators                                                                                                                                             | 1. Early – Evident in Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                                                                                                                                                                        | <p>Student Outcomes:<br/>Initial feedback collected through the AtoSS survey on student voice, goal-setting, and learning agency.<br/>Early evidence of student engagement in goal-setting and feedback discussions.</p> <p>Teacher Outcomes:<br/>Teacher planning begins incorporating co-constructed learning intentions and success criteria.<br/>Initial staff discussions on student engagement and agency practices in meetings.</p> <p>Leadership Outcomes:<br/>Classroom observations begin tracking student participation in decision-making.<br/>Documentation of student voice starts appearing in learning records, IEPs, and feedback sessions.</p> <p>2. Late – Evident by Term 3 and 4</p> <p>Student Outcomes:<br/>Clear evidence from AtoSS survey of improved student perception of voice and agency in learning.<br/>Increased student participation in goal-setting and decision-making processes.</p> <p>Teacher Outcomes:<br/>Consistent integration of student voice into lesson planning, with visible co-constructed learning intentions.<br/>Ongoing staff collaboration on best practices for embedding student agency.</p> <p>Leadership Outcomes:<br/>Classroom observations confirm sustained student involvement in learning decisions.<br/>Student voice is consistently documented across learning records, IEPs, and feedback sessions, ensuring a whole-school approach.</p> |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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| changes in behaviour<br>/ practice / mindset<br>have been observed?<br>• What is the evidence? |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |                                  |                            |
| <b>Enablers</b><br>• What enablers are<br>supporting the<br>delivery of this KIS?              | <input checked="" type="checkbox"/> Sufficient budget<br><input checked="" type="checkbox"/> Access to resources/programs<br><input checked="" type="checkbox"/> Sufficient time allocated<br><input checked="" type="checkbox"/> Key improvement strategies are able to be implemented<br><input checked="" type="checkbox"/> The school was able to prioritise well<br><input checked="" type="checkbox"/> Positive staff culture and readiness for change |                                               |                                  |                            |
| <b>Barriers</b><br>• What barriers are<br>impeding the delivery<br>of this KIS?                |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |                                  |                            |
| OPTIONAL: Upload evidence                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                               |                                  |                            |
| <b>Activities</b>                                                                              | <b>Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Who</b>                                    | <b>When</b>                      | <b>Percentage complete</b> |
| Activity 1                                                                                     | Review Current Practices for Student Voice and Agency                                                                                                                                                                                                                                                                                                                                                                                                        | <input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 2 | 100%                       |

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| Activity 2                                                                                                                                                         | Lead Professional Development - Inquiry Model implementation Voice and Agency               | ☑ All staff  | from:<br>Term 2<br>to:<br>Term 4 | 50%  |
| Activity 3                                                                                                                                                         | Lead Professional Learning - Learning Intentions and Success Criteria through School Visits | ☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 50%  |
| Activity 4                                                                                                                                                         | Observe PLC meetings and Collaborative Planning Sessions                                    | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 2 | 100% |
| Activity 5                                                                                                                                                         | Lead the Implementation of SWPBS - Utilising the RRRR program to connect with other schools | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 50%  |
| Activity 6                                                                                                                                                         | Provide CRT Support                                                                         | ☑ All staff  | from:<br>Term 2<br>to:<br>Term 4 | 100% |
| <b>KIS 1.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff capability to respond to student feedback, learning needs, goals and interest.  |              |                                  |      |

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| Actions                                     | Establish and document a whole-school approach to effectively implement student feedback and goal-setting practices, ensuring consistent delivery across all year levels.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Delivery of the annual actions for this KIS | Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Outcomes                                    | <p>Students:</p> <p>Students will demonstrate the ability to set and articulate their own learning goals, understanding how these goals align with their individual needs and interests.</p> <p>Students will actively engage in providing constructive feedback on their learning, recognising how their input informs classroom practices and contributes to their growth.</p> <p>Teachers:</p> <p>Teachers will document student feedback into planning, ensuring that learning goals and success criteria are tailored to meet students' needs.</p> <p>Teachers will consistently implement strategies that empower students to take ownership of their learning through goal setting, ongoing reflection and feedback.</p> <p>Leaders:</p> <p>Leaders will offer targeted professional learning to enhance teachers' ability to integrate student feedback and goal-setting practices into their instructional design.</p> <p>Leaders will allocate resources and support systems to ensure that student feedback and goal setting are embedded school-wide, with clear documentation to guide practice and track progress.</p> |
| Success indicators                          | <p>Early – Evident in Term 1</p> <p>Student Outcomes:</p> <p>Students start reflecting on their learning goals, shown in self-assessments.</p> <p>Early alignment between student self-assessments and teacher evaluations.</p> <p>Active student feedback and early application in goal-setting.</p> <p>Teacher Outcomes:</p> <p>Teachers use student feedback to adjust lessons.</p> <p>Early use of differentiated instruction, visible in planning.</p> <p>Initial integration of goal-setting in lessons.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                                                                                                                                                                                                                                                                                                       | <p>Leadership Outcomes:<br/>Informed decisions begin shaping resource allocation and support.<br/>Early staff feedback on leadership support for goal-setting and feedback practices.</p> <p>Late – Evident by Term 3 and 4<br/>Student Outcomes:<br/>Clear improvement in understanding of personal learning goals.<br/>Strong alignment between self-assessments and teacher evaluations.<br/>Increased student participation in feedback and goal-setting, with visible work samples.</p> <p>Teacher Outcomes:<br/>Consistent use of differentiated strategies based on feedback.<br/>Ongoing integration of goal-setting in lessons, evident in planning.<br/>Active teacher collaboration to share strategies and resources.</p> <p>Leadership Outcomes:<br/>Goal-setting practices consistently implemented across the school, documented in planning<br/>Positive feedback from staff on leadership's support for feedback and goal-setting practices.</p> |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</li> <li>• What is the evidence?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| <div>Enablers</div> <div><div>• What enablers are supporting the delivery of this KIS?</div></div> | <div><div><div><div></div></div>Sufficient budget</div><div><div><div></div></div>Sufficient time allocated</div><div><div><div></div></div>Staff capability and consistency of practice</div></div> |                                             |                                  |                     |
| <div>Barriers</div> <div><div>• What barriers are impeding the delivery of this KIS?</div></div>   | <div><div><div><div></div></div>Other</div></div> <div>Staffing (illness and Lack of CRT at Times)</div>                                                                                             |                                             |                                  |                     |
| OPTIONAL: Upload evidence                                                                          |                                                                                                                                                                                                      |                                             |                                  |                     |
| Activities                                                                                         | Activity                                                                                                                                                                                             | Who                                         | When                             | Percentage complete |
| Activity 1                                                                                         | Hiring of Classroom Support Staff to Help lead RRRR & Support in the implementation of SWPBP & Take small focus groups                                                                               | <div><div><div></div></div>Principal</div>  | from:<br>Term 1<br>to:<br>Term 4 | 100%                |
| Activity 2                                                                                         | Lead Professional Learning - Smart Goals, Planning and Implementation of Feedback                                                                                                                    | <div><div><div></div></div>Teacher(s)</div> | from:<br>Term 2<br>to:<br>Term 4 | 50%                 |
| Activity 3                                                                                         | Facilitate Local school visits and Mentoring to review goal setting and feedback                                                                                                                     | <div><div><div></div></div>Teacher(s)</div> | from:<br>Term 2<br>to:<br>Term 4 | 0%                  |

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| <b>Goal 2</b>                                                                                                                                                      | Improve the learning growth of every student in literacy and numeracy.                                                                                                                                                                                                                                                                        |
| <b>12-month target 2.1 target</b>                                                                                                                                  | By 2026, reduce the number of students who are labled as needs additional support (NAS) in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024                                                                                                                                                        |
| <b>12-month target 2.2 target</b>                                                                                                                                  | <p>Increase School Staff Survey Positive Endorsements</p> <ul style="list-style-type: none"> <li>- Increase positive responce rate - Trust in students and parents 63% (2024) to 65% (2025)</li> <li>- Maintain Positive Reposnce rate - Collective focus on student learning 92% (2025)</li> </ul>                                           |
| <b>12-month target 2.3 target</b>                                                                                                                                  | <p>Teacher Judgement Data</p> <p>Increase the teacher judgement data of students performing above the age expected level</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 27% (2024) to 30% (2025)</li> <li>- Writing from 7% (2024) to 10% (2025)</li> <li>- Number and Algebra from 10% (2024) to 12%(2025)</li> </ul> |
| <b>KIS 2.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop a consistent whole school approach to teaching and learning through embedding an instructional model that is aligned to the high impact teaching strategies.                                                                                                                                                                          |
| <b>Actions</b>                                                                                                                                                     | <p>1A. Strengthen staff capabilities to design and apply a unified, high-impact documented instructional model, evident in their planners and aligned with the new VTLM</p> <p>1.B Foster Deeper understanding and practical use of data to support student growth.</p> <p>1C. Introduce researched best practice around Literacy</p>         |

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| Delivery of the annual actions for this KIS | Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Outcomes                                    | <p>Student Outcomes:</p> <p>Students will gain a clearer understanding of their lessons and be able to explain the relevance of the content.</p> <p>Students will cultivate the skills to take responsibility for their learning and demonstrate voice and agency in the process.</p> <p>Students will make connections between their learning and real-life experiences.</p> <p>Students will be able to articulate their learning strategies and the specific focus areas they are working on.</p> <p>Students will comprehend the concept of Learning Intentions and be able to describe the associated success criteria.</p> <p>Students will become more confident in articulating the methods they use to approach their learning.</p> <p>Students will become familiar with phonics and decodables</p> <p>Students will be able to articulate their understanding of the best practice program Little Learnings</p> <p>Students will understand their data and discuss their goals around them</p> <p>Students will take part in tracking and monitoring their own growth</p><br><p>Teacher Outcomes:</p> <p>Teachers will refine their skills in collecting and using data to inform their planning and instructional decisions.</p> <p>Teachers will have evidence of the Numeracy and Literacy Curriculum 2.0</p> <p>Teachers will have working on developong their understanding of the new VLTm</p> <p>Teachers will enhance their ability to document and implement the Instructional Model effectively.</p> <p>Teachers will help students gain a deeper understanding of their learning processes.</p> <p>Teachers will improve how they communicate Learning Intentions and Success Criteria to students.</p> <p>Teachers will tailor the Instructional Model to meet the specific learning needs of Tallarook students.</p> <p>Teachers will strengthen their capacity to adapt learning to individual student needs and contexts.</p> <p>Teachers will provide clear evidence of using data to guide their teaching and learning strategies.</p> <p>Teachers will be able to reflect their understanding of Literacy best practive in their planners</p> <p>Teachers will be able to use data through the Little Learners program to target individual learning</p><br><p>Leadership Outcomes:</p> <p>Leaders will support teachers in improving their skills, and be supported in coaching and modelling for junior teachers.</p> <p>Leaders will provide opportunities for staff to attend individual and network learning opportunities to help develop their learning and teaching.</p> <p>Leaders will continue to monitor the PLC Process .</p> |

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|                    | <p>Leaders will make decisions using data to support staff with their teaching and planning.</p> <p>Leaders will facilitate learning and collaboration opportunities to reflect on Literacy best practice</p> <p>Leaders will reference teaching best practices</p> <p>Leaders will facilitate opportunities to unpack the new VLTM</p> <p>Leaders will organise PD regarding Victorian Curriculum 2.0</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Success indicators | <p>Success Indicators</p> <p>1. Early – Evident in Term 1</p> <p>Student Outcomes:</p> <p>Initial improvements in assessments and student goal setting.</p> <p>Early evidence of student reflection through discussions and surveys.</p> <p>Beginning of co-created Units of Inquiry and teamwork.</p> <p>Begin to discuss new model of learning in literacy</p> <p>Teacher Outcomes:</p> <p>Lesson plans outline learning intentions and success criteria.</p> <p>Early classroom observations show initial use of the instructional model.</p> <p>PLC process begins, with data discussed in meetings.</p> <p>Will be able share data from Little learners and best practice programs</p> <p>Leadership Outcomes:</p> <p>Data-driven decision-making starts shaping planning and resource allocation.</p> <p>Early teacher feedback on satisfaction through surveys.</p> <p>Professional development begins with initial outcomes recorded.</p> <p>Will review and use literacy data to make informed decision regarding program needs.</p> <p>2. Late – Evident by Term 3 and 4</p> <p>Student Outcomes:</p> <p>Improved NAPLAN results and reduced NAS over the coming years.</p> <p>Consistent student reflection on goal setting and clearer understanding of learning intentions.</p> <p>Stronger collaboration and clearer articulation of learning purpose.</p> <p>Benchmark outcomes improve and progress evident.</p> |

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|                                                                                                                                                                                                                                                                                                       | <p>Teacher Outcomes:</p> <p>Lesson plans consistently align with the instructional model.</p> <p>Ongoing use of PAT, Mathletics and other data sets to improve student performance.</p> <p>Continued collaboration within PLC for shared resources and strategies, documented and reflected upon.</p> <p>Data analysed and evident in future planning</p> <p>Leadership Outcomes:</p> <p>Data-driven decisions guide resource allocation and strategy.</p> <p>Increased teacher satisfaction and positive survey feedback through Teacher Surveys and AtoSS.</p> <p>Continued professional development with documented teacher growth.</p> |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</li> <li>• What is the evidence?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li>☑ Sufficient budget</li> <li>☑ Access to resources/programs</li> <li>☑ Sufficient time allocated</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Barriers                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul> |                                                                                                                                                                                                                                                          |                                                                                                              |                                  |                     |
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| OPTIONAL: Upload evidence                                                                              |                                                                                                                                                                                                                                                          |                                                                                                              |                                  |                     |
| Activities                                                                                             | Activity                                                                                                                                                                                                                                                 | Who                                                                                                          | When                             | Percentage complete |
| Activity 1                                                                                             | Lead Documentation review to better reflect Instructional Model and updated curriculum requirements                                                                                                                                                      | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> School improvement team | from:<br>Term 1<br>to:<br>Term 3 | 100%                |
| Activity 2                                                                                             | Review and develop, Curriculum documentation that supports the understanding and implementation of Learning Intentions and Success Criteria                                                                                                              | <input checked="" type="checkbox"/> All staff                                                                | from:<br>Term 1<br>to:<br>Term 2 | 50%                 |
| Activity 3                                                                                             | Organise Learning Walk - Review of Documentation and Instructional Model Implementation                                                                                                                                                                  | <input checked="" type="checkbox"/> Principal                                                                | from:<br>Term 2<br>to:<br>Term 4 | 50%                 |
| Activity 4                                                                                             | Lead the use Data to develop and review curriculum documents to ensure they are relevant to the students. Incorporate this in our professional learning plan with a focus on the Numeracy data to support our PLC journey and address our NAPLAN results | <input checked="" type="checkbox"/> All staff                                                                | from:<br>Term 1<br>to:<br>Term 4 | 75%                 |

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| Activity 5 | Lead the development of IEP and Behavior plans as required                                               | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 6 | Review SSG process to ensure students Voice and Agency are reflected along with academic points of need. | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 50%  |
| Activity 7 | Provide teachers opportunity to visit local school to observe literacy best practice                     | ☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 50%  |
| Activity 8 | Provide opportunity to participate in Little Learners Love Literacy Professional Development             | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 100% |

# Monitoring and assessment - 2025

## Mid-year monitoring

| Goal 1                            | Improve student wellbeing and engagement.                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>12-month target 1.1 target</b> | <p>AtoSS Learner characteristics and disposition, Social engagement &amp; Effective teaching practice for cognitive engagement</p> <ul style="list-style-type: none"><li>- Increase positive response rate - Student Voice and Agency from 87%(2024) to 89% (2025)</li><li>- Maintain positive response rate - Self-regulation and goal setting 100%</li><li>- Maintain Positive Response rate - Stimulated learning 95%</li></ul> |
| <b>12-month target 1.2 target</b> | <p>Increase School Staff Survey Positive Endorsements (No Data available 2024)</p> <p>Increase positive response rate - Professional learning activities are relevant to learning and teaching strategies in the school. 50% (2023) to 55% (2025)</p> <p>Increase positive response rate - Feedback is seen as crucial to the professional learning process. 70% (2023) to 75% (2025)</p>                                          |
| <b>12-month target 1.3 target</b> | <p>Increase Parent Opinion Survey endorsement for:<br/>(Updated Data Sets) SSP Updated</p> <ul style="list-style-type: none"><li>- Increase positive response rate - Teacher Communication 50%(2024) - 55% (2025)</li><li>- Increase positive response rate - Managing Bullying 67% (2024) -70%(2025)</li></ul> <p>Reduce number students with less than 70% attendance from 10% (2024) to 7% (2025)</p>                           |

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| <b>KIS 1.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Agree and document processes to embed student voice and agency in their learning including learning intentions, success criteria, goal setting and individual education plans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Actions                                                                                                                                                        | Embed a school wide process for student voice and enact opportunities for implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Delivery of the annual actions for this KIS                                                                                                                    | Partially Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Outcomes                                                                                                                                                       | <p><b>Students:</b><br/> Students will demonstrate an understanding of how their input shapes their learning, including their ability to articulate learning intentions, success criteria, and goals.<br/> Students will be able to provide feedback on their learning experiences and articulate how their voice influences classroom practices, including the identification of areas for improvement.</p> <p><b>Teachers:</b><br/> Teachers will incorporate student voice into lesson planning, ensuring learning intentions and success criteria are co-constructed with students.<br/> Teachers will consistently implement strategies to foster student agency, including opportunities for student-led goal setting and feedback, within their teaching practices.</p> <p><b>Leaders:</b><br/> Leaders will provide professional learning opportunities focused on developing staff's understanding of student voice and agency, ensuring its integration into teaching and learning.<br/> Leaders will allocate resources to support the ongoing implementation of student voice and agency initiatives, ensuring alignment with school-wide goals for engagement and learning outcomes.</p> |
| Success indicators                                                                                                                                             | 1. Early – Evident in Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                                                                                                                                                        | <p>Student Outcomes:<br/>Initial feedback collected through the AtoSS survey on student voice, goal-setting, and learning agency.<br/>Early evidence of student engagement in goal-setting and feedback discussions.</p> <p>Teacher Outcomes:<br/>Teacher planning begins incorporating co-constructed learning intentions and success criteria.<br/>Initial staff discussions on student engagement and agency practices in meetings.</p> <p>Leadership Outcomes:<br/>Classroom observations begin tracking student participation in decision-making.<br/>Documentation of student voice starts appearing in learning records, IEPs, and feedback sessions.</p> <p>2. Late – Evident by Term 3 and 4</p> <p>Student Outcomes:<br/>Clear evidence from AtoSS survey of improved student perception of voice and agency in learning.<br/>Increased student participation in goal-setting and decision-making processes.</p> <p>Teacher Outcomes:<br/>Consistent integration of student voice into lesson planning, with visible co-constructed learning intentions.<br/>Ongoing staff collaboration on best practices for embedding student agency.</p> <p>Leadership Outcomes:<br/>Classroom observations confirm sustained student involvement in learning decisions.<br/>Student voice is consistently documented across learning records, IEPs, and feedback sessions, ensuring a whole-school approach.</p> |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What</li> </ul> | <p>Progress in embedding student voice and agency is slightly behind schedule, but targeted remediation strategies are in place. Early signs of impact include students beginning to articulate goals and provide feedback, and teachers trialling co-constructed learning intentions. Leadership has facilitated professional learning, and some documentation of student voice is now evident in IEPs and planning. Delays were largely due to competing Term 1 priorities and variable staff confidence. To get back on track, we've embedded student voice into planning agendas, introduced a SRC, and plan to monitor progress through mid-year data and targeted leadership support. Minor AIP adjustments will reflect these next steps.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

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| changes in behaviour / practice / mindset have been observed?<br>• What is the evidence? |                                                                                                                                                                                                                                                                                   |                                               |                            |                            |
| <b>Enablers</b><br>• What enablers are supporting the delivery of this KIS?              | <input checked="" type="checkbox"/> Sufficient budget<br><input checked="" type="checkbox"/> Access to resources/programs<br><input checked="" type="checkbox"/> Sufficient time allocated<br><input checked="" type="checkbox"/> Positive staff culture and readiness for change |                                               |                            |                            |
| <b>Barriers</b><br>• What barriers are impeding the delivery of this KIS?                | <input checked="" type="checkbox"/> Change in priorities of the school                                                                                                                                                                                                            |                                               |                            |                            |
| OPTIONAL: Upload evidence                                                                |                                                                                                                                                                                                                                                                                   |                                               |                            |                            |
| <b>Activities</b>                                                                        | <b>Activity</b>                                                                                                                                                                                                                                                                   | <b>Who</b>                                    | <b>When</b>                | <b>Percentage complete</b> |
| Activity 1                                                                               | Review Current Practices for Student Voice and Agency                                                                                                                                                                                                                             | <input checked="" type="checkbox"/> Principal | from: Term 1<br>to: Term 2 | 50%                        |
| Activity 2                                                                               | Lead Professional Development - Inquiry Model implementation Voice and Agency                                                                                                                                                                                                     | <input checked="" type="checkbox"/> All staff | from: Term 2               | 25%                        |

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|                                                                                                                                                                    |                                                                                                                                                                           |              | to:<br>Term 4                    |     |
| Activity 3                                                                                                                                                         | Lead Professional Learning - Learning Intentions and Success Criteria through School Visits                                                                               | ☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 75% |
| Activity 4                                                                                                                                                         | Observe PLC meetings and Collaborative Planning Sessions                                                                                                                  | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 2 | 25% |
| Activity 5                                                                                                                                                         | Lead the Implementation of SWPBS - Utilising the RRRR program to connect with other schools                                                                               | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 6                                                                                                                                                         | Provide CRT Support                                                                                                                                                       | ☑ All staff  | from:<br>Term 2<br>to:<br>Term 4 | 50% |
| <b>KIS 1.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff capability to respond to student feedback, learning needs, goals and interest.                                                                                |              |                                  |     |
| Actions                                                                                                                                                            | Establish and document a whole-school approach to effectively implement student feedback and goal-setting practices, ensuring consistent delivery across all year levels. |              |                                  |     |

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| Delivery of the annual actions for this KIS | Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Outcomes                                    | <p><b>Students:</b><br/>Students will demonstrate the ability to set and articulate their own learning goals, understanding how these goals align with their individual needs and interests.<br/>Students will actively engage in providing constructive feedback on their learning, recognising how their input informs classroom practices and contributes to their growth.</p> <p><b>Teachers:</b><br/>Teachers will document student feedback into planning, ensuring that learning goals and success criteria are tailored to meet students' needs.<br/>Teachers will consistently implement strategies that empower students to take ownership of their learning through goal setting, ongoing reflection and feedback.</p> <p><b>Leaders:</b><br/>Leaders will offer targeted professional learning to enhance teachers' ability to integrate student feedback and goal-setting practices into their instructional design.<br/>Leaders will allocate resources and support systems to ensure that student feedback and goal setting are embedded school-wide, with clear documentation to guide practice and track progress.</p> |
| Success indicators                          | <p>Early – Evident in Term 1</p> <p><b>Student Outcomes:</b><br/>Students start reflecting on their learning goals, shown in self-assessments.<br/>Early alignment between student self-assessments and teacher evaluations.<br/>Active student feedback and early application in goal-setting.</p> <p><b>Teacher Outcomes:</b><br/>Teachers use student feedback to adjust lessons.<br/>Early use of differentiated instruction, visible in planning.<br/>Initial integration of goal-setting in lessons.</p> <p><b>Leadership Outcomes:</b><br/>Informed decisions begin shaping resource allocation and support.<br/>Early staff feedback on leadership support for goal-setting and feedback practices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                                                                                                                                                                                                                       | <p>Late – Evident by Term 3 and 4</p> <p>Student Outcomes:</p> <p>Clear improvement in understanding of personal learning goals.</p> <p>Strong alignment between self-assessments and teacher evaluations.</p> <p>Increased student participation in feedback and goal-setting, with visible work samples.</p> <p>Teacher Outcomes:</p> <p>Consistent use of differentiated strategies based on feedback.</p> <p>Ongoing integration of goal-setting in lessons, evident in planning.</p> <p>Active teacher collaboration to share strategies and resources.</p> <p>Leadership Outcomes:</p> <p>Goal-setting practices consistently implemented across the school, documented in planning</p> <p>Positive feedback from staff on leadership's support for feedback and goal-setting practices.</p>  |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</li> <li>• What is the evidence?</li> </ul> | <p>Implementation of student feedback and goal-setting practices is on schedule, with clear signs of progress across the school. Students are beginning to reflect on their learning goals and provide feedback, which teachers are incorporating into lesson planning and differentiation. Evidence of this is emerging in planning documents, student work samples, and classroom practices. Leaders have supported this work through targeted professional learning and clear documentation to guide consistent implementation. Early staff feedback has been positive, and goal-setting is now a visible feature in planning and student learning conversations. No major AIP adjustments are required at this stage, though ongoing monitoring will ensure consistency and sustainability.</p> |
| Enablers                                                                                                                                                                                                                                                                                              | <input checked="" type="checkbox"/> Sufficient budget                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

| <ul style="list-style-type: none"><li>What enablers are supporting the delivery of this KIS?</li></ul>        | <div><input checked="" type="checkbox"/> Access to resources/programs</div> <div><input checked="" type="checkbox"/> Positive staff culture and readiness for change</div> |                                                           |                                  |                     |
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| Barriers <ul style="list-style-type: none"><li>What barriers are impeding the delivery of this KIS?</li></ul> | <div><input checked="" type="checkbox"/> Time constraints</div>                                                                                                            |                                                           |                                  |                     |
| OPTIONAL: Upload evidence                                                                                     |                                                                                                                                                                            |                                                           |                                  |                     |
| Activities                                                                                                    | Activity                                                                                                                                                                   | Who                                                       | When                             | Percentage complete |
| Activity 1                                                                                                    | Hiring of Classroom Support Staff to Help lead RRRR & Support in the implementation of SWPBP & Take small focus groups                                                     | <div><input checked="" type="checkbox"/> Principal</div>  | from:<br>Term 1<br>to:<br>Term 4 | 50%                 |
| Activity 2                                                                                                    | Lead Professional Learning - Smart Goals, Planning and Implementation of Feedback                                                                                          | <div><input checked="" type="checkbox"/> Teacher(s)</div> | from:<br>Term 2<br>to:<br>Term 4 | 50%                 |
| Activity 3                                                                                                    | Facilitate Local school visits and Mentoring to review goal setting and feedback                                                                                           | <div><input checked="" type="checkbox"/> Teacher(s)</div> | from:<br>Term 2<br>to:<br>Term 4 | 0%                  |

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| <b>Goal 2</b>                                                                                                                                                      | Improve the learning growth of every student in literacy and numeracy.                                                                                                                                                                                                                                                                        |
| <b>12-month target 2.1 target</b>                                                                                                                                  | By 2026, reduce the number of students who are labled as needs additional support (NAS) in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024                                                                                                                                                        |
| <b>12-month target 2.2 target</b>                                                                                                                                  | <p>Increase School Staff Survey Positive Endorsements</p> <ul style="list-style-type: none"> <li>- Increase positive responce rate - Trust in students and parents 63% (2024) to 65% (2025)</li> <li>- Maintain Positive Reposnce rate - Collective focus on student learning 92% (2025)</li> </ul>                                           |
| <b>12-month target 2.3 target</b>                                                                                                                                  | <p>Teacher Judgement Data</p> <p>Increase the teacher judgement data of students performing above the age expected level</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 27% (2024) to 30% (2025)</li> <li>- Writing from 7% (2024) to 10% (2025)</li> <li>- Number and Algebra from 10% (2024) to 12%(2025)</li> </ul> |
| <b>KIS 2.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop a consistent whole school approach to teaching and learning through embedding an instructional model that is aligned to the high impact teaching strategies.                                                                                                                                                                          |
| <b>Actions</b>                                                                                                                                                     | <p>1A. Strengthen staff capabilities to design and apply a unified, high-impact documented instructional model, evident in their planners and aligned with the new VTLM</p> <p>1.B Foster Deeper understanding and practical use of data to support student growth.</p> <p>1C. Introduce researched best practice around Literacy</p>         |

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| Delivery of the annual actions for this KIS | Partially Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Outcomes                                    | <p>Student Outcomes:</p> <p>Students will gain a clearer understanding of their lessons and be able to explain the relevance of the content.</p> <p>Students will cultivate the skills to take responsibility for their learning and demonstrate voice and agency in the process.</p> <p>Students will make connections between their learning and real-life experiences.</p> <p>Students will be able to articulate their learning strategies and the specific focus areas they are working on.</p> <p>Students will comprehend the concept of Learning Intentions and be able to describe the associated success criteria.</p> <p>Students will become more confident in articulating the methods they use to approach their learning.</p> <p>Students will become familiar with phonics and decodables</p> <p>Students will be able to articulate their understanding of the best practice program Little Learnings</p> <p>Students will understand their data and discuss their goals around them</p> <p>Students will take part in tracking and monitoring their own growth</p><br><p>Teacher Outcomes:</p> <p>Teachers will refine their skills in collecting and using data to inform their planning and instructional decisions.</p> <p>Teachers will have evidence of the Numeracy and Literacy Curriculum 2.0</p> <p>Teachers will have working on developong their understanding of the new VLTm</p> <p>Teachers will enhance their ability to document and implement the Instructional Model effectively.</p> <p>Teachers will help students gain a deeper understanding of their learning processes.</p> <p>Teachers will improve how they communicate Learning Intentions and Success Criteria to students.</p> <p>Teachers will tailor the Instructional Model to meet the specific learning needs of Tallarook students.</p> <p>Teachers will strengthen their capacity to adapt learning to individual student needs and contexts.</p> <p>Teachers will provide clear evidence of using data to guide their teaching and learning strategies.</p> <p>Teachers will be able to reflect their understanding of Literacy best practive in their planners</p> <p>Teachers will be able to use data through the Little Learners program to target individual learning</p><br><p>Leadership Outcomes:</p> <p>Leaders will support teachers in improving their skills, and be supported in coaching and modelling for junior teachers.</p> <p>Leaders will provide opportunities for staff to attend individual and network learning opportunities to help develop their learning and teaching.</p> <p>Leaders will continue to monitor the PLC Process .</p> |

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|                    | <p>Leaders will make decisions using data to support staff with their teaching and planning.</p> <p>Leaders will facilitate learning and collaboration opportunities to reflect on Literacy best practice</p> <p>Leaders will reference teaching best practices</p> <p>Leaders will facilitate opportunities to unpack the new VLTM</p> <p>Leaders will organise PD regarding Victorian Curriculum 2.0</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Success indicators | <p>Success Indicators</p> <p>1. Early – Evident in Term 1</p> <p>Student Outcomes:</p> <p>Initial improvements in assessments and student goal setting.</p> <p>Early evidence of student reflection through discussions and surveys.</p> <p>Beginning of co-created Units of Inquiry and teamwork.</p> <p>Begin to discuss new model of learning in literacy</p> <p>Teacher Outcomes:</p> <p>Lesson plans outline learning intentions and success criteria.</p> <p>Early classroom observations show initial use of the instructional model.</p> <p>PLC process begins, with data discussed in meetings.</p> <p>Will be able share data from Little learners and best practice programs</p> <p>Leadership Outcomes:</p> <p>Data-driven decision-making starts shaping planning and resource allocation.</p> <p>Early teacher feedback on satisfaction through surveys.</p> <p>Professional development begins with initial outcomes recorded.</p> <p>Will review and use literacy data to make informed decision regarding program needs.</p> <p>2. Late – Evident by Term 3 and 4</p> <p>Student Outcomes:</p> <p>Improved NAPLAN results and reduced NAS over the coming years.</p> <p>Consistent student reflection on goal setting and clearer understanding of learning intentions.</p> <p>Stronger collaboration and clearer articulation of learning purpose.</p> <p>Benchmark outcomes improve and progress evident.</p> |

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|                                                                                                                                                                                                                                                                                                       | <p>Teacher Outcomes:</p> <p>Lesson plans consistently align with the instructional model.</p> <p>Ongoing use of PAT, Mathletics and other data sets to improve student performance.</p> <p>Continued collaboration within PLC for shared resources and strategies, documented and reflected upon.</p> <p>Data analysed and evident in future planning</p> <p>Leadership Outcomes:</p> <p>Data-driven decisions guide resource allocation and strategy.</p> <p>Increased teacher satisfaction and positive survey feedback through Teacher Surveys and AtoSS.</p> <p>Continued professional development with documented teacher growth.</p>                                                                                                                                                                                                                                                                                                                                            |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</li> <li>• What is the evidence?</li> </ul> | <p>Progress toward embedding a consistent whole-school approach to teaching and learning is slightly behind schedule due to a strategic shift in focus, prioritising professional learning around VTLM 2.0 and the Science of Learning. This deliberate adjustment has allowed staff to deepen their understanding of the pedagogical changes required, ensuring future implementation is purposeful and aligned. Early evidence of change includes clearer articulation of learning intentions in planning, increased use of student data to inform instruction, and growing teacher confidence in using elements of the instructional model. Students have begun engaging in goal setting and reflecting on their learning, particularly in literacy. Remediation strategies include continued professional learning and targeted pd to embed best practice. Minor AIP adjustments may be made to reflect this refocused approach and support the next phase of implementation.</p> |
| <p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>                                                                                                                                                                            | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Access to resources/programs</li> <li><input checked="" type="checkbox"/> Sufficient time allocated</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Barriers                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Other</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

| <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul> | Change in department focus from instructional Model to VTLM                                                                                                                                                                                              |                                                                                                              |                                  |                     |
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| OPTIONAL: Upload evidence                                                                              |                                                                                                                                                                                                                                                          |                                                                                                              |                                  |                     |
| Activities                                                                                             | Activity                                                                                                                                                                                                                                                 | Who                                                                                                          | When                             | Percentage complete |
| Activity 1                                                                                             | Lead Documentation review to better reflect Instructional Model and updated curriculum requirements                                                                                                                                                      | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> School improvement team | from:<br>Term 1<br>to:<br>Term 3 | 75%                 |
| Activity 2                                                                                             | Review and develop, Curriculum documentation that supports the understanding and implementation of Learning Intentions and Success Criteria                                                                                                              | <input checked="" type="checkbox"/> All staff                                                                | from:<br>Term 1<br>to:<br>Term 2 | 50%                 |
| Activity 3                                                                                             | Organise Learning Walk - Review of Documentation and Instructional Model Implementation                                                                                                                                                                  | <input checked="" type="checkbox"/> Principal                                                                | from:<br>Term 2<br>to:<br>Term 4 | 75%                 |
| Activity 4                                                                                             | Lead the use Data to develop and review curriculum documents to ensure they are relevant to the students. Incorporate this in our professional learning plan with a focus on the Numeracy data to support our PLC journey and address our NAPLAN results | <input checked="" type="checkbox"/> All staff                                                                | from:<br>Term 1<br>to:<br>Term 4 | 50%                 |

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| Activity 5 | Lead the development of IEP and Behavior plans as required                                               | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 50%  |
| Activity 6 | Review SSG process to ensure students Voice and Agency are reflected along with academic points of need. | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 25%  |
| Activity 7 | Provide teachers opportunity to visit local school to observe literacy best practice                     | ☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0%   |
| Activity 8 | Provide opportunity to participate in Little Learners Love Literacy Professional Development             | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 100% |

# Monitoring and assessment - 2025

## Term 3 monitoring (optional)

| Goal 1                            | Improve student wellbeing and engagement.                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>12-month target 1.1 target</b> | <p>AtoSS Learner characteristics and disposition, Social engagement &amp; Effective teaching practice for cognitive engagement</p> <ul style="list-style-type: none"> <li>- Increase positive response rate - Student Voice and Agency from 87%(2024) to 89% (2025)</li> <li>- Maintain positive response rate - Self-regulation and goal setting 100%</li> <li>- Maintain Positive Response rate - Stimulated learning 95%</li> </ul> |
| <b>12-month target 1.2 target</b> | <p>Increase School Staff Survey Positive Endorsements (No Data available 2024)</p> <p>Increase positive response rate - Professional learning activities are relevant to learning and teaching strategies in the school. 50% (2023) to 55% (2025)</p> <p>Increase positive response rate - Feedback is seen as crucial to the professional learning process. 70% (2023) to 75% (2025)</p>                                              |
| <b>12-month target 1.3 target</b> | <p>Increase Parent Opinion Survey endorsement for:<br/>(Updated Data Sets) SSP Updated</p> <ul style="list-style-type: none"> <li>- Increase positive response rate - Teacher Communication 50%(2024) - 55% (2025)</li> <li>- Increase positive response rate - Managing Bullying 67% (2024) -70%(2025)</li> </ul> <p>Reduce number students with less than 70% attendance from 10% (2024) to 7% (2025)</p>                            |

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| <b>KIS 1.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Agree and document processes to embed student voice and agency in their learning including learning intentions, success criteria, goal setting and individual education plans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| Actions                                                                                                                                                        | Embed a school wide process for student voice and enact opportunities for implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Delivery of the annual actions for this KIS                                                                                                                    | Partially Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| Outcomes                                                                                                                                                       | <p><b>Students:</b><br/> Students will demonstrate an understanding of how their input shapes their learning, including their ability to articulate learning intentions, success criteria, and goals.<br/> Students will be able to provide feedback on their learning experiences and articulate how their voice influences classroom practices, including the identification of areas for improvement.</p> <p><b>Teachers:</b><br/> Teachers will incorporate student voice into lesson planning, ensuring learning intentions and success criteria are co-constructed with students.<br/> Teachers will consistently implement strategies to foster student agency, including opportunities for student-led goal setting and feedback, within their teaching practices.</p> <p><b>Leaders:</b><br/> Leaders will provide professional learning opportunities focused on developing staff's understanding of student voice and agency, ensuring its integration into teaching and learning.<br/> Leaders will allocate resources to support the ongoing implementation of student voice and agency initiatives, ensuring alignment with school-wide goals for engagement and learning outcomes.</p> |
| Success indicators                                                                                                                                             | 1. Early – Evident in Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                                                                                                                                                        | <p>Student Outcomes:<br/>Initial feedback collected through the AtoSS survey on student voice, goal-setting, and learning agency.<br/>Early evidence of student engagement in goal-setting and feedback discussions.</p> <p>Teacher Outcomes:<br/>Teacher planning begins incorporating co-constructed learning intentions and success criteria.<br/>Initial staff discussions on student engagement and agency practices in meetings.</p> <p>Leadership Outcomes:<br/>Classroom observations begin tracking student participation in decision-making.<br/>Documentation of student voice starts appearing in learning records, IEPs, and feedback sessions.</p> <p>2. Late – Evident by Term 3 and 4</p> <p>Student Outcomes:<br/>Clear evidence from AtoSS survey of improved student perception of voice and agency in learning.<br/>Increased student participation in goal-setting and decision-making processes.</p> <p>Teacher Outcomes:<br/>Consistent integration of student voice into lesson planning, with visible co-constructed learning intentions.<br/>Ongoing staff collaboration on best practices for embedding student agency.</p> <p>Leadership Outcomes:<br/>Classroom observations confirm sustained student involvement in learning decisions.<br/>Student voice is consistently documented across learning records, IEPs, and feedback sessions, ensuring a whole-school approach.</p> |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| changes in behaviour<br>/ practice / mindset<br>have been observed?<br>• What is the evidence? |                                                                               |             |                                  |                     |
|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|-------------|----------------------------------|---------------------|
| Enablers<br>• What enablers are<br>supporting the<br>delivery of this KIS?                     |                                                                               |             |                                  |                     |
| Barriers<br>• What barriers are<br>impeding the delivery<br>of this KIS?                       |                                                                               |             |                                  |                     |
| OPTIONAL: Upload evidence                                                                      |                                                                               |             |                                  |                     |
| Activities                                                                                     | Activity                                                                      | Who         | When                             | Percentage complete |
| Activity 1                                                                                     | Review Current Practices for Student Voice and Agency                         | ☑ Principal | from:<br>Term 1<br>to:<br>Term 2 | 50%                 |
| Activity 2                                                                                     | Lead Professional Development - Inquiry Model implementation Voice and Agency | ☑ All staff | from:<br>Term 2                  | 25%                 |

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|                                                                                                                                                                    |                                                                                                                                                                           |              | to:<br>Term 4                    |     |
| Activity 3                                                                                                                                                         | Lead Professional Learning - Learning Intentions and Success Criteria through School Visits                                                                               | ☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 75% |
| Activity 4                                                                                                                                                         | Observe PLC meetings and Collaborative Planning Sessions                                                                                                                  | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 2 | 25% |
| Activity 5                                                                                                                                                         | Lead the Implementation of SWPBS - Utilising the RRRR program to connect with other schools                                                                               | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 6                                                                                                                                                         | Provide CRT Support                                                                                                                                                       | ☑ All staff  | from:<br>Term 2<br>to:<br>Term 4 | 50% |
| <b>KIS 1.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Build staff capability to respond to student feedback, learning needs, goals and interest.                                                                                |              |                                  |     |
| Actions                                                                                                                                                            | Establish and document a whole-school approach to effectively implement student feedback and goal-setting practices, ensuring consistent delivery across all year levels. |              |                                  |     |

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| Delivery of the annual actions for this KIS | Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Outcomes                                    | <p><b>Students:</b><br/>Students will demonstrate the ability to set and articulate their own learning goals, understanding how these goals align with their individual needs and interests.<br/>Students will actively engage in providing constructive feedback on their learning, recognising how their input informs classroom practices and contributes to their growth.</p> <p><b>Teachers:</b><br/>Teachers will document student feedback into planning, ensuring that learning goals and success criteria are tailored to meet students' needs.<br/>Teachers will consistently implement strategies that empower students to take ownership of their learning through goal setting, ongoing reflection and feedback.</p> <p><b>Leaders:</b><br/>Leaders will offer targeted professional learning to enhance teachers' ability to integrate student feedback and goal-setting practices into their instructional design.<br/>Leaders will allocate resources and support systems to ensure that student feedback and goal setting are embedded school-wide, with clear documentation to guide practice and track progress.</p> |
| Success indicators                          | <p>Early – Evident in Term 1</p> <p><b>Student Outcomes:</b><br/>Students start reflecting on their learning goals, shown in self-assessments.<br/>Early alignment between student self-assessments and teacher evaluations.<br/>Active student feedback and early application in goal-setting.</p> <p><b>Teacher Outcomes:</b><br/>Teachers use student feedback to adjust lessons.<br/>Early use of differentiated instruction, visible in planning.<br/>Initial integration of goal-setting in lessons.</p> <p><b>Leadership Outcomes:</b><br/>Informed decisions begin shaping resource allocation and support.<br/>Early staff feedback on leadership support for goal-setting and feedback practices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                                                                                                                                                                                                                       | <p>Late – Evident by Term 3 and 4</p> <p>Student Outcomes:</p> <p>Clear improvement in understanding of personal learning goals.</p> <p>Strong alignment between self-assessments and teacher evaluations.</p> <p>Increased student participation in feedback and goal-setting, with visible work samples.</p> <p>Teacher Outcomes:</p> <p>Consistent use of differentiated strategies based on feedback.</p> <p>Ongoing integration of goal-setting in lessons, evident in planning.</p> <p>Active teacher collaboration to share strategies and resources.</p> <p>Leadership Outcomes:</p> <p>Goal-setting practices consistently implemented across the school, documented in planning</p> <p>Positive feedback from staff on leadership's support for feedback and goal-setting practices.</p> |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</li> <li>• What is the evidence?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Enablers                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

| <ul style="list-style-type: none"> <li>What enablers are supporting the delivery of this KIS?</li> </ul>               |                                                                                                                        |              |                                  |                     |
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| <b>Barriers</b> <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul> |                                                                                                                        |              |                                  |                     |
| OPTIONAL: Upload evidence                                                                                              |                                                                                                                        |              |                                  |                     |
| Activities                                                                                                             | Activity                                                                                                               | Who          | When                             | Percentage complete |
| Activity 1                                                                                                             | Hiring of Classroom Support Staff to Help lead RRRR & Support in the implementation of SWPBP & Take small focus groups | ☑ Principal  | from:<br>Term 1<br>to:<br>Term 4 | 50%                 |
| Activity 2                                                                                                             | Lead Professional Learning - Smart Goals, Planning and Implementation of Feedback                                      | ☑ Teacher(s) | from:<br>Term 2<br>to:<br>Term 4 | 50%                 |
| Activity 3                                                                                                             | Facilitate Local school visits and Mentoring to review goal setting and feedback                                       | ☑ Teacher(s) | from:<br>Term 2<br>to:<br>Term 4 | 0%                  |

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| <b>Goal 2</b>                                                                                                                                                      | Improve the learning growth of every student in literacy and numeracy.                                                                                                                                                                                                                                                                        |
| <b>12-month target 2.1 target</b>                                                                                                                                  | By 2026, reduce the number of students who are labled as needs additional support (NAS) in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024                                                                                                                                                        |
| <b>12-month target 2.2 target</b>                                                                                                                                  | <p>Increase School Staff Survey Positive Endorsements</p> <ul style="list-style-type: none"> <li>- Increase positive responce rate - Trust in students and parents 63% (2024) to 65% (2025)</li> <li>- Maintain Positive Reposnce rate - Collective focus on student learning 92% (2025)</li> </ul>                                           |
| <b>12-month target 2.3 target</b>                                                                                                                                  | <p>Teacher Judgement Data</p> <p>Increase the teacher judgement data of students performing above the age expected level</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 27% (2024) to 30% (2025)</li> <li>- Writing from 7% (2024) to 10% (2025)</li> <li>- Number and Algebra from 10% (2024) to 12%(2025)</li> </ul> |
| <b>KIS 2.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Develop a consistent whole school approach to teaching and learning through embedding an instructional model that is aligned to the high impact teaching strategies.                                                                                                                                                                          |
| <b>Actions</b>                                                                                                                                                     | <p>1A. Strengthen staff capabilities to design and apply a unified, high-impact documented instructional model, evident in their planners and aligned with the new VTLM</p> <p>1.B Foster Deeper understanding and practical use of data to support student growth.</p> <p>1C. Introduce researched best practice around Literacy</p>         |

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| Delivery of the annual actions for this KIS | Partially Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Outcomes                                    | <p>Student Outcomes:</p> <p>Students will gain a clearer understanding of their lessons and be able to explain the relevance of the content.</p> <p>Students will cultivate the skills to take responsibility for their learning and demonstrate voice and agency in the process.</p> <p>Students will make connections between their learning and real-life experiences.</p> <p>Students will be able to articulate their learning strategies and the specific focus areas they are working on.</p> <p>Students will comprehend the concept of Learning Intentions and be able to describe the associated success criteria.</p> <p>Students will become more confident in articulating the methods they use to approach their learning.</p> <p>Students will become familiar with phonics and decodables</p> <p>Students will be able to articulate their understanding of the best practice program Little Learnings</p> <p>Students will understand their data and discuss their goals around them</p> <p>Students will take part in tracking and monitoring their own growth</p> <p>Teacher Outcomes:</p> <p>Teachers will refine their skills in collecting and using data to inform their planning and instructional decisions.</p> <p>Teachers will have evidence of the Numeracy and Literacy Curriculum 2.0</p> <p>Teachers will have working on developong their understanding of the new VLTM</p> <p>Teachers will enhance their ability to document and implement the Instructional Model effectively.</p> <p>Teachers will help students gain a deeper understanding of their learning processes.</p> <p>Teachers will improve how they communicate Learning Intentions and Success Criteria to students.</p> <p>Teachers will tailor the Instructional Model to meet the specific learning needs of Tallarook students.</p> <p>Teachers will strengthen their capacity to adapt learning to individual student needs and contexts.</p> <p>Teachers will provide clear evidence of using data to guide their teaching and learning strategies.</p> <p>Teachers will be able to reflect their understanding of Literacy best practive in their planners</p> <p>Teachers will be able to use data through the Little Learners program to target individual learning</p> <p>Leadership Outcomes:</p> <p>Leaders will support teachers in improving their skills, and be supported in coaching and modelling for junior teachers.</p> <p>Leaders will provide opportunities for staff to attend individual and network learning opportunities to help develop their learning and teaching.</p> <p>Leaders will continue to monitor the PLC Process .</p> |

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|                    | <p>Leaders will make decisions using data to support staff with their teaching and planning.</p> <p>Leaders will facilitate learning and collaboration opportunities to reflect on Literacy best practice</p> <p>Leaders will reference teaching best practices</p> <p>Leaders will facilitate opportunities to unpack the new VLTM</p> <p>Leaders will organise PD regarding Victorian Curriculum 2.0</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Success indicators | <p>Success Indicators</p> <p>1. Early – Evident in Term 1</p> <p>Student Outcomes:</p> <p>Initial improvements in assessments and student goal setting.</p> <p>Early evidence of student reflection through discussions and surveys.</p> <p>Beginning of co-created Units of Inquiry and teamwork.</p> <p>Begin to discuss new model of learning in literacy</p> <p>Teacher Outcomes:</p> <p>Lesson plans outline learning intentions and success criteria.</p> <p>Early classroom observations show initial use of the instructional model.</p> <p>PLC process begins, with data discussed in meetings.</p> <p>Will be able share data from Little learners and best practice programs</p> <p>Leadership Outcomes:</p> <p>Data-driven decision-making starts shaping planning and resource allocation.</p> <p>Early teacher feedback on satisfaction through surveys.</p> <p>Professional development begins with initial outcomes recorded.</p> <p>Will review and use literacy data to make informed decision regarding program needs.</p> <p>2. Late – Evident by Term 3 and 4</p> <p>Student Outcomes:</p> <p>Improved NAPLAN results and reduced NAS over the coming years.</p> <p>Consistent student reflection on goal setting and clearer understanding of learning intentions.</p> <p>Stronger collaboration and clearer articulation of learning purpose.</p> <p>Benchmark outcomes improve and progress evident.</p> |

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|                                                                                                                                                                                                                                                                                                       | <p>Teacher Outcomes:</p> <p>Lesson plans consistently align with the instructional model.</p> <p>Ongoing use of PAT, Mathletics and other data sets to improve student performance.</p> <p>Continued collaboration within PLC for shared resources and strategies, documented and reflected upon.</p> <p>Data analysed and evident in future planning</p> <p>Leadership Outcomes:</p> <p>Data-driven decisions guide resource allocation and strategy.</p> <p>Increased teacher satisfaction and positive survey feedback through Teacher Surveys and AtoSS.</p> <p>Continued professional development with documented teacher growth.</p> |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</li> <li>• What is the evidence?</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Barriers                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

| <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul> |                                                                                                                                                                                                                                                          |                                                                                                              |                                  |                     |
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| OPTIONAL: Upload evidence                                                                              |                                                                                                                                                                                                                                                          |                                                                                                              |                                  |                     |
| Activities                                                                                             | Activity                                                                                                                                                                                                                                                 | Who                                                                                                          | When                             | Percentage complete |
| Activity 1                                                                                             | Lead Documentation review to better reflect Instructional Model and updated curriculum requirements                                                                                                                                                      | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> School improvement team | from:<br>Term 1<br>to:<br>Term 3 | 75%                 |
| Activity 2                                                                                             | Review and develop, Curriculum documentation that supports the understanding and implementation of Learning Intentions and Success Criteria                                                                                                              | <input checked="" type="checkbox"/> All staff                                                                | from:<br>Term 1<br>to:<br>Term 2 | 50%                 |
| Activity 3                                                                                             | Organise Learning Walk - Review of Documentation and Instructional Model Implementation                                                                                                                                                                  | <input checked="" type="checkbox"/> Principal                                                                | from:<br>Term 2<br>to:<br>Term 4 | 75%                 |
| Activity 4                                                                                             | Lead the use Data to develop and review curriculum documents to ensure they are relevant to the students. Incorporate this in our professional learning plan with a focus on the Numeracy data to support our PLC journey and address our NAPLAN results | <input checked="" type="checkbox"/> All staff                                                                | from:<br>Term 1<br>to:<br>Term 4 | 50%                 |

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| Activity 5 | Lead the development of IEP and Behavior plans as required                                               | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 50%  |
| Activity 6 | Review SSG process to ensure students Voice and Agency are reflected along with academic points of need. | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 25%  |
| Activity 7 | Provide teachers opportunity to visit local school to observe literacy best practice                     | ☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0%   |
| Activity 8 | Provide opportunity to participate in Little Learners Love Literacy Professional Development             | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 100% |

# Monitoring and assessment - 2025

## End-of-year monitoring

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| <b>Goal 1</b>                            | Improve student wellbeing and engagement.                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>12-month target 1.1 target</b>        | <p>AtoSS Learner characteristics and disposition, Social engagement &amp; Effective teaching practice for cognitive engagement</p> <ul style="list-style-type: none"> <li>- Increase positive response rate - Student Voice and Agency from 87%(2024) to 89% (2025)</li> <li>- Maintain positive response rate - Self-regulation and goal setting 100%</li> <li>- Maintain Positive Response rate - Stimulated learning 95%</li> </ul> |
| <b>Has this 12-month target been met</b> | Partially Met                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>12-month target 1.2 target</b>        | <p>Increase School Staff Survey Positive Endorsements (No Data available 2024)</p> <p>Increase positive response rate - Professional learning activities are relevant to learning and teaching strategies in the school. 50% (2023) to 55% (2025)</p> <p>Increase positive response rate - Feedback is seen as crucial to the professional learning process. 70% (2023) to 75% (2025)</p>                                              |
| <b>Has this 12-month target been met</b> | Met                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>12-month target 1.3 target</b>        | <p>Increase Parent Opinion Survey endorsement for:<br/>(Updated Data Sets) SSP Updated</p> <ul style="list-style-type: none"> <li>- Increase positive response rate - Teacher Communication 50%(2024) - 55% (2025)</li> </ul>                                                                                                                                                                                                          |

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|                                                                                                                                                                | <p>- Increase positive response rate - Managing Bullying 67% (2024) -70%(2025)</p> <p>Reduce number students with less than 70% attendance from 10% (2024) to 7% (2025)</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Has this 12-month target been met</b>                                                                                                                       | Partially Met                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>KIS 1.b</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Agree and document processes to embed student voice and agency in their learning including learning intentions, success criteria, goal setting and individual education plans.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| Actions                                                                                                                                                        | Embed a school wide process for student voice and enact opportunities for implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Delivery of the annual actions for this KIS                                                                                                                    | Partially Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Outcomes                                                                                                                                                       | <p><b>Students:</b><br/>           Students will demonstrate an understanding of how their input shapes their learning, including their ability to articulate learning intentions, success criteria, and goals.<br/>           Students will be able to provide feedback on their learning experiences and articulate how their voice influences classroom practices, including the identification of areas for improvement.</p> <p><b>Teachers:</b><br/>           Teachers will incorporate student voice into lesson planning, ensuring learning intentions and success criteria are co-constructed with students.<br/>           Teachers will consistently implement strategies to foster student agency, including opportunities for student-led goal setting and feedback, within their teaching practices.</p> |

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|                    | <p>Leaders:</p> <p>Leaders will provide professional learning opportunities focused on developing staff's understanding of student voice and agency, ensuring its integration into teaching and learning.</p> <p>Leaders will allocate resources to support the ongoing implementation of student voice and agency initiatives, ensuring alignment with school-wide goals for engagement and learning outcomes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Success indicators | <p>1. Early – Evident in Term 1</p> <p>Student Outcomes:</p> <p>Initial feedback collected through the AtoSS survey on student voice, goal-setting, and learning agency.</p> <p>Early evidence of student engagement in goal-setting and feedback discussions.</p> <p>Teacher Outcomes:</p> <p>Teacher planning begins incorporating co-constructed learning intentions and success criteria.</p> <p>Initial staff discussions on student engagement and agency practices in meetings.</p> <p>Leadership Outcomes:</p> <p>Classroom observations begin tracking student participation in decision-making.</p> <p>Documentation of student voice starts appearing in learning records, IEPs, and feedback sessions.</p> <p>2. Late – Evident by Term 3 and 4</p> <p>Student Outcomes:</p> <p>Clear evidence from AtoSS survey of improved student perception of voice and agency in learning.</p> <p>Increased student participation in goal-setting and decision-making processes.</p> <p>Teacher Outcomes:</p> <p>Consistent integration of student voice into lesson planning, with visible co-constructed learning intentions.</p> <p>Ongoing staff collaboration on best practices for embedding student agency.</p> <p>Leadership Outcomes:</p> <p>Classroom observations confirm sustained student involvement in learning decisions.</p> <p>Student voice is consistently documented across learning records, IEPs, and feedback sessions, ensuring a whole-school approach.</p> |

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| Reflection on progress                                                                                                             | <p>Results for staff, parent and student opinion surveys had positive results and improvements in a number of the targeted areas.</p> <p>In realltion to KIS 1.b, while students often have input into how they will demonstrate their learning and what a 'good outcome' for their learning will look like, these processesare not yet fully embedded or documented. Professional developement in these areas would be useful for staff. Learning intentions and what good learning looks like are discussed and modelled in classrooms but not always displayed effectively or visible for students to revisit independently.</p> <p>IEP documentation consistently records students interests and what helps them learn.</p> <p>Parent opinion data demonstrates increases in teacher communication.</p> |                                               |                 |                            |
| <b>Enablers</b> <ul style="list-style-type: none"> <li>What enablers are supporting/supported the delivery of this KIS?</li> </ul> | <input checked="" type="checkbox"/> Staff capability and consistency of practice<br><input checked="" type="checkbox"/> Positive staff culture and readiness for change                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                               |                 |                            |
| <b>Barriers</b> <ul style="list-style-type: none"> <li>What barriers are impeding/impeded the delivery of this KIS?</li> </ul>     | <input checked="" type="checkbox"/> Workforce constraints                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                               |                 |                            |
| OPTIONAL: Upload evidence                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                               |                 |                            |
| <b>Activities</b>                                                                                                                  | <b>Activity</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Who</b>                                    | <b>When</b>     | <b>Percentage complete</b> |
| Activity 1                                                                                                                         | Review Current Practices for Student Voice and Agency                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <input checked="" type="checkbox"/> Principal | from:<br>Term 1 | 50%                        |

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|                                                                                                                                      |                                                                                                   |              | to:<br>Term 2                    |     |
| Activity 2                                                                                                                           | Lead Professional Development -<br>Inquiry Model implementation Voice<br>and Agency               | ☑ All staff  | from:<br>Term 2<br>to:<br>Term 4 | 25% |
| Activity 3                                                                                                                           | Lead Professional Learning -<br>Learning Intentions and Success<br>Criteria through School Visits | ☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 25% |
| Activity 4                                                                                                                           | Observe PLC meetings and<br>Collabrotive Planning Sessions                                        | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 2 | 25% |
| Activity 5                                                                                                                           | Lead the Implementation of SWPBS<br>- Utilising the RRRR program to<br>connect with other schools | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 6                                                                                                                           | Provide CRT Support                                                                               | ☑ All staff  | from:<br>Term 2<br>to:<br>Term 4 | 75% |
| <b>KIS 1.c</b><br>Documented teaching and<br>learning program based on<br>the Victorian Curriculum and<br>senior secondary pathways, | Build staff capability to respond to student feedback, learning needs, goals and interest.        |              |                                  |     |

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| incorporating extra-curricula programs      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Actions                                     | Establish and document a whole-school approach to effectively implement student feedback and goal-setting practices, ensuring consistent delivery across all year levels.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Delivery of the annual actions for this KIS | Partially Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Outcomes                                    | <p>Students:</p> <p>Students will demonstrate the ability to set and articulate their own learning goals, understanding how these goals align with their individual needs and interests.</p> <p>Students will actively engage in providing constructive feedback on their learning, recognising how their input informs classroom practices and contributes to their growth.</p> <p>Teachers:</p> <p>Teachers will document student feedback into planning, ensuring that learning goals and success criteria are tailored to meet students' needs.</p> <p>Teachers will consistently implement strategies that empower students to take ownership of their learning through goal setting, ongoing reflection and feedback.</p> <p>Leaders:</p> <p>Leaders will offer targeted professional learning to enhance teachers' ability to integrate student feedback and goal-setting practices into their instructional design.</p> <p>Leaders will allocate resources and support systems to ensure that student feedback and goal setting are embedded school-wide, with clear documentation to guide practice and track progress.</p> |
| Success indicators                          | <p>Early – Evident in Term 1</p> <p>Student Outcomes:</p> <p>Students start reflecting on their learning goals, shown in self-assessments.</p> <p>Early alignment between student self-assessments and teacher evaluations.</p> <p>Active student feedback and early application in goal-setting.</p> <p>Teacher Outcomes:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                        | <p>Teachers use student feedback to adjust lessons.<br/>Early use of differentiated instruction, visible in planning.<br/>Initial integration of goal-setting in lessons.</p> <p>Leadership Outcomes:<br/>Informed decisions begin shaping resource allocation and support.<br/>Early staff feedback on leadership support for goal-setting and feedback practices.</p> <p>Late – Evident by Term 3 and 4<br/>Student Outcomes:<br/>Clear improvement in understanding of personal learning goals.<br/>Strong alignment between self-assessments and teacher evaluations.<br/>Increased student participation in feedback and goal-setting, with visible work samples.</p> <p>Teacher Outcomes:<br/>Consistent use of differentiated strategies based on feedback.<br/>Ongoing integration of goal-setting in lessons, evident in planning.<br/>Active teacher collaboration to share strategies and resources.</p> <p>Leadership Outcomes:<br/>Goal-setting practices consistently implemented across the school, documented in planning<br/>Positive feedback from staff on leadership's support for feedback and goal-setting practices.</p> |
| Reflection on progress | <p>Teachers consistently differentiate learning - this is an embedded practice due to our mixed-level classrooms<br/>Anecdotally, students at Tallarook are confident in assessing and articulating their understanding of the learning and are able to identify where they need to improve. Student voice and agency data shows a strong belief from students that they have input to their learning with an 81% positive response rate compared to 67% in similar schools. Formalised and more consistent collection and use of more regular student feedback needs to be a continued priority however so that we are able to better triangulate data and get a clearer picture of how our students feel they are tracking at school.</p>                                                                                                                                                                                                                                                                                                                                                                                                     |
| Enablers               | <p>✅ The school was able to prioritise well</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

| <ul style="list-style-type: none"><li>What enablers are supporting/supported the delivery of this KIS?</li></ul>      | <input checked="" type="checkbox"/> Staff capability and consistency of practice                                       |                                                |                                  |                     |
|-----------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|----------------------------------|---------------------|
| Barriers <ul style="list-style-type: none"><li>What barriers are impeding/impeded the delivery of this KIS?</li></ul> | <input checked="" type="checkbox"/> Workforce constraints                                                              |                                                |                                  |                     |
| OPTIONAL: Upload evidence                                                                                             |                                                                                                                        |                                                |                                  |                     |
| Activities                                                                                                            | Activity                                                                                                               | Who                                            | When                             | Percentage complete |
| Activity 1                                                                                                            | Hiring of Classroom Support Staff to Help lead RRRR & Support in the implementation of SWPBP & Take small focus groups | <input checked="" type="checkbox"/> Principal  | from:<br>Term 1<br>to:<br>Term 4 | 50%                 |
| Activity 2                                                                                                            | Lead Professional Learning - Smart Goals, Planning and Implementation of Feedback                                      | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 2<br>to:<br>Term 4 | 50%                 |
| Activity 3                                                                                                            | Facilitate Local school visits and Mentoring to review goal setting and feedback                                       | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 2<br>to:<br>Term 4 | 0%                  |

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| <b>Goal 2</b>                                                                                                               | Improve the learning growth of every student in literacy and numeracy.                                                                                                                                                                                                                                                                        |
| <b>12-month target 2.1 target</b>                                                                                           | By 2026, reduce the number of students who are labeled as needs additional support (NAS) in each of reading and numeracy in Year 3 and 5 compared to the number of NAS students in 2024                                                                                                                                                       |
| <b>Has this 12-month target been met</b>                                                                                    | Partially Met                                                                                                                                                                                                                                                                                                                                 |
| <b>12-month target 2.2 target</b>                                                                                           | <p>Increase School Staff Survey Positive Endorsements</p> <ul style="list-style-type: none"> <li>- Increase positive response rate - Trust in students and parents 63% (2024) to 65% (2025)</li> <li>- Maintain Positive Response rate - Collective focus on student learning 92% (2025)</li> </ul>                                           |
| <b>Has this 12-month target been met</b>                                                                                    | Not Met                                                                                                                                                                                                                                                                                                                                       |
| <b>12-month target 2.3 target</b>                                                                                           | <p>Teacher Judgement Data</p> <p>Increase the teacher judgement data of students performing above the age expected level</p> <ul style="list-style-type: none"> <li>- Reading and Viewing from 27% (2024) to 30% (2025)</li> <li>- Writing from 7% (2024) to 10% (2025)</li> <li>- Number and Algebra from 10% (2024) to 12%(2025)</li> </ul> |
| <b>Has this 12-month target been met</b>                                                                                    | Partially Met                                                                                                                                                                                                                                                                                                                                 |
| <b>KIS 2.a</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, | Develop a consistent whole school approach to teaching and learning through embedding an instructional model that is aligned to the high impact teaching strategies.                                                                                                                                                                          |

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| incorporating extra-curricula programs      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Actions                                     | <p>1A. Strengthen staff capabilities to design and apply a unified, high-impact documented instructional model, evident in their planners and aligned with the new VTLM</p> <p>1.B Foster Deeper understanding and practical use of data to support student growth.</p> <p>1C. Introduce researched best practice around Literacy</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| Delivery of the annual actions for this KIS | Partially Completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Outcomes                                    | <p>Student Outcomes:</p> <p>Students will gain a clearer understanding of their lessons and be able to explain the relevance of the content.</p> <p>Students will cultivate the skills to take responsibility for their learning and demonstrate voice and agency in the process.</p> <p>Students will make connections between their learning and real-life experiences.</p> <p>Students will be able to articulate their learning strategies and the specific focus areas they are working on.</p> <p>Students will comprehend the concept of Learning Intentions and be able to describe the associated success criteria.</p> <p>Students will become more confident in articulating the methods they use to approach their learning.</p> <p>Students will become familiar with phonics and decodables</p> <p>Students will be able to articulate their understanding of the best practice program Little Learnings</p> <p>Students will understand their data and discuss their goals around them</p> <p>Students will take part in tracking and monitoring their own growth</p> <p>Teacher Outcomes:</p> <p>Teachers will refine their skills in collecting and using data to inform their planning and instructional decisions.</p> <p>Teachers will have evidence of the Numeracy and Literacy Curriculum 2.0</p> <p>Teachers will have working on developong their understanding of the new VLTM</p> <p>Teachers will enhance their ability to document and implement the Instructional Model effectively.</p> <p>Teachers will help students gain a deeper understanding of their learning processes.</p> <p>Teachers will improve how they communicate Learning Intentions and Success Criteria to students.</p> <p>Teachers will tailor the Instructional Model to meet the specific learning needs of Tallarook students.</p> |

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|                    | <p>Teachers will strengthen their capacity to adapt learning to individual student needs and contexts.<br/> Teachers will provide clear evidence of using data to guide their teaching and learning strategies.<br/> Teachers will be able to reflect their understanding of Literacy best practice in their planners<br/> Teachers will be able to use data through the Little Learners program to target individual learning</p> <p>Leadership Outcomes:<br/> Leaders will support teachers in improving their skills, and be supported in coaching and modelling for junior teachers.<br/> Leaders will provide opportunities for staff to attend individual and network learning opportunities to help develop their learning and teaching.<br/> Leaders will continue to monitor the PLC Process .<br/> Leaders will make decisions using data to support staff with their teaching and planning.<br/> Leaders will facilitate learning and collaboration opportunities to reflect on Literacy best practice<br/> Leaders will reference teaching best practices<br/> Leaders will facilitate opportunities to unpack the new VLTM<br/> Leaders will organise PD regarding Victorian Curriculum 2.0</p> |
| Success indicators | <p>Success Indicators</p> <p>1. Early – Evident in Term 1<br/> Student Outcomes:<br/> Initial improvements in assessments and student goal setting.<br/> Early evidence of student reflection through discussions and surveys.<br/> Beginning of co-created Units of Inquiry and teamwork.<br/> Begin to discuss new model of learning in literacy</p> <p>Teacher Outcomes:<br/> Lesson plans outline learning intentions and success criteria.<br/> Early classroom observations show initial use of the instructional model.<br/> PLC process begins, with data discussed in meetings.<br/> Will be able share data from Little learners and best practice programs</p> <p>Leadership Outcomes:<br/> Data-driven decision-making starts shaping planning and resource allocation.<br/> Early teacher feedback on satisfaction through surveys.</p>                                                                                                                                                                                                                                                                                                                                                         |

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|                                                                                                                                      | <p>Professional development begins with initial outcomes recorded.<br/>Will review and use literacy data to make informed decision regarding program needs.</p> <p>2. Late – Evident by Term 3 and 4<br/>Student Outcomes:<br/>Improved NAPLAN results and reduced NAS over the coming years.<br/>Consistent student reflection on goal setting and clearer understanding of learning intentions.<br/>Stronger collaboration and clearer articulation of learning purpose.<br/>Benchmark outcomes improve and progress evident.</p> <p>Teacher Outcomes:<br/>Lesson plans consistently align with the instructional model.<br/>Ongoing use of PAT, Mathletics and other data sets to improve student performance.<br/>Continued collaboration within PLC for shared resources and strategies, documented and reflected upon.<br/>Data analysed and evident in future planning</p> <p>Leadership Outcomes:<br/>Data-driven decisions guide resource allocation and strategy.<br/>Increased teacher satisfaction and positive survey feedback through Teacher Surveys and AtoSS.<br/>Continued professional development with documented teacher growth.</p> |
| Reflection on progress                                                                                                               | <p>The use of Little Learners Love Literacy has allowed junior students, as well as some grade 3 students in need of intervention, to make significant improvement in their reading skills.<br/>Our use of the PLC process needs to be further embedded so these foci can be more thoroughly scrutinised.<br/>Further PL in relation to VTLM needs to be implemented so that staff have consistent language and understanding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</li> </ul> | <p>☑ Workforce stability and effective change management practices</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

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| <b>Barriers</b> <ul style="list-style-type: none"> <li>What barriers are impeding/impeded the delivery of this KIS?</li> </ul> | <input checked="" type="checkbox"/> Time constraints                                                                                                                                              |                                                                                                              |                                  |                            |
| OPTIONAL: Upload evidence                                                                                                      |                                                                                                                                                                                                   |                                                                                                              |                                  |                            |
| <b>Activities</b>                                                                                                              | <b>Activity</b>                                                                                                                                                                                   | <b>Who</b>                                                                                                   | <b>When</b>                      | <b>Percentage complete</b> |
| Activity 1                                                                                                                     | Lead Documentation review to better reflect Instructional Model and updated curriculum requirements                                                                                               | <input checked="" type="checkbox"/> All staff<br><input checked="" type="checkbox"/> School improvement team | from:<br>Term 1<br>to:<br>Term 3 | 50%                        |
| Activity 2                                                                                                                     | Review and develop, Curriculum documentation that supports the understanding and implementation of Learning Intentions and Success Criteria                                                       | <input checked="" type="checkbox"/> All staff                                                                | from:<br>Term 1<br>to:<br>Term 2 | 50%                        |
| Activity 3                                                                                                                     | Organise Learning Walk - Review of Documentation and Instructional Model Implementation                                                                                                           | <input checked="" type="checkbox"/> Principal                                                                | from:<br>Term 2<br>to:<br>Term 4 | 50%                        |
| Activity 4                                                                                                                     | Lead the use Data to develop and review curriculum documents to ensure they are relevant to the students. Incorporate this in our professional learning plan with a focus on the Numeracy data to | <input checked="" type="checkbox"/> All staff                                                                | from:<br>Term 1<br>to:<br>Term 4 | 50%                        |

|            |                                                                                                          |              |                                  |      |
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|            | support our PLC journey and address our NAPLAN results                                                   |              |                                  |      |
| Activity 5 | Lead the development of IEP and Behavior plans as required                                               | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 75%  |
| Activity 6 | Review SSG process to ensure students Voice and Agency are reflected along with academic points of need. | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 50%  |
| Activity 7 | Provide teachers opportunity to visit local school to observe literacy best practice                     | ☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0%   |
| Activity 8 | Provide opportunity to participate in Little Learners Love Literacy Professional Development             | ☑ All staff  | from:<br>Term 1<br>to:<br>Term 4 | 100% |

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| <b>Future planning</b> | While there are effective practices happening in our classrooms, these practices need to be better documented, shared and embedded. It will continue to be a priority for Tallarook to focus staff meeting time on developing user friendly and effective documentation for both whole school and classroom specific curriculum. |
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# Monitoring and Self-assessment - 2025

## SEIL Feedback

### Submitted Feedback

Semester one SEIL comment: Tallarook PS Progress against the 2025 AIP is underway, albeit slightly behind schedule for two of the three KIS. Whilst staffing vacancies has impacted some engagement with network professional learning to date, locking in key professional learning through ARC will unpack the WHY in order to motivate and drive the next piece of work. Discussions around prioritising time and/or coverage for specific leaders to engage with network PL and/or staff in other schools has been discussed. The impact of consistent engagement with high levels of accountability has shown to be successful across M&M network schools. Learning: KIS 2a (Embedding an instructional model aligned to HITS) has begun in the junior classroom. A revised literacy lesson format is now moving towards better aligning teacher practice to VTLM 2.0 elements, noting however that staff engagement with specific professional learning around VTLM 2.0 has been limited. Students are engaged with LLLL as part of a structured approach to Literacy, with plans to further extend this Structured Literacy rollout to include the Big 6 following planned visits to network school and involvement in another network school's professional learning in term three. To date TLI is being implemented by the principal, with three small groups rotating through 30 minute sessions. Engagement with parents of students receiving intervention is strong. Future work will be around embedding the DE Reading position and updating planners to reflect the changes to lesson structure. Wellbeing: Implementation of KIS 1b (Embedding student voice practices) is partially underway. Daily wellbeing check-ins are now part of daily start up, learning spaces have been rejigged to support student wellbeing, and SSG processes are now documented on COMPASS. A school wide goal setting template has been developed. Initial SWPBS training has been completed by the principal. Future engagement of students in this process will amplify their voice. Students currently self asses against Zones of Regulation and IEPs contain elements of student voice. Enhancing attendance has been ongoing, with a slight dip in attendance rates towards the end of semester one. A clear staged response is documented. Implementation of Disability Inclusion Profile meetings has been slow. Moving forward, engagement with the Wellbeing CoP and reaching out to network schools will be a great support for the process for the two identified Prep students. General comment: Recognising the difficulties with staffing a small school, aligning clear roles to each staff member (including the principal) and then requiring staff to map out (and implement) their yearly or semester plan is vital. Prioritising external and online professional learning opportunities, aligned to those plans, across semester two will be key to ensure the 2025 AIP is implemented with fidelity. Visits to other schools to see the selected Activities in action will provide a visual towards which the school can drive. Getting all staff on the same page is key. A strategic school based professional learning calendar that maps out, revisits and further grows those AIP Actions will be a required scaffold. Once the visual is clear, timetabled learning walks by all staff, perhaps within other schools and then through both TPS classrooms, utilising a template that collects relevant data related to 'on the ground' classroom evidence of implementation, will provide an indication of progress. Concise feedback based on evidence is an enabler.

**Submitted by Rhonda Cole (SEIL) on 14 July, 2025 at 03:50 PM**