

# Monitoring and assessment - 2024

East Doncaster Secondary College (7773)



Submitted for review by John Roberts (School Principal) on 19 December, 2023 at 03:59 PM  
Endorsed by Eva McMaster (Senior Education Improvement Leader) on 05 January, 2024 at 11:18 AM  
Awaiting endorsement by School Council President at February School Council meeting

# Monitoring and assessment - 2024

## Term 1 monitoring (optional)

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|--|---|
| <b>Goal 2</b>  | To optimise the learning growth of every student.   |
| <b>12-month target 2.1 target</b>  | <p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024<br/>Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>   |
| <b>12-month target 2.2 target</b>  | Increase the percentage of students achieving VCE all study scores to 59% in 2024..   |
| <b>12-month target 2.3 target</b>  | <p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024<br/>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024<br/>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p> |
| <p><b>KIS 2.a</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Embed the school's instructional model.   |
| Actions  | - Continue to develop teacher knowledge of and capacity to implement the Instructional Model.   |

| Delivery of the annual actions for this KIS |  |   |                 |                     |
|---|--|---|-----------------|---------------------|
| Outcomes                                    | <ul style="list-style-type: none"> <li>- All teachers will document and make visible lesson plans that use the EDSC Instructional Model</li> <li>- In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.</li> </ul>   |   |                 |                     |
| Success indicators                          | <p>Early:</p> <ul style="list-style-type: none"> <li>- Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction.</li> <li>- Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs)</li> <li>- Students will be able to articulate learning intentions and success criteria during learning walks</li> <li>- Learning walks will reveal greater on task time in class and strong engagement on the learning</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time.</li> <li>- Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others.</li> <li>- We will have collected data via learning walks and Compass audits to monitor evidence of teacher application</li> </ul> |   |                 |                     |
| Enablers                                    |  |   |                 |                     |
| Barriers                                    |  |   |                 |                     |
| Commentary on progress                      |  |   |                 |                     |
| Future planning                             |  |   |                 |                     |
| OPTIONAL: Upload evidence                   |  |   |                 |                     |
| Activities                                  | Activity   | Who   | When            | Percentage complete |
| Activity 1                                  | Curriculum leaders will facilitate professional learning on the Instructional  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s) | from:<br>Term 1 | -1%                 |

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|                | Model and HITS and use the PDP process to support teachers.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader   | to:<br>Term 2                    |     |
| Activity 2     | Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3     | Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy.            | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4     | Establish close links between the Instructional Model and the College Literacy Framework.   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 5     | Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| <b>KIS 2.b</b> | Implement a consistent approach to feedback and differentiation to meet student point of need.  |  |                                  |     |

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| <p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> |  |
| <p>Actions</p>  | <ul style="list-style-type: none"> <li>- Continue to implement a multi-tiered approach to meet students' individual learning needs.</li> <li>- Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>  |  |
| <p>Outcomes</p>   | <ul style="list-style-type: none"> <li>- Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly.</li> <li>- Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject.</li> </ul>  |
| <p>Success indicators</p>   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN</li> <li>- Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process</li> <li>- Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans</li> <li>- Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices.</li> <li>- Teachers document effective formative assessment strategies into the curriculum.</li> <li>- Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs.</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms.</li> <li>- Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved.</li> <li>- Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom.</li> </ul> |

| Enablers                  |   |  |                                  |                     |
|---------------------------|---|--|----------------------------------|---------------------|
| Barriers                  |   |  |                                  |                     |
| Commentary on progress    |   |  |                                  |                     |
| Future planning           |   |  |                                  |                     |
| OPTIONAL: Upload evidence |   |  |                                  |                     |
| Activities                | Activity  | Who  | When                             | Percentage complete |
| Activity 1                | Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.     | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.          | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |

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|            |  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 4 | Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Numeracy improvement teacher   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 5 | PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Curriculum leaders will facilitate professional learning on HITS   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal                                    | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Teachers and school leaders to seek feedback from students on effectiveness of classroom instruction and teacher feedback  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 8 | Reintroduce protocols for peer classroom observation   | <input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2                  | -1% |

|             |  |  |                                  |     |
|-------------|--|--|----------------------------------|-----|
|             |  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal  | to:<br>Term 4                    |     |
| Activity 9  | Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.                                  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 10 | Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 11 | Domains will share and document differentiation and feedback strategies.   | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 12 | TLI protocols shared with all teachers working with tutors.  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 13 | IEPs developed for all students targeted via TLI and MYLNS   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher<br><input checked="" type="checkbox"/> Literacy improvement teacher | from:<br>Term 1<br>to:<br>Term 4 | -1% |



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| <p><b>KIS 2.c</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Further develop and embed the whole school approaches to Literacy and Numeracy.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework.</li> <li>- Develop and trial a whole school numeracy framework.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students.</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies.</li> <li>- The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains.</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation includes strategies from our Whole School Literacy Framework.</li> <li>- Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning.</li> <li>- Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning.</li> <li>- Maths curriculum documentation explicitly addresses the four numeracy competencies</li> <li>- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.</li> <li>- PAT data will show growth in student literacy and numeracy abilities.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains</li> </ul> |

|                           | trialing identified strategies in Whole School Numeracy Framework.   |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| Commentary on progress    |  |   |                                  |                     |
| Future planning           |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Deliver a differentiated PL program to build staff capacity to implement literacy strategies.                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.                               | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 3                | Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |

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|------------|--|--|----------------------------------|-----|
| Activity 4 | Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 5 | Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 6 | Numeracy working party established to Draft a Whole School Numeracy Framework  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 7 | All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 8 | Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 9 | Deliver/source targeted professional learning on numeracy based assessment and differentiation.  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |

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|-------------|---|---|----------------------------------|-----|
|             |   | <input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 10 | Selected Domains will trial identified strategies in Whole School Numeracy Framework. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s) | from:<br>Term 3<br>to:<br>Term 4 | -1% |

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| <b>Goal 3</b>                     | To improve student wellbeing and engagement.  |  |  |  |
| <b>12-month target 3.1 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Advocate at School - to 59% in 2024<br><br>Student Voice and Agency - 44% in 2024<br><br>Student Connectedness - to 55% in 2024 |  |  |  |
| <b>12-month target 3.2 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Respect for Diversity - to 48% in 2024<br><br>Effective classroom behaviour - to 57% in 2024                                    |  |  |  |
| <b>12-month target 3.3 target</b> | Increase the positive endorsement of the following School Staff Survey factors:<br><br>Staff Professional Safety - 52% in 2024<br><br>Collective Efficacy - 67% in 2024   |  |  |  |
| <b>12-month target 3.4 target</b> | Increase the positive endorsement of the following Parent Opinion Survey factors:<br><br>Effective Teaching - 71% in 2024<br><br>Student Motivation and Support - 63% in 2024   |  |  |  |

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| <p><b>KIS 3.a</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Develop a whole school approach to fostering a positive climate for learning.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Establish a College wide approach to classroom management</li> <li>- Develop a whole school approach to student agency</li> <li>- Develop a whole school Wellbeing framework</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- Students will prioritise positive health, wellbeing and attendance at school.</li> <li>- Students will recognise and respond to wellbeing concerns and will feel supported at school</li> <li>- Teachers and leaders will increase opportunities for student agency in learning</li> <li>- Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Key components to whole school wellbeing and classroom management are identified and existing practices documented.</li> <li>- Policies and programs will show documentation of a multi-tiered response model to Wellbeing.</li> <li>- Positive Futures documentation is mapped to meet the needs of each year level.</li> <li>- Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support.</li> <li>- Working party collaborates to draft the key components of the student learning model</li> <li>- School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Action plans for each component of the wellbeing framework identified</li> <li>- AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al.</li> <li>- College leadership team will approve EDSC learning model</li> </ul> |

|                           | - School wide positive behaviour action plan reviewed by College leadership team   |  |                                  |                     |
|---------------------------|--|--|----------------------------------|---------------------|
| Enablers                  |  |  |                                  |                     |
| Barriers                  |  |  |                                  |                     |
| Commentary on progress    |  |  |                                  |                     |
| Future planning           |  |  |                                  |                     |
| OPTIONAL: Upload evidence |  |  |                                  |                     |
| Activities                | Activity   | Who  | When                             | Percentage complete |
| Activity 1                | Conviene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 2                | Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.                                    | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)              | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Establish a “School wide positive behaviour” working party to work alongside DET   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team                       | from:<br>Term 1<br>to:<br>Term 3 | -1%                 |

|            |  |   |                                  |     |
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| Activity 4 | Review wellbeing strategic plan  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Continue to develop the multi-tiered response model “whole school approach” to wellbeing.                                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.                          | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 7 | Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 8 | Develop the East Doncaster SC student learning model   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |

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|--|--|--|----------------------------------|-----|
| Activity 9   | Implement a whole school approach to classroom management  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| <b>KIS 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school |  | Align structures and resources to better support student wellbeing, engagement, and inclusion  |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Identify and implement strategies designed to improve student attendance</li> <li>- Improve engagement with parents and the wider College community</li> <li>- Develop the College Disability and Inclusion framework</li> </ul>  |  |                                  |     |
| Delivery of the annual actions for this KIS  |  |  |                                  |     |
| Outcomes   | <ul style="list-style-type: none"> <li>- Students will report improved wellbeing, student voice opportunities and greater agency in learning.</li> <li>- Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs</li> <li>- Community partnerships will be further developed and strengthened</li> </ul>   |  |                                  |     |
| Success indicators   | Early:<br><ul style="list-style-type: none"> <li>- Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement</li> <li>- Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate.</li> <li>- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students</li> <li>- Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students...</li> </ul> |  |                                  |     |



|                           | <ul style="list-style-type: none"> <li>- Role clarity for key personnel responsible for supporting Disability and Inclusion</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Improvement in College attendance data with fewer students recorded as absent for 20 days or more.</li> <li>- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.</li> <li>- Community partnerships with preferred organisations and agencies will have been established and operational</li> <li>- The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025</li> <li>- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues</li> </ul> |   |                                  |                     |
|---------------------------|---|---|----------------------------------|---------------------|
| Enablers                  |   |   |                                  |                     |
| Barriers                  |   |   |                                  |                     |
| Commentary on progress    |   |   |                                  |                     |
| Future planning           |   |   |                                  |                     |
| OPTIONAL: Upload evidence |   |   |                                  |                     |
| Activities                | Activity  | Who   | When                             | Percentage complete |
| Activity 1                | Implement key processes and programs aimed to identify and support vulnerable students.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Careers leader/team</li> </ul> | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Monitor key processes and develop targeted interventions aimed to improve   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>   | from:<br>Term 1                  | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
|            | student attendance   | <input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Year level co-ordinator(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Education support  | to:<br>Term 4                    |     |
| Activity 3 | Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community. | <input checked="" type="checkbox"/> Student leadership coordinator<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4 | Develop the role of Disability and Inclusion coordinator.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Team leader(s)                                 | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and promote opportunities for increased engagement with community partners.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Education support   |                                  |     |
| Activity 7 | Ongoing staff professional learning in the sphere of student engagement, wellbeing and support | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |

# Monitoring and assessment - 2024

## Mid-year monitoring

|  |   |
|--|---|
| <b>Goal 2</b>  | To optimise the learning growth of every student.   |
| <b>12-month target 2.1 target</b>  | <p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024<br/>Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>   |
| <b>12-month target 2.2 target</b>  | Increase the percentage of students achieving VCE all study scores to 59% in 2024..   |
| <b>12-month target 2.3 target</b>  | <p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024<br/>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024<br/>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p> |
| <p><b>KIS 2.a</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Embed the school's instructional model.   |
| Actions  | - Continue to develop teacher knowledge of and capacity to implement the Instructional Model.   |

| Delivery of the annual actions for this KIS |  |   |                 |                     |
|---|--|---|-----------------|---------------------|
| Outcomes                                    | <ul style="list-style-type: none"> <li>- All teachers will document and make visible lesson plans that use the EDSC Instructional Model</li> <li>- In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.</li> </ul>   |   |                 |                     |
| Success indicators                          | <p>Early:</p> <ul style="list-style-type: none"> <li>- Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction.</li> <li>- Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs)</li> <li>- Students will be able to articulate learning intentions and success criteria during learning walks</li> <li>- Learning walks will reveal greater on task time in class and strong engagement on the learning</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time.</li> <li>- Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others.</li> <li>- We will have collected data via learning walks and Compass audits to monitor evidence of teacher application</li> </ul> |   |                 |                     |
| Enablers                                    |  |   |                 |                     |
| Barriers                                    |  |   |                 |                     |
| Commentary on progress                      |  |   |                 |                     |
| Future planning                             |  |   |                 |                     |
| OPTIONAL: Upload evidence                   |  |   |                 |                     |
| Activities                                  | Activity   | Who   | When            | Percentage complete |
| Activity 1                                  | Curriculum leaders will facilitate professional learning on the Instructional  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s) | from:<br>Term 1 | -1%                 |

|                |   |  |                                  |     |
|----------------|---|--|----------------------------------|-----|
|                | Model and HITS and use the PDP process to support teachers.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader   | to:<br>Term 2                    |     |
| Activity 2     | Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3     | Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy.            | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4     | Establish close links between the Instructional Model and the College Literacy Framework.   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 5     | Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| <b>KIS 2.b</b> | Implement a consistent approach to feedback and differentiation to meet student point of need.  |  |                                  |     |

|   |  |
|---|--|
| <p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> |  |
| <p>Actions</p>  | <ul style="list-style-type: none"> <li>- Continue to implement a multi-tiered approach to meet students' individual learning needs.</li> <li>- Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>  |  |
| <p>Outcomes</p>   | <ul style="list-style-type: none"> <li>- Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly.</li> <li>- Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject.</li> </ul>  |
| <p>Success indicators</p>   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN</li> <li>- Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process</li> <li>- Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans</li> <li>- Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices.</li> <li>- Teachers document effective formative assessment strategies into the curriculum.</li> <li>- Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs.</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms.</li> <li>- Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved.</li> <li>- Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom.</li> </ul> |

| Enablers                  |   |  |                                  |                     |
|---------------------------|---|--|----------------------------------|---------------------|
| Barriers                  |   |  |                                  |                     |
| Commentary on progress    |   |  |                                  |                     |
| Future planning           |   |  |                                  |                     |
| OPTIONAL: Upload evidence |   |  |                                  |                     |
| Activities                | Activity  | Who  | When                             | Percentage complete |
| Activity 1                | Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.     | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.          | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |



|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 4 | Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Numeracy improvement teacher   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 5 | PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Curriculum leaders will facilitate professional learning on HITS   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal                                    | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Teachers and school leaders to seek feedback from students on effectiveness of classroom instruction and teacher feedback  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 8 | Reintroduce protocols for peer classroom observation   | <input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2                  | -1% |

|             |  |  |                                  |     |
|-------------|--|--|----------------------------------|-----|
|             |  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal  | to:<br>Term 4                    |     |
| Activity 9  | Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.                                  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 10 | Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 11 | Domains will share and document differentiation and feedback strategies.   | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 12 | TLI protocols shared with all teachers working with tutors.  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 13 | IEPs developed for all students targeted via TLI and MYLNS   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher<br><input checked="" type="checkbox"/> Literacy improvement teacher | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|   |  |
|---|--|
| <p><b>KIS 2.c</b><br/> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Further develop and embed the whole school approaches to Literacy and Numeracy.</p>   |
| <p>Actions</p>  | <ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework.</li> <li>- Develop and trial a whole school numeracy framework.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>  |  |
| <p>Outcomes</p>   | <ul style="list-style-type: none"> <li>- All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students.</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies.</li> <li>- The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains.</li> </ul>   |
| <p>Success indicators</p>   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation includes strategies from our Whole School Literacy Framework.</li> <li>- Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning.</li> <li>- Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning.</li> <li>- Maths curriculum documentation explicitly addresses the four numeracy competencies</li> <li>- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.</li> <li>- PAT data will show growth in student literacy and numeracy abilities.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains</li> </ul> |

|                           | trialing identified strategies in Whole School Numeracy Framework.   |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| Commentary on progress    |  |   |                                  |                     |
| Future planning           |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Deliver a differentiated PL program to build staff capacity to implement literacy strategies.                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.                               | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 3                | Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
| Activity 4 | Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 5 | Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 6 | Numeracy working party established to Draft a Whole School Numeracy Framework  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 7 | All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 8 | Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 9 | Deliver/source targeted professional learning on numeracy based assessment and differentiation.  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |

|             |   |   |                                  |     |
|-------------|---|---|----------------------------------|-----|
|             |   | <input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 10 | Selected Domains will trial identified strategies in Whole School Numeracy Framework. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s) | from:<br>Term 3<br>to:<br>Term 4 | -1% |

|                                   |   |  |  |  |
|-----------------------------------|---|--|--|--|
| <b>Goal 3</b>                     | To improve student wellbeing and engagement.  |  |  |  |
| <b>12-month target 3.1 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Advocate at School - to 59% in 2024<br><br>Student Voice and Agency - 44% in 2024<br><br>Student Connectedness - to 55% in 2024 |  |  |  |
| <b>12-month target 3.2 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Respect for Diversity - to 48% in 2024<br><br>Effective classroom behaviour - to 57% in 2024                                    |  |  |  |
| <b>12-month target 3.3 target</b> | Increase the positive endorsement of the following School Staff Survey factors:<br><br>Staff Professional Safety - 52% in 2024<br><br>Collective Efficacy - 67% in 2024   |  |  |  |
| <b>12-month target 3.4 target</b> | Increase the positive endorsement of the following Parent Opinion Survey factors:<br><br>Effective Teaching - 71% in 2024<br><br>Student Motivation and Support - 63% in 2024   |  |  |  |

|  |  |
|--|--|
| <p><b>KIS 3.a</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Develop a whole school approach to fostering a positive climate for learning.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Establish a College wide approach to classroom management</li> <li>- Develop a whole school approach to student agency</li> <li>- Develop a whole school Wellbeing framework</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- Students will prioritise positive health, wellbeing and attendance at school.</li> <li>- Students will recognise and respond to wellbeing concerns and will feel supported at school</li> <li>- Teachers and leaders will increase opportunities for student agency in learning</li> <li>- Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Key components to whole school wellbeing and classroom management are identified and existing practices documented.</li> <li>- Policies and programs will show documentation of a multi-tiered response model to Wellbeing.</li> <li>- Positive Futures documentation is mapped to meet the needs of each year level.</li> <li>- Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support.</li> <li>- Working party collaborates to draft the key components of the student learning model</li> <li>- School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Action plans for each component of the wellbeing framework identified</li> <li>- AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al.</li> <li>- College leadership team will approve EDSC learning model</li> </ul> |

|                           | - School wide positive behaviour action plan reviewed by College leadership team   |  |                                  |                     |
|---------------------------|--|--|----------------------------------|---------------------|
| Enablers                  |  |  |                                  |                     |
| Barriers                  |  |  |                                  |                     |
| Commentary on progress    |  |  |                                  |                     |
| Future planning           |  |  |                                  |                     |
| OPTIONAL: Upload evidence |  |  |                                  |                     |
| Activities                | Activity   | Who  | When                             | Percentage complete |
| Activity 1                | Conviene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 2                | Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.                                    | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)              | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Establish a “School wide positive behaviour” working party to work alongside DET   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team                       | from:<br>Term 1<br>to:<br>Term 3 | -1%                 |



|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
| Activity 4 | Review wellbeing strategic plan  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Continue to develop the multi-tiered response model “whole school approach” to wellbeing.                                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.                          | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 7 | Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 8 | Develop the East Doncaster SC student learning model   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|  |   |  |                                  |     |
|--|---|--|----------------------------------|-----|
| Activity 9   | Implement a whole school approach to classroom management   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| <b>KIS 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school |   | Align structures and resources to better support student wellbeing, engagement, and inclusion  |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Identify and implement strategies designed to improve student attendance</li> <li>- Improve engagement with parents and the wider College community</li> <li>- Develop the College Disability and Inclusion framework</li> </ul>   |  |                                  |     |
| Delivery of the annual actions for this KIS  |   |  |                                  |     |
| Outcomes   | <ul style="list-style-type: none"> <li>- Students will report improved wellbeing, student voice opportunities and greater agency in learning.</li> <li>- Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs</li> <li>- Community partnerships will be further developed and strengthened</li> </ul>  |  |                                  |     |
| Success indicators   | Early: <ul style="list-style-type: none"> <li>- Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement</li> <li>- Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate.</li> <li>- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students</li> <li>- Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students...</li> </ul> |  |                                  |     |

|                           | <ul style="list-style-type: none"> <li>- Role clarity for key personnel responsible for supporting Disability and Inclusion</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Improvement in College attendance data with fewer students recorded as absent for 20 days or more.</li> <li>- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.</li> <li>- Community partnerships with preferred organisations and agencies will have been established and operational</li> <li>- The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025</li> <li>- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues</li> </ul> |   |                                  |                     |
|---------------------------|---|---|----------------------------------|---------------------|
| Enablers                  |   |   |                                  |                     |
| Barriers                  |   |   |                                  |                     |
| Commentary on progress    |   |   |                                  |                     |
| Future planning           |   |   |                                  |                     |
| OPTIONAL: Upload evidence |   |   |                                  |                     |
| Activities                | Activity  | Who   | When                             | Percentage complete |
| Activity 1                | Implement key processes and programs aimed to identify and support vulnerable students.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Careers leader/team</li> </ul> | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Monitor key processes and develop targeted interventions aimed to improve   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>   | from:<br>Term 1                  | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
|            | student attendance   | <input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Year level co-ordinator(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Education support  | to:<br>Term 4                    |     |
| Activity 3 | Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community. | <input checked="" type="checkbox"/> Student leadership coordinator<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4 | Develop the role of Disability and Inclusion coordinator.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Team leader(s)                                 | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and promote opportunities for increased engagement with community partners.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Education support   |                                  |     |
| Activity 7 | Ongoing staff professional learning in the sphere of student engagement, wellbeing and support | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |

## Monitoring and assessment - 2024

### Term 3 monitoring (optional)

|  |   |
|--|---|
| <b>Goal 2</b>  | To optimise the learning growth of every student.   |
| <b>12-month target 2.1 target</b>  | <p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024<br/>Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>   |
| <b>12-month target 2.2 target</b>  | Increase the percentage of students achieving VCE all study scores to 59% in 2024..   |
| <b>12-month target 2.3 target</b>  | <p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024<br/>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024<br/>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p> |
| <p><b>KIS 2.a</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Embed the school's instructional model.   |
| Actions  | - Continue to develop teacher knowledge of and capacity to implement the Instructional Model.   |

| Delivery of the annual actions for this KIS |  |   |                 |                     |
|---|--|---|-----------------|---------------------|
| Outcomes                                    | <ul style="list-style-type: none"> <li>- All teachers will document and make visible lesson plans that use the EDSC Instructional Model</li> <li>- In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.</li> </ul>   |   |                 |                     |
| Success indicators                          | <p>Early:</p> <ul style="list-style-type: none"> <li>- Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction.</li> <li>- Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs)</li> <li>- Students will be able to articulate learning intentions and success criteria during learning walks</li> <li>- Learning walks will reveal greater on task time in class and strong engagement on the learning</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time.</li> <li>- Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others.</li> <li>- We will have collected data via learning walks and Compass audits to monitor evidence of teacher application</li> </ul> |   |                 |                     |
| Enablers                                    |  |   |                 |                     |
| Barriers                                    |  |   |                 |                     |
| Commentary on progress                      |  |   |                 |                     |
| Future planning                             |  |   |                 |                     |
| OPTIONAL: Upload evidence                   |  |   |                 |                     |
| Activities                                  | Activity   | Who   | When            | Percentage complete |
| Activity 1                                  | Curriculum leaders will facilitate professional learning on the Instructional  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s) | from:<br>Term 1 | -1%                 |

|                |   |  |                                  |     |
|----------------|---|--|----------------------------------|-----|
|                | Model and HITS and use the PDP process to support teachers.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader   | to:<br>Term 2                    |     |
| Activity 2     | Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3     | Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy.            | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4     | Establish close links between the Instructional Model and the College Literacy Framework.   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 5     | Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| <b>KIS 2.b</b> | Implement a consistent approach to feedback and differentiation to meet student point of need.  |  |                                  |     |



|   |  |
|---|--|
| <p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> |  |
| <p>Actions</p>  | <ul style="list-style-type: none"> <li>- Continue to implement a multi-tiered approach to meet students' individual learning needs.</li> <li>- Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>  |  |
| <p>Outcomes</p>   | <ul style="list-style-type: none"> <li>- Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly.</li> <li>- Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject.</li> </ul>  |
| <p>Success indicators</p>   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN</li> <li>- Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process</li> <li>- Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans</li> <li>- Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices.</li> <li>- Teachers document effective formative assessment strategies into the curriculum.</li> <li>- Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs.</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms.</li> <li>- Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved.</li> <li>- Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom.</li> </ul> |

| Enablers                  |   |  |                                  |                     |
|---------------------------|---|--|----------------------------------|---------------------|
| Barriers                  |   |  |                                  |                     |
| Commentary on progress    |   |  |                                  |                     |
| Future planning           |   |  |                                  |                     |
| OPTIONAL: Upload evidence |   |  |                                  |                     |
| Activities                | Activity  | Who  | When                             | Percentage complete |
| Activity 1                | Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.     | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.          | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 4 | Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Numeracy improvement teacher   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 5 | PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Curriculum leaders will facilitate professional learning on HITS   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal                                    | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Teachers and school leaders to seek feedback from students on effectiveness of classroom instruction and teacher feedback  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 8 | Reintroduce protocols for peer classroom observation   | <input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2                  | -1% |

|             |  |  |                                  |     |
|-------------|--|--|----------------------------------|-----|
|             |  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal  | to:<br>Term 4                    |     |
| Activity 9  | Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.                                  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 10 | Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 11 | Domains will share and document differentiation and feedback strategies.   | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 12 | TLI protocols shared with all teachers working with tutors.  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 13 | IEPs developed for all students targeted via TLI and MYLNS   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher<br><input checked="" type="checkbox"/> Literacy improvement teacher | from:<br>Term 1<br>to:<br>Term 4 | -1% |

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|--|--|
| <p><b>KIS 2.c</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | <p>Further develop and embed the whole school approaches to Literacy and Numeracy.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework.</li> <li>- Develop and trial a whole school numeracy framework.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students.</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies.</li> <li>- The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains.</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation includes strategies from our Whole School Literacy Framework.</li> <li>- Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning.</li> <li>- Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning.</li> <li>- Maths curriculum documentation explicitly addresses the four numeracy competencies</li> <li>- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.</li> <li>- PAT data will show growth in student literacy and numeracy abilities.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains</li> </ul> |

|                           | trialing identified strategies in Whole School Numeracy Framework.   |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| Commentary on progress    |  |   |                                  |                     |
| Future planning           |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Deliver a differentiated PL program to build staff capacity to implement literacy strategies.                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.                               | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 3                | Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
| Activity 4 | Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 5 | Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 6 | Numeracy working party established to Draft a Whole School Numeracy Framework  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 7 | All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 8 | Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 9 | Deliver/source targeted professional learning on numeracy based assessment and differentiation.  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |

|             |   |   |                                  |     |
|-------------|---|---|----------------------------------|-----|
|             |   | <input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 10 | Selected Domains will trial identified strategies in Whole School Numeracy Framework. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s) | from:<br>Term 3<br>to:<br>Term 4 | -1% |

|                                   |   |  |  |  |
|-----------------------------------|---|--|--|--|
| <b>Goal 3</b>                     | To improve student wellbeing and engagement.  |  |  |  |
| <b>12-month target 3.1 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Advocate at School - to 59% in 2024<br><br>Student Voice and Agency - 44% in 2024<br><br>Student Connectedness - to 55% in 2024 |  |  |  |
| <b>12-month target 3.2 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Respect for Diversity - to 48% in 2024<br><br>Effective classroom behaviour - to 57% in 2024                                    |  |  |  |
| <b>12-month target 3.3 target</b> | Increase the positive endorsement of the following School Staff Survey factors:<br><br>Staff Professional Safety - 52% in 2024<br><br>Collective Efficacy - 67% in 2024   |  |  |  |
| <b>12-month target 3.4 target</b> | Increase the positive endorsement of the following Parent Opinion Survey factors:<br><br>Effective Teaching - 71% in 2024<br><br>Student Motivation and Support - 63% in 2024   |  |  |  |



|  |  |
|--|--|
| <p><b>KIS 3.a</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Develop a whole school approach to fostering a positive climate for learning.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Establish a College wide approach to classroom management</li> <li>- Develop a whole school approach to student agency</li> <li>- Develop a whole school Wellbeing framework</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- Students will prioritise positive health, wellbeing and attendance at school.</li> <li>- Students will recognise and respond to wellbeing concerns and will feel supported at school</li> <li>- Teachers and leaders will increase opportunities for student agency in learning</li> <li>- Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Key components to whole school wellbeing and classroom management are identified and existing practices documented.</li> <li>- Policies and programs will show documentation of a multi-tiered response model to Wellbeing.</li> <li>- Positive Futures documentation is mapped to meet the needs of each year level.</li> <li>- Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support.</li> <li>- Working party collaborates to draft the key components of the student learning model</li> <li>- School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Action plans for each component of the wellbeing framework identified</li> <li>- AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al.</li> <li>- College leadership team will approve EDSC learning model</li> </ul> |

|                           | - School wide positive behaviour action plan reviewed by College leadership team   |  |                                  |                     |
|---------------------------|--|--|----------------------------------|---------------------|
| Enablers                  |  |  |                                  |                     |
| Barriers                  |  |  |                                  |                     |
| Commentary on progress    |  |  |                                  |                     |
| Future planning           |  |  |                                  |                     |
| OPTIONAL: Upload evidence |  |  |                                  |                     |
| Activities                | Activity   | Who  | When                             | Percentage complete |
| Activity 1                | Conviene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 2                | Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.                                    | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)              | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Establish a “School wide positive behaviour” working party to work alongside DET   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team                       | from:<br>Term 1<br>to:<br>Term 3 | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
| Activity 4 | Review wellbeing strategic plan  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Continue to develop the multi-tiered response model “whole school approach” to wellbeing.                                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.                          | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 7 | Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 8 | Develop the East Doncaster SC student learning model   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|  |  |  |                                  |     |
|--|--|--|----------------------------------|-----|
| Activity 9   | Implement a whole school approach to classroom management  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| <b>KIS 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Align structures and resources to better support student wellbeing, engagement, and inclusion  |  |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Identify and implement strategies designed to improve student attendance</li> <li>- Improve engagement with parents and the wider College community</li> <li>- Develop the College Disability and Inclusion framework</li> </ul>  |  |                                  |     |
| Delivery of the annual actions for this KIS  |  |  |                                  |     |
| Outcomes   | <ul style="list-style-type: none"> <li>- Students will report improved wellbeing, student voice opportunities and greater agency in learning.</li> <li>- Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs</li> <li>- Community partnerships will be further developed and strengthened</li> </ul>   |  |                                  |     |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement</li> <li>- Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate.</li> <li>- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students</li> <li>- Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students...</li> </ul> |  |                                  |     |

|                           | <ul style="list-style-type: none"> <li>- Role clarity for key personnel responsible for supporting Disability and Inclusion</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Improvement in College attendance data with fewer students recorded as absent for 20 days or more.</li> <li>- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.</li> <li>- Community partnerships with preferred organisations and agencies will have been established and operational</li> <li>- The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025</li> <li>- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues</li> </ul> |   |                                  |                     |
|---------------------------|---|---|----------------------------------|---------------------|
| Enablers                  |   |   |                                  |                     |
| Barriers                  |   |   |                                  |                     |
| Commentary on progress    |   |   |                                  |                     |
| Future planning           |   |   |                                  |                     |
| OPTIONAL: Upload evidence |   |   |                                  |                     |
| Activities                | Activity  | Who   | When                             | Percentage complete |
| Activity 1                | Implement key processes and programs aimed to identify and support vulnerable students.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Careers leader/team</li> </ul> | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Monitor key processes and develop targeted interventions aimed to improve   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>   | from:<br>Term 1                  | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
|            | student attendance   | <input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Year level co-ordinator(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Education support  | to:<br>Term 4                    |     |
| Activity 3 | Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community. | <input checked="" type="checkbox"/> Student leadership coordinator<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4 | Develop the role of Disability and Inclusion coordinator.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Team leader(s)                                 | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and promote opportunities for increased engagement with community partners.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Education support   |                                  |     |
| Activity 7 | Ongoing staff professional learning in the sphere of student engagement, wellbeing and support | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |

## Monitoring and assessment - 2024

### End-of-year monitoring

|  |   |
|--|---|
| <b>Goal 2</b>                            | To optimise the learning growth of every student.   |
| <b>12-month target 2.1 target</b>        | <p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024<br/>Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>   |
| <b>Has this 12-month target been met</b> | Not Met   |
| <b>12-month target 2.2 target</b>        | Increase the percentage of students achieving VCE all study scores to 59% in 2024..   |
| <b>Has this 12-month target been met</b> | Not Met   |
| <b>12-month target 2.3 target</b>        | <p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024<br/>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024<br/>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p> |
| <b>Has this 12-month target been met</b> | Not Met   |
| <b>KIS 2.a</b>                           | Embed the school's instructional model.   |



|  |  |
|--|--|
| Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |  |
| Actions  | - Continue to develop teacher knowledge of and capacity to implement the Instructional Model.  |
| Delivery of the annual actions for this KIS  |  |
| Outcomes   | - All teachers will document and make visible lesson plans that use the EDSC Instructional Model<br>- In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.   |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction.</li> <li>- Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs)</li> <li>- Students will be able to articulate learning intentions and success criteria during learning walks</li> <li>- Learning walks will reveal greater on task time in class and strong engagement on the learning</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time.</li> <li>- Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others.</li> <li>- We will have collected data via learning walks and Compass audits to monitor evidence of teacher application</li> </ul> |
| Commentary on progress   |  |
| Enablers   |  |
| Barriers   |  |
| OPTIONAL: Upload evidence  |  |

| Activities | Activity   | Who  | When                             | Percentage complete |
|------------|--|--|----------------------------------|---------------------|
| Activity 1 | Curriculum leaders will facilitate professional learning on the Instructional Model and HITS and use the PDP process to support teachers.        | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader  | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 2 | Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection                               | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3 | Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 4 | Establish close links between the Instructional Model and the College Literacy Framework.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |

|  |   |  |                                  |     |
|--|---|--|----------------------------------|-----|
| Activity 5   | Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| <b>KIS 2.b</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Implement a consistent approach to feedback and differentiation to meet student point of need.  |  |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Continue to implement a multi-tiered approach to meet students' individual learning needs.</li> <li>- Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments.</li> </ul>  |  |                                  |     |
| Delivery of the annual actions for this KIS  |   |  |                                  |     |
| Outcomes   | <ul style="list-style-type: none"> <li>- Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly.</li> <li>- Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject.</li> </ul>   |  |                                  |     |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN</li> <li>- Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process</li> <li>- Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans</li> <li>- Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices.</li> <li>- Teachers document effective formative assessment strategies into the curriculum.</li> </ul> |  |                                  |     |

|                           | <p>- Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs.</p> <p>Late:</p> <ul style="list-style-type: none"> <li>- Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms.</li> <li>- Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved.</li> <li>- Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom.</li> </ul> |  |                                  |                     |
|---------------------------|--|--|----------------------------------|---------------------|
| Commentary on progress    |  |  |                                  |                     |
| Enablers                  |  |  |                                  |                     |
| Barriers                  |  |  |                                  |                     |
| OPTIONAL: Upload evidence |  |  |                                  |                     |
| Activities                | Activity   | Who  | When                             | Percentage complete |
| Activity 1                | Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.  | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom  | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Teachers will undertake professional learning on the value of PLCs and the   | <input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1                  | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            | structures and protocols being embedded into PLC at EDSC.  | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal  | to:<br>Term 2                    |     |
| Activity 4 | Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Numeracy improvement teacher   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 5 | PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Curriculum leaders will facilitate professional learning on HITS   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal                                    | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Teachers and school leaders to seek feedback from students on effectiveness  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 1                  | -1% |

|             |  |  |                                  |     |
|-------------|--|--|----------------------------------|-----|
|             | of classroom instruction and teacher feedback  | <input checked="" type="checkbox"/> Assistant principal  | to:<br>Term 4                    |     |
| Activity 8  | Reintroduce protocols for peer classroom observation   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 9  | Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.                                  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team         | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 10 | Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 11 | Domains will share and document differentiation and feedback strategies.   | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 12 | TLI protocols shared with all teachers working with tutors.  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 13 | IEPs developed for all students targeted via TLI and MYLNS   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)   | from:<br>Term 1                  | -1% |

|  |   |  |               |  |
|--|---|--|---------------|--|
|  |   | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher<br><input checked="" type="checkbox"/> Literacy improvement teacher | to:<br>Term 4 |  |
| <b>KIS 2.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further develop and embed the whole school approaches to Literacy and Numeracy.   |  |               |  |
| Actions  | <ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework.</li> <li>- Develop and trial a whole school numeracy framework.</li> </ul>  |  |               |  |
| Delivery of the annual actions for this KIS  |   |  |               |  |
| Outcomes   | <ul style="list-style-type: none"> <li>- All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students.</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies.</li> <li>- The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains.</li> </ul>  |  |               |  |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation includes strategies from our Whole School Literacy Framework.</li> <li>- Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning.</li> <li>- Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning.</li> </ul> |  |               |  |

|                           | <ul style="list-style-type: none"> <li>- Maths curriculum documentation explicitly addresses the four numeracy competencies</li> <li>- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.</li> <li>- PAT data will show growth in student literacy and numeracy abilities.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains trialing identified strategies in Whole School Numeracy Framework.</li> </ul> |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Commentary on progress    |  |   |                                  |                     |
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Deliver a differentiated PL program to build staff capacity to implement literacy strategies.  | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Literacy improvement teacher</li> <li><input checked="" type="checkbox"/> Principal</li> </ul> | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> <li><input checked="" type="checkbox"/> Teacher(s)</li> <li><input checked="" type="checkbox"/> Assistant principal</li> </ul>   | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 3                | Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>   | from:<br>Term 3                  | -1%                 |



|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Teacher(s)   | to:<br>Term 4                    |     |
| Activity 4 | Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 5 | Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 6 | Numeracy working party established to Draft a Whole School Numeracy Framework  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 7 | All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 8 | Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|             |   |  |                                  |     |
|-------------|---|--|----------------------------------|-----|
| Activity 9  | Deliver/source targeted professional learning on numeracy based assessment and differentiation. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 10 | Selected Domains will trial identified strategies in Whole School Numeracy Framework.           | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)                                  | from:<br>Term 3<br>to:<br>Term 4 | -1% |

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|--|--|
| <b>Goal 3</b>                            | To improve student wellbeing and engagement.   |
| <b>12-month target 3.1 target</b>        | <p>Increase the positive endorsement of the following Attitudes to School Survey factors:</p> <p>Advocate at School - to 59% in 2024</p> <p>Student Voice and Agency - 44% in 2024</p> <p>Student Connectedness - to 55% in 2024</p> |
| <b>Has this 12-month target been met</b> | Not Met  |
| <b>12-month target 3.2 target</b>        | <p>Increase the positive endorsement of the following Attitudes to School Survey factors:</p> <p>Respect for Diversity - to 48% in 2024</p> <p>Effective classroom behaviour - to 57% in 2024</p>                                    |
| <b>Has this 12-month target been met</b> | Not Met  |

|  |   |
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| <b>12-month target 3.3 target</b>  | Increase the positive endorsement of the following School Staff Survey factors:<br>Staff Professional Safety - 52% in 2024<br>Collective Efficacy - 67% in 2024   |
| <b>Has this 12-month target been met</b>   | Not Met   |
| <b>12-month target 3.4 target</b>  | Increase the positive endorsement of the following Parent Opinion Survey factors:<br>Effective Teaching - 71% in 2024<br>Student Motivation and Support - 63% in 2024   |
| <b>Has this 12-month target been met</b>   | Not Met   |
| <b>KIS 3.a</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Develop a whole school approach to fostering a positive climate for learning.   |
| Actions  | <ul style="list-style-type: none"> <li>- Establish a College wide approach to classroom management</li> <li>- Develop a whole school approach to student agency</li> <li>- Develop a whole school Wellbeing framework</li> </ul>  |
| Delivery of the annual actions for this KIS  |   |
| Outcomes   | <ul style="list-style-type: none"> <li>- Students will prioritise positive health, wellbeing and attendance at school.</li> <li>- Students will recognise and respond to wellbeing concerns and will feel supported at school</li> <li>- Teachers and leaders will increase opportunities for student agency in learning</li> </ul> |

|                           | - Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework  |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Success indicators        | <p>Early:</p> <ul style="list-style-type: none"> <li>- Key components to whole school wellbeing and classroom management are identified and existing practices documented.</li> <li>- Policies and programs will show documentation of a multi-tiered response model to Wellbeing.</li> <li>- Positive Futures documentation is mapped to meet the needs of each year level.</li> <li>- Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support.</li> <li>- Working party collaborates to draft the key components of the student learning model</li> <li>- School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Action plans for each component of the wellbeing framework identified</li> <li>- AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al.</li> <li>- College leadership team will approve EDSC learning model</li> <li>- School wide positive behaviour action plan reviewed by College leadership team</li> </ul> |   |                                  |                     |
| Commentary on progress    |  |   |                                  |                     |
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Conviene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |

|            |   |   |                                  |     |
|------------|---|---|----------------------------------|-----|
|            |   | <input checked="" type="checkbox"/> Sub school leader/s   |                                  |     |
| Activity 2 | Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)     | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3 | Establish a “School wide positive behaviour” working party to work alongside DET                          | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team              | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 4 | Review wellbeing strategic plan   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Continue to develop the multi-tiered response model “whole school approach” to wellbeing.                 | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.     | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 7 | Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 1                  | -1% |

|  |   |   |                                  |     |
|--|---|---|----------------------------------|-----|
|  | management strategies   | <input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | to:<br>Term 3                    |     |
| Activity 8   | Develop the East Doncaster SC student learning model  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 9   | Implement a whole school approach to classroom management   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal  | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| <b>KIS 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Align structures and resources to better support student wellbeing, engagement, and inclusion   |   |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Identify and implement strategies designed to improve student attendance</li> <li>- Improve engagement with parents and the wider College community</li> <li>- Develop the College Disability and Inclusion framework</li> </ul> |   |                                  |     |

|   |   |            |             |                            |
|---|---|------------|-------------|----------------------------|
| Delivery of the annual actions for this KIS |   |            |             |                            |
| Outcomes                                    | <ul style="list-style-type: none"> <li>- Students will report improved wellbeing, student voice opportunities and greater agency in learning.</li> <li>- Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs</li> <li>- Community partnerships will be further developed and strengthened</li> </ul>  |            |             |                            |
| Success indicators                          | <p>Early:</p> <ul style="list-style-type: none"> <li>- Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement</li> <li>- Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate.</li> <li>- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students</li> <li>- Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students...</li> <li>- Role clarity for key personnel responsible for supporting Disability and Inclusion</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Improvement in College attendance data with fewer students recorded as absent for 20 days or more.</li> <li>- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.</li> <li>- Community partnerships with preferred organisations and agencies will have been established and operational</li> <li>- The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025</li> <li>- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues</li> </ul> |            |             |                            |
| Commentary on progress                      |   |            |             |                            |
| Enablers                                    |   |            |             |                            |
| Barriers                                    |   |            |             |                            |
| OPTIONAL: Upload evidence                   |   |            |             |                            |
| <b>Activities</b>                           | <b>Activity</b>   | <b>Who</b> | <b>When</b> | <b>Percentage complete</b> |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
| Activity 1 | Implement key processes and programs aimed to identify and support vulnerable students.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Careers leader/team           | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 2 | Monitor key processes and develop targeted interventions aimed to improve student attendance   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Year level co-ordinator(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Education support | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3 | Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community. | <input checked="" type="checkbox"/> Student leadership coordinator<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Principal                         | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4 | Develop the role of Disability and Inclusion coordinator.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | -1% |



|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
| Activity 5 | Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025 | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and promote opportunities for increased engagement with community partners.                                       | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Education support  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Ongoing staff professional learning in the sphere of student engagement, wellbeing and support                             | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|                        |  |
|------------------------|--|
| <b>Future planning</b> |  |
|------------------------|--|

# Monitoring and assessment - 2024

## Mid Term 1 monitoring

|  |   |
|--|---|
| <b>Goal 2</b>  | To optimise the learning growth of every student.   |
| <b>12-month target 2.1 target</b>  | <p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024<br/>Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>   |
| <b>12-month target 2.2 target</b>  | Increase the percentage of students achieving VCE all study scores to 59% in 2024..   |
| <b>12-month target 2.3 target</b>  | <p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024<br/>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024<br/>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p> |
| <p><b>KIS 2.a</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Embed the school's instructional model.   |
| Actions  | - Continue to develop teacher knowledge of and capacity to implement the Instructional Model.   |

| Delivery of the annual actions for this KIS |  |   |                 |                     |
|---|--|---|-----------------|---------------------|
| Outcomes                                    | <ul style="list-style-type: none"> <li>- All teachers will document and make visible lesson plans that use the EDSC Instructional Model</li> <li>- In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.</li> </ul>   |   |                 |                     |
| Success indicators                          | <p>Early:</p> <ul style="list-style-type: none"> <li>- Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction.</li> <li>- Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs)</li> <li>- Students will be able to articulate learning intentions and success criteria during learning walks</li> <li>- Learning walks will reveal greater on task time in class and strong engagement on the learning</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time.</li> <li>- Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others.</li> <li>- We will have collected data via learning walks and Compass audits to monitor evidence of teacher application</li> </ul> |   |                 |                     |
| Enablers                                    |  |   |                 |                     |
| Barriers                                    |  |   |                 |                     |
| Commentary on progress                      |  |   |                 |                     |
| Future planning                             |  |   |                 |                     |
| OPTIONAL: Upload evidence                   |  |   |                 |                     |
| Activities                                  | Activity   | Who   | When            | Percentage complete |
| Activity 1                                  | Curriculum leaders will facilitate professional learning on the Instructional  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s) | from:<br>Term 1 | -1%                 |

|                |   |  |                                  |     |
|----------------|---|--|----------------------------------|-----|
|                | Model and HITS and use the PDP process to support teachers.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader   | to:<br>Term 2                    |     |
| Activity 2     | Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3     | Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy.            | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4     | Establish close links between the Instructional Model and the College Literacy Framework.   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 5     | Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| <b>KIS 2.b</b> | Implement a consistent approach to feedback and differentiation to meet student point of need.  |  |                                  |     |

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| Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |  |
| Actions  | <ul style="list-style-type: none"> <li>- Continue to implement a multi-tiered approach to meet students' individual learning needs.</li> <li>- Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments.</li> </ul>   |
| Delivery of the annual actions for this KIS  |  |
| Outcomes   | <ul style="list-style-type: none"> <li>- Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly.</li> <li>- Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject.</li> </ul>  |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN</li> <li>- Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process</li> <li>- Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans</li> <li>- Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices.</li> <li>- Teachers document effective formative assessment strategies into the curriculum.</li> <li>- Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs.</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms.</li> <li>- Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved.</li> <li>- Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom.</li> </ul> |

| Enablers                  |   |  |                                  |                     |
|---------------------------|---|--|----------------------------------|---------------------|
| Barriers                  |   |  |                                  |                     |
| Commentary on progress    |   |  |                                  |                     |
| Future planning           |   |  |                                  |                     |
| OPTIONAL: Upload evidence |   |  |                                  |                     |
| Activities                | Activity  | Who  | When                             | Percentage complete |
| Activity 1                | Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.     | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.          | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 4 | Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Numeracy improvement teacher   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 5 | PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Curriculum leaders will facilitate professional learning on HITS   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal                                    | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Teachers and school leaders to seek feedback from students on effectiveness of classroom instruction and teacher feedback  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 8 | Reintroduce protocols for peer classroom observation   | <input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2                  | -1% |

|             |  |  |                                  |     |
|-------------|--|--|----------------------------------|-----|
|             |  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal  | to:<br>Term 4                    |     |
| Activity 9  | Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.                                  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 10 | Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 11 | Domains will share and document differentiation and feedback strategies.   | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 12 | TLI protocols shared with all teachers working with tutors.  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 13 | IEPs developed for all students targeted via TLI and MYLNS   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher<br><input checked="" type="checkbox"/> Literacy improvement teacher | from:<br>Term 1<br>to:<br>Term 4 | -1% |



|   |  |
|---|--|
| <p><b>KIS 2.c</b><br/> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Further develop and embed the whole school approaches to Literacy and Numeracy.  |
| <p>Actions</p>  | <ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework.</li> <li>- Develop and trial a whole school numeracy framework.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>  |  |
| <p>Outcomes</p>   | <ul style="list-style-type: none"> <li>- All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students.</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies.</li> <li>- The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains.</li> </ul>   |
| <p>Success indicators</p>   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation includes strategies from our Whole School Literacy Framework.</li> <li>- Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning.</li> <li>- Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning.</li> <li>- Maths curriculum documentation explicitly addresses the four numeracy competencies</li> <li>- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.</li> <li>- PAT data will show growth in student literacy and numeracy abilities.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains</li> </ul> |

|                           | trialing identified strategies in Whole School Numeracy Framework.   |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| Commentary on progress    |  |   |                                  |                     |
| Future planning           |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Deliver a differentiated PL program to build staff capacity to implement literacy strategies.                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.                               | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 3                | Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
| Activity 4 | Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 5 | Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 6 | Numeracy working party established to Draft a Whole School Numeracy Framework  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 7 | All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 8 | Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 9 | Deliver/source targeted professional learning on numeracy based assessment and differentiation.  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |

|             |   |   |                                  |     |
|-------------|---|---|----------------------------------|-----|
|             |   | <input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 10 | Selected Domains will trial identified strategies in Whole School Numeracy Framework. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s) | from:<br>Term 3<br>to:<br>Term 4 | -1% |

|                                   |   |  |  |  |
|-----------------------------------|---|--|--|--|
| <b>Goal 3</b>                     | To improve student wellbeing and engagement.  |  |  |  |
| <b>12-month target 3.1 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Advocate at School - to 59% in 2024<br><br>Student Voice and Agency - 44% in 2024<br><br>Student Connectedness - to 55% in 2024 |  |  |  |
| <b>12-month target 3.2 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Respect for Diversity - to 48% in 2024<br><br>Effective classroom behaviour - to 57% in 2024                                    |  |  |  |
| <b>12-month target 3.3 target</b> | Increase the positive endorsement of the following School Staff Survey factors:<br><br>Staff Professional Safety - 52% in 2024<br><br>Collective Efficacy - 67% in 2024   |  |  |  |
| <b>12-month target 3.4 target</b> | Increase the positive endorsement of the following Parent Opinion Survey factors:<br><br>Effective Teaching - 71% in 2024<br><br>Student Motivation and Support - 63% in 2024   |  |  |  |

|  |  |
|--|--|
| <p><b>KIS 3.a</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Develop a whole school approach to fostering a positive climate for learning.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Establish a College wide approach to classroom management</li> <li>- Develop a whole school approach to student agency</li> <li>- Develop a whole school Wellbeing framework</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- Students will prioritise positive health, wellbeing and attendance at school.</li> <li>- Students will recognise and respond to wellbeing concerns and will feel supported at school</li> <li>- Teachers and leaders will increase opportunities for student agency in learning</li> <li>- Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Key components to whole school wellbeing and classroom management are identified and existing practices documented.</li> <li>- Policies and programs will show documentation of a multi-tiered response model to Wellbeing.</li> <li>- Positive Futures documentation is mapped to meet the needs of each year level.</li> <li>- Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support.</li> <li>- Working party collaborates to draft the key components of the student learning model</li> <li>- School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Action plans for each component of the wellbeing framework identified</li> <li>- AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al.</li> <li>- College leadership team will approve EDSC learning model</li> </ul> |

|                           | - School wide positive behaviour action plan reviewed by College leadership team   |  |                                  |                     |
|---------------------------|--|--|----------------------------------|---------------------|
| Enablers                  |  |  |                                  |                     |
| Barriers                  |  |  |                                  |                     |
| Commentary on progress    |  |  |                                  |                     |
| Future planning           |  |  |                                  |                     |
| OPTIONAL: Upload evidence |  |  |                                  |                     |
| Activities                | Activity   | Who  | When                             | Percentage complete |
| Activity 1                | Conviene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 2                | Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.                                    | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)              | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Establish a “School wide positive behaviour” working party to work alongside DET   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team                       | from:<br>Term 1<br>to:<br>Term 3 | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
| Activity 4 | Review wellbeing strategic plan  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Continue to develop the multi-tiered response model “whole school approach” to wellbeing.                                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.                          | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 7 | Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 8 | Develop the East Doncaster SC student learning model   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|  |  |  |                                  |     |
|--|--|--|----------------------------------|-----|
| Activity 9   | Implement a whole school approach to classroom management  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| <b>KIS 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Align structures and resources to better support student wellbeing, engagement, and inclusion  |  |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Identify and implement strategies designed to improve student attendance</li> <li>- Improve engagement with parents and the wider College community</li> <li>- Develop the College Disability and Inclusion framework</li> </ul>  |  |                                  |     |
| Delivery of the annual actions for this KIS  |  |  |                                  |     |
| Outcomes   | <ul style="list-style-type: none"> <li>- Students will report improved wellbeing, student voice opportunities and greater agency in learning.</li> <li>- Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs</li> <li>- Community partnerships will be further developed and strengthened</li> </ul>   |  |                                  |     |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement</li> <li>- Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate.</li> <li>- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students</li> <li>- Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students...</li> </ul> |  |                                  |     |



|                           | <ul style="list-style-type: none"> <li>- Role clarity for key personnel responsible for supporting Disability and Inclusion</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Improvement in College attendance data with fewer students recorded as absent for 20 days or more.</li> <li>- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.</li> <li>- Community partnerships with preferred organisations and agencies will have been established and operational</li> <li>- The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025</li> <li>- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues</li> </ul> |   |                                  |                     |
|---------------------------|---|---|----------------------------------|---------------------|
| Enablers                  |   |   |                                  |                     |
| Barriers                  |   |   |                                  |                     |
| Commentary on progress    |   |   |                                  |                     |
| Future planning           |   |   |                                  |                     |
| OPTIONAL: Upload evidence |   |   |                                  |                     |
| Activities                | Activity  | Who   | When                             | Percentage complete |
| Activity 1                | Implement key processes and programs aimed to identify and support vulnerable students.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Careers leader/team</li> </ul> | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Monitor key processes and develop targeted interventions aimed to improve   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>   | from:<br>Term 1                  | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
|            | student attendance   | <input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Year level co-ordinator(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Education support  | to:<br>Term 4                    |     |
| Activity 3 | Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community. | <input checked="" type="checkbox"/> Student leadership coordinator<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4 | Develop the role of Disability and Inclusion coordinator.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Team leader(s)                                 | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and promote opportunities for increased engagement with community partners.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Education support   |                                  |     |
| Activity 7 | Ongoing staff professional learning in the sphere of student engagement, wellbeing and support | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |

# Monitoring and assessment - 2024

## Mid Term 2 monitoring

|  |   |
|--|---|
| <b>Goal 2</b>  | To optimise the learning growth of every student.   |
| <b>12-month target 2.1 target</b>  | <p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024<br/>Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>   |
| <b>12-month target 2.2 target</b>  | Increase the percentage of students achieving VCE all study scores to 59% in 2024..   |
| <b>12-month target 2.3 target</b>  | <p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024<br/>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024<br/>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p> |
| <p><b>KIS 2.a</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Embed the school's instructional model.   |
| Actions  | - Continue to develop teacher knowledge of and capacity to implement the Instructional Model.   |

| Delivery of the annual actions for this KIS |  |   |                 |                     |
|---|--|---|-----------------|---------------------|
| Outcomes                                    | <ul style="list-style-type: none"> <li>- All teachers will document and make visible lesson plans that use the EDSC Instructional Model</li> <li>- In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.</li> </ul>   |   |                 |                     |
| Success indicators                          | <p>Early:</p> <ul style="list-style-type: none"> <li>- Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction.</li> <li>- Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs)</li> <li>- Students will be able to articulate learning intentions and success criteria during learning walks</li> <li>- Learning walks will reveal greater on task time in class and strong engagement on the learning</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time.</li> <li>- Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others.</li> <li>- We will have collected data via learning walks and Compass audits to monitor evidence of teacher application</li> </ul> |   |                 |                     |
| Enablers                                    |  |   |                 |                     |
| Barriers                                    |  |   |                 |                     |
| Commentary on progress                      |  |   |                 |                     |
| Future planning                             |  |   |                 |                     |
| OPTIONAL: Upload evidence                   |  |   |                 |                     |
| Activities                                  | Activity   | Who   | When            | Percentage complete |
| Activity 1                                  | Curriculum leaders will facilitate professional learning on the Instructional  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s) | from:<br>Term 1 | -1%                 |

|                |   |  |                                  |     |
|----------------|---|--|----------------------------------|-----|
|                | Model and HITS and use the PDP process to support teachers.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader   | to:<br>Term 2                    |     |
| Activity 2     | Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3     | Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy.            | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4     | Establish close links between the Instructional Model and the College Literacy Framework.   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 5     | Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| <b>KIS 2.b</b> | Implement a consistent approach to feedback and differentiation to meet student point of need.  |  |                                  |     |

|   |  |
|---|--|
| <p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> |  |
| <p>Actions</p>  | <ul style="list-style-type: none"> <li>- Continue to implement a multi-tiered approach to meet students' individual learning needs.</li> <li>- Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>  |  |
| <p>Outcomes</p>   | <ul style="list-style-type: none"> <li>- Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly.</li> <li>- Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject.</li> </ul>  |
| <p>Success indicators</p>   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN</li> <li>- Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process</li> <li>- Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans</li> <li>- Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices.</li> <li>- Teachers document effective formative assessment strategies into the curriculum.</li> <li>- Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs.</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms.</li> <li>- Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved.</li> <li>- Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom.</li> </ul> |

| Enablers                  |   |  |                                  |                     |
|---------------------------|---|--|----------------------------------|---------------------|
| Barriers                  |   |  |                                  |                     |
| Commentary on progress    |   |  |                                  |                     |
| Future planning           |   |  |                                  |                     |
| OPTIONAL: Upload evidence |   |  |                                  |                     |
| Activities                | Activity  | Who  | When                             | Percentage complete |
| Activity 1                | Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.     | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.          | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |



|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 4 | Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Numeracy improvement teacher   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 5 | PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Curriculum leaders will facilitate professional learning on HITS   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal                                    | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Teachers and school leaders to seek feedback from students on effectiveness of classroom instruction and teacher feedback  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 8 | Reintroduce protocols for peer classroom observation   | <input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2                  | -1% |

|             |  |  |                                  |     |
|-------------|--|--|----------------------------------|-----|
|             |  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal  | to:<br>Term 4                    |     |
| Activity 9  | Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.                                  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 10 | Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 11 | Domains will share and document differentiation and feedback strategies.   | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 12 | TLI protocols shared with all teachers working with tutors.  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 13 | IEPs developed for all students targeted via TLI and MYLNS   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher<br><input checked="" type="checkbox"/> Literacy improvement teacher | from:<br>Term 1<br>to:<br>Term 4 | -1% |

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| <b>KIS 2.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further develop and embed the whole school approaches to Literacy and Numeracy.  |
| Actions  | <ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework.</li> <li>- Develop and trial a whole school numeracy framework.</li> </ul>   |
| Delivery of the annual actions for this KIS  |  |
| Outcomes   | <ul style="list-style-type: none"> <li>- All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students.</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies.</li> <li>- The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains.</li> </ul>   |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation includes strategies from our Whole School Literacy Framework.</li> <li>- Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning.</li> <li>- Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning.</li> <li>- Maths curriculum documentation explicitly addresses the four numeracy competencies</li> <li>- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.</li> <li>- PAT data will show growth in student literacy and numeracy abilities.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains</li> </ul> |

|                           | trialing identified strategies in Whole School Numeracy Framework.   |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| Commentary on progress    |  |   |                                  |                     |
| Future planning           |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Deliver a differentiated PL program to build staff capacity to implement literacy strategies.                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.                               | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 3                | Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
| Activity 4 | Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 5 | Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 6 | Numeracy working party established to Draft a Whole School Numeracy Framework  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 7 | All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 8 | Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 9 | Deliver/source targeted professional learning on numeracy based assessment and differentiation.  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |

|             |   |   |                                  |     |
|-------------|---|---|----------------------------------|-----|
|             |   | <input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 10 | Selected Domains will trial identified strategies in Whole School Numeracy Framework. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s) | from:<br>Term 3<br>to:<br>Term 4 | -1% |

|                                   |   |  |  |  |
|-----------------------------------|---|--|--|--|
| <b>Goal 3</b>                     | To improve student wellbeing and engagement.  |  |  |  |
| <b>12-month target 3.1 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Advocate at School - to 59% in 2024<br><br>Student Voice and Agency - 44% in 2024<br><br>Student Connectedness - to 55% in 2024 |  |  |  |
| <b>12-month target 3.2 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Respect for Diversity - to 48% in 2024<br><br>Effective classroom behaviour - to 57% in 2024                                    |  |  |  |
| <b>12-month target 3.3 target</b> | Increase the positive endorsement of the following School Staff Survey factors:<br><br>Staff Professional Safety - 52% in 2024<br><br>Collective Efficacy - 67% in 2024   |  |  |  |
| <b>12-month target 3.4 target</b> | Increase the positive endorsement of the following Parent Opinion Survey factors:<br><br>Effective Teaching - 71% in 2024<br><br>Student Motivation and Support - 63% in 2024   |  |  |  |

|  |  |
|--|--|
| <p><b>KIS 3.a</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Develop a whole school approach to fostering a positive climate for learning.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Establish a College wide approach to classroom management</li> <li>- Develop a whole school approach to student agency</li> <li>- Develop a whole school Wellbeing framework</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- Students will prioritise positive health, wellbeing and attendance at school.</li> <li>- Students will recognise and respond to wellbeing concerns and will feel supported at school</li> <li>- Teachers and leaders will increase opportunities for student agency in learning</li> <li>- Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Key components to whole school wellbeing and classroom management are identified and existing practices documented.</li> <li>- Policies and programs will show documentation of a multi-tiered response model to Wellbeing.</li> <li>- Positive Futures documentation is mapped to meet the needs of each year level.</li> <li>- Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support.</li> <li>- Working party collaborates to draft the key components of the student learning model</li> <li>- School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Action plans for each component of the wellbeing framework identified</li> <li>- AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al.</li> <li>- College leadership team will approve EDSC learning model</li> </ul> |

|                           | - School wide positive behaviour action plan reviewed by College leadership team   |  |                                  |                     |
|---------------------------|--|--|----------------------------------|---------------------|
| Enablers                  |  |  |                                  |                     |
| Barriers                  |  |  |                                  |                     |
| Commentary on progress    |  |  |                                  |                     |
| Future planning           |  |  |                                  |                     |
| OPTIONAL: Upload evidence |  |  |                                  |                     |
| Activities                | Activity   | Who  | When                             | Percentage complete |
| Activity 1                | Conviene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 2                | Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.                                    | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)              | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Establish a “School wide positive behaviour” working party to work alongside DET   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team                       | from:<br>Term 1<br>to:<br>Term 3 | -1%                 |



|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
| Activity 4 | Review wellbeing strategic plan  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Continue to develop the multi-tiered response model “whole school approach” to wellbeing.                                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.                          | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 7 | Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 8 | Develop the East Doncaster SC student learning model   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|  |   |  |                                  |     |
|--|---|--|----------------------------------|-----|
| Activity 9   | Implement a whole school approach to classroom management   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| <b>KIS 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school |   | Align structures and resources to better support student wellbeing, engagement, and inclusion  |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Identify and implement strategies designed to improve student attendance</li> <li>- Improve engagement with parents and the wider College community</li> <li>- Develop the College Disability and Inclusion framework</li> </ul>   |  |                                  |     |
| Delivery of the annual actions for this KIS  |   |  |                                  |     |
| Outcomes   | <ul style="list-style-type: none"> <li>- Students will report improved wellbeing, student voice opportunities and greater agency in learning.</li> <li>- Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs</li> <li>- Community partnerships will be further developed and strengthened</li> </ul>  |  |                                  |     |
| Success indicators   | Early: <ul style="list-style-type: none"> <li>- Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement</li> <li>- Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate.</li> <li>- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students</li> <li>- Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students...</li> </ul> |  |                                  |     |

|                           | <ul style="list-style-type: none"> <li>- Role clarity for key personnel responsible for supporting Disability and Inclusion</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Improvement in College attendance data with fewer students recorded as absent for 20 days or more.</li> <li>- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.</li> <li>- Community partnerships with preferred organisations and agencies will have been established and operational</li> <li>- The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025</li> <li>- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues</li> </ul> |   |                                  |                     |
|---------------------------|---|---|----------------------------------|---------------------|
| Enablers                  |   |   |                                  |                     |
| Barriers                  |   |   |                                  |                     |
| Commentary on progress    |   |   |                                  |                     |
| Future planning           |   |   |                                  |                     |
| OPTIONAL: Upload evidence |   |   |                                  |                     |
| Activities                | Activity  | Who   | When                             | Percentage complete |
| Activity 1                | Implement key processes and programs aimed to identify and support vulnerable students.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Careers leader/team</li> </ul> | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Monitor key processes and develop targeted interventions aimed to improve   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>   | from:<br>Term 1                  | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
|            | student attendance   | <input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Year level co-ordinator(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Education support  | to:<br>Term 4                    |     |
| Activity 3 | Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community. | <input checked="" type="checkbox"/> Student leadership coordinator<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4 | Develop the role of Disability and Inclusion coordinator.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Team leader(s)                                 | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and promote opportunities for increased engagement with community partners.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Education support   |                                  |     |
| Activity 7 | Ongoing staff professional learning in the sphere of student engagement, wellbeing and support | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |

# Monitoring and assessment - 2024

## Mid Term 3 monitoring

|  |   |
|--|---|
| <b>Goal 2</b>  | To optimise the learning growth of every student.   |
| <b>12-month target 2.1 target</b>  | <p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024<br/>Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>   |
| <b>12-month target 2.2 target</b>  | Increase the percentage of students achieving VCE all study scores to 59% in 2024..   |
| <b>12-month target 2.3 target</b>  | <p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024<br/>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024<br/>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p> |
| <p><b>KIS 2.a</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Embed the school's instructional model.   |
| Actions  | - Continue to develop teacher knowledge of and capacity to implement the Instructional Model.   |

| Delivery of the annual actions for this KIS |  |   |                 |                     |
|---|--|---|-----------------|---------------------|
| Outcomes                                    | <ul style="list-style-type: none"> <li>- All teachers will document and make visible lesson plans that use the EDSC Instructional Model</li> <li>- In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.</li> </ul>   |   |                 |                     |
| Success indicators                          | <p>Early:</p> <ul style="list-style-type: none"> <li>- Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction.</li> <li>- Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs)</li> <li>- Students will be able to articulate learning intentions and success criteria during learning walks</li> <li>- Learning walks will reveal greater on task time in class and strong engagement on the learning</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time.</li> <li>- Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others.</li> <li>- We will have collected data via learning walks and Compass audits to monitor evidence of teacher application</li> </ul> |   |                 |                     |
| Enablers                                    |  |   |                 |                     |
| Barriers                                    |  |   |                 |                     |
| Commentary on progress                      |  |   |                 |                     |
| Future planning                             |  |   |                 |                     |
| OPTIONAL: Upload evidence                   |  |   |                 |                     |
| Activities                                  | Activity   | Who   | When            | Percentage complete |
| Activity 1                                  | Curriculum leaders will facilitate professional learning on the Instructional  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s) | from:<br>Term 1 | -1%                 |

|                |   |  |                                  |     |
|----------------|---|--|----------------------------------|-----|
|                | Model and HITS and use the PDP process to support teachers.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader   | to:<br>Term 2                    |     |
| Activity 2     | Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3     | Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy.            | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4     | Establish close links between the Instructional Model and the College Literacy Framework.   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 5     | Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| <b>KIS 2.b</b> | Implement a consistent approach to feedback and differentiation to meet student point of need.  |  |                                  |     |



|  |  |
|--|--|
| Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |  |
| Actions  | <ul style="list-style-type: none"> <li>- Continue to implement a multi-tiered approach to meet students' individual learning needs.</li> <li>- Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments.</li> </ul>   |
| Delivery of the annual actions for this KIS  |  |
| Outcomes   | <ul style="list-style-type: none"> <li>- Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly.</li> <li>- Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject.</li> </ul>  |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN</li> <li>- Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process</li> <li>- Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans</li> <li>- Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices.</li> <li>- Teachers document effective formative assessment strategies into the curriculum.</li> <li>- Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs.</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms.</li> <li>- Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved.</li> <li>- Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom.</li> </ul> |

| Enablers                  |   |  |                                  |                     |
|---------------------------|---|--|----------------------------------|---------------------|
| Barriers                  |   |  |                                  |                     |
| Commentary on progress    |   |  |                                  |                     |
| Future planning           |   |  |                                  |                     |
| OPTIONAL: Upload evidence |   |  |                                  |                     |
| Activities                | Activity  | Who  | When                             | Percentage complete |
| Activity 1                | Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.     | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.          | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 4 | Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Numeracy improvement teacher   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 5 | PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Curriculum leaders will facilitate professional learning on HITS   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal                                    | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Teachers and school leaders to seek feedback from students on effectiveness of classroom instruction and teacher feedback  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 8 | Reintroduce protocols for peer classroom observation   | <input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2                  | -1% |

|             |  |  |                                  |     |
|-------------|--|--|----------------------------------|-----|
|             |  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal  | to:<br>Term 4                    |     |
| Activity 9  | Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.                                  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 10 | Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 11 | Domains will share and document differentiation and feedback strategies.   | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 12 | TLI protocols shared with all teachers working with tutors.  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 13 | IEPs developed for all students targeted via TLI and MYLNS   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher<br><input checked="" type="checkbox"/> Literacy improvement teacher | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|  |  |
|--|--|
| <b>KIS 2.c</b><br>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Further develop and embed the whole school approaches to Literacy and Numeracy.  |
| Actions  | <ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework.</li> <li>- Develop and trial a whole school numeracy framework.</li> </ul>   |
| Delivery of the annual actions for this KIS  |  |
| Outcomes   | <ul style="list-style-type: none"> <li>- All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students.</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies.</li> <li>- The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains.</li> </ul>   |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation includes strategies from our Whole School Literacy Framework.</li> <li>- Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning.</li> <li>- Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning.</li> <li>- Maths curriculum documentation explicitly addresses the four numeracy competencies</li> <li>- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.</li> <li>- PAT data will show growth in student literacy and numeracy abilities.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains</li> </ul> |

|                           | trialing identified strategies in Whole School Numeracy Framework.   |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| Commentary on progress    |  |   |                                  |                     |
| Future planning           |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Deliver a differentiated PL program to build staff capacity to implement literacy strategies.                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.                               | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 3                | Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
| Activity 4 | Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 5 | Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 6 | Numeracy working party established to Draft a Whole School Numeracy Framework  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 7 | All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 8 | Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 9 | Deliver/source targeted professional learning on numeracy based assessment and differentiation.  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |

|             |   |   |                                  |     |
|-------------|---|---|----------------------------------|-----|
|             |   | <input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 10 | Selected Domains will trial identified strategies in Whole School Numeracy Framework. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s) | from:<br>Term 3<br>to:<br>Term 4 | -1% |

|                                   |   |  |  |  |
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| <b>Goal 3</b>                     | To improve student wellbeing and engagement.  |  |  |  |
| <b>12-month target 3.1 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br>Advocate at School - to 59% in 2024<br>Student Voice and Agency - 44% in 2024<br>Student Connectedness - to 55% in 2024 |  |  |  |
| <b>12-month target 3.2 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br>Respect for Diversity - to 48% in 2024<br>Effective classroom behaviour - to 57% in 2024                                |  |  |  |
| <b>12-month target 3.3 target</b> | Increase the positive endorsement of the following School Staff Survey factors:<br>Staff Professional Safety - 52% in 2024<br>Collective Efficacy - 67% in 2024   |  |  |  |
| <b>12-month target 3.4 target</b> | Increase the positive endorsement of the following Parent Opinion Survey factors:<br>Effective Teaching - 71% in 2024<br>Student Motivation and Support - 63% in 2024   |  |  |  |



|  |  |
|--|--|
| <p><b>KIS 3.a</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Develop a whole school approach to fostering a positive climate for learning.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Establish a College wide approach to classroom management</li> <li>- Develop a whole school approach to student agency</li> <li>- Develop a whole school Wellbeing framework</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- Students will prioritise positive health, wellbeing and attendance at school.</li> <li>- Students will recognise and respond to wellbeing concerns and will feel supported at school</li> <li>- Teachers and leaders will increase opportunities for student agency in learning</li> <li>- Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Key components to whole school wellbeing and classroom management are identified and existing practices documented.</li> <li>- Policies and programs will show documentation of a multi-tiered response model to Wellbeing.</li> <li>- Positive Futures documentation is mapped to meet the needs of each year level.</li> <li>- Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support.</li> <li>- Working party collaborates to draft the key components of the student learning model</li> <li>- School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Action plans for each component of the wellbeing framework identified</li> <li>- AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al.</li> <li>- College leadership team will approve EDSC learning model</li> </ul> |

|                           | - School wide positive behaviour action plan reviewed by College leadership team   |  |                                  |                     |
|---------------------------|--|--|----------------------------------|---------------------|
| Enablers                  |  |  |                                  |                     |
| Barriers                  |  |  |                                  |                     |
| Commentary on progress    |  |  |                                  |                     |
| Future planning           |  |  |                                  |                     |
| OPTIONAL: Upload evidence |  |  |                                  |                     |
| Activities                | Activity   | Who  | When                             | Percentage complete |
| Activity 1                | Conviene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 2                | Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.                                    | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)              | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Establish a “School wide positive behaviour” working party to work alongside DET   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team                       | from:<br>Term 1<br>to:<br>Term 3 | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
| Activity 4 | Review wellbeing strategic plan  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Continue to develop the multi-tiered response model “whole school approach” to wellbeing.                                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.                          | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 7 | Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 8 | Develop the East Doncaster SC student learning model   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|  |  |  |                                  |     |
|--|--|--|----------------------------------|-----|
| Activity 9   | Implement a whole school approach to classroom management  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| <b>KIS 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Align structures and resources to better support student wellbeing, engagement, and inclusion  |  |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Identify and implement strategies designed to improve student attendance</li> <li>- Improve engagement with parents and the wider College community</li> <li>- Develop the College Disability and Inclusion framework</li> </ul>  |  |                                  |     |
| Delivery of the annual actions for this KIS  |  |  |                                  |     |
| Outcomes   | <ul style="list-style-type: none"> <li>- Students will report improved wellbeing, student voice opportunities and greater agency in learning.</li> <li>- Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs</li> <li>- Community partnerships will be further developed and strengthened</li> </ul>   |  |                                  |     |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement</li> <li>- Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate.</li> <li>- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students</li> <li>- Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students...</li> </ul> |  |                                  |     |

|                           | <ul style="list-style-type: none"> <li>- Role clarity for key personnel responsible for supporting Disability and Inclusion</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Improvement in College attendance data with fewer students recorded as absent for 20 days or more.</li> <li>- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.</li> <li>- Community partnerships with preferred organisations and agencies will have been established and operational</li> <li>- The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025</li> <li>- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues</li> </ul> |   |                                  |                     |
|---------------------------|---|---|----------------------------------|---------------------|
| Enablers                  |   |   |                                  |                     |
| Barriers                  |   |   |                                  |                     |
| Commentary on progress    |   |   |                                  |                     |
| Future planning           |   |   |                                  |                     |
| OPTIONAL: Upload evidence |   |   |                                  |                     |
| Activities                | Activity  | Who   | When                             | Percentage complete |
| Activity 1                | Implement key processes and programs aimed to identify and support vulnerable students.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Careers leader/team</li> </ul> | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Monitor key processes and develop targeted interventions aimed to improve   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>   | from:<br>Term 1                  | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
|            | student attendance   | <input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Year level co-ordinator(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Education support  | to:<br>Term 4                    |     |
| Activity 3 | Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community. | <input checked="" type="checkbox"/> Student leadership coordinator<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4 | Develop the role of Disability and Inclusion coordinator.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Team leader(s)                                 | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and promote opportunities for increased engagement with community partners.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Education support   |                                  |     |
| Activity 7 | Ongoing staff professional learning in the sphere of student engagement, wellbeing and support | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |

# Monitoring and assessment - 2024

## Mid Term 4 monitoring

|  |   |
|--|---|
| <b>Goal 2</b>  | To optimise the learning growth of every student.   |
| <b>12-month target 2.1 target</b>  | <p>NAPLAN</p> <p>Increase the percentage of Year 9 students in the exceeding proficiency level in NAPLAN for:</p> <p>Writing - to 30% in 2024<br/>Numeracy - to 36% in 2024</p> <p>Benchmark Growth data will not be available until 2025</p>   |
| <b>12-month target 2.2 target</b>  | Increase the percentage of students achieving VCE all study scores to 59% in 2024..   |
| <b>12-month target 2.3 target</b>  | <p>Increase the positive endorsement of the following factors in the School Staff Survey Teaching and Learning module:</p> <p>Teachers in this school use an explicit pedagogical model to guide their practice - to 82% in 2024<br/>Teachers in this school plan differentiated learning activities based on student learning needs - to 68% in 2024<br/>Teachers in this school have a deep understanding of how to use formative assessment - to 69% in 2024</p> |
| <p><b>KIS 2.a</b><br/>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Embed the school's instructional model.   |
| Actions  | - Continue to develop teacher knowledge of and capacity to implement the Instructional Model.   |



| Delivery of the annual actions for this KIS |  |   |                 |                     |
|---|--|---|-----------------|---------------------|
| Outcomes                                    | <ul style="list-style-type: none"> <li>- All teachers will document and make visible lesson plans that use the EDSC Instructional Model</li> <li>- In every classroom it is evident that all phases of the Instructional Model are being meaningfully incorporated.</li> </ul>   |   |                 |                     |
| Success indicators                          | <p>Early:</p> <ul style="list-style-type: none"> <li>- Teachers regularly seek feedback from students regarding the effectiveness of classroom instruction.</li> <li>- Teachers will collaboratively develop lesson plans that align with the College Instructional Model and will engage in regular discussions about the most effective teaching strategies (both in Domain time and in PLCs)</li> <li>- Students will be able to articulate learning intentions and success criteria during learning walks</li> <li>- Learning walks will reveal greater on task time in class and strong engagement on the learning</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Attitudes To School Survey responses will reflect positive improvement in stimulated learning and effective teaching time.</li> <li>- Curriculum leaders will have identified champions of practice and provided opportunities for them to share with and mentor others.</li> <li>- We will have collected data via learning walks and Compass audits to monitor evidence of teacher application</li> </ul> |   |                 |                     |
| Enablers                                    |  |   |                 |                     |
| Barriers                                    |  |   |                 |                     |
| Commentary on progress                      |  |   |                 |                     |
| Future planning                             |  |   |                 |                     |
| OPTIONAL: Upload evidence                   |  |   |                 |                     |
| Activities                                  | Activity   | Who   | When            | Percentage complete |
| Activity 1                                  | Curriculum leaders will facilitate professional learning on the Instructional  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s) | from:<br>Term 1 | -1%                 |

|                |   |  |                                  |     |
|----------------|---|--|----------------------------------|-----|
|                | Model and HITS and use the PDP process to support teachers.   | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader   | to:<br>Term 2                    |     |
| Activity 2     | Continue to strengthen teacher use of the Instructional Model via learning walks, peer observation, and reflection  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 3     | Teacher teams review and update curriculum documentation, collaboratively planning lesson sequences with a specific focus on effective pedagogy.            | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4     | Establish close links between the Instructional Model and the College Literacy Framework.   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 5     | Learning Specialists are working closely with teachers who have been identified as needing support with strengthening their use of the Instructional Model. | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| <b>KIS 2.b</b> | Implement a consistent approach to feedback and differentiation to meet student point of need.  |  |                                  |     |

|  |  |
|--|--|
| Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs |  |
| Actions  | <ul style="list-style-type: none"> <li>- Continue to implement a multi-tiered approach to meet students' individual learning needs.</li> <li>- Build staff capacity to differentiate to meet students' point of need by using data to inform their instructional practice and review the effectiveness of their curriculum and assessments.</li> </ul>   |
| Delivery of the annual actions for this KIS  |  |
| Outcomes   | <ul style="list-style-type: none"> <li>- Teachers will routinely use formative assessment to determine student learning needs and differentiate the learning program accordingly.</li> <li>- Students will receive explicit feedback so that they know what the next steps are to progress in their learning for each subject.</li> </ul>  |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Year 7-9 data will be triangulated (PAT, NAPLAN and Compass cycle data) to determine students in need or targeted academic support or intervention via TLI, Literacy, Cars and Stars, Quicksmart and GRIN</li> <li>- Tutors will provide targeted academic support for identified students; including student voice in the development of meaningful learning goals in the IEP process</li> <li>- Teachers will utilise data sources including NAPLAN and PAT to reflect upon the individual needs of their class and formulate data action plans</li> <li>- Teachers will work in their year level teams to identify cohort level needs and how this will inform their curriculum and pedagogical practices.</li> <li>- Teachers document effective formative assessment strategies into the curriculum.</li> <li>- Teachers reflect on formative assessment data to inform teaching practices, both in teacher teams and PLCs.</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Teachers will regularly collaborate with colleagues to implement the most effective teaching and feedback strategies in their classrooms.</li> <li>- Student Attitude to School Survey will reveal student acknowledgement of differentiated learning has improved.</li> <li>- Peer observations and learning walks provide evidence of differentiation being actively planned for in the classroom.</li> </ul> |

| Enablers                  |   |  |                                  |                     |
|---------------------------|---|--|----------------------------------|---------------------|
| Barriers                  |   |  |                                  |                     |
| Commentary on progress    |   |  |                                  |                     |
| Future planning           |   |  |                                  |                     |
| OPTIONAL: Upload evidence |   |  |                                  |                     |
| Activities                | Activity  | Who  | When                             | Percentage complete |
| Activity 1                | Develop a professional learning plan that supports staff to understand and effectively implement differentiation and feedback strategies.     | <input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team  | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Teachers will, using diagnostic data and ongoing formative assessments, identify the individual learning needs of students in their classroom | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Teachers will undertake professional learning on the value of PLCs and the structures and protocols being embedded into PLC at EDSC.          | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> PLC leaders  | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |

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|            |  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 4 | Teachers and tutors will collaboratively plan and implement differentiated learning approaches based on student learning data  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Numeracy improvement teacher   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 5 | PLCs will meet regularly to plan and engage in reflective practice with an ongoing focus on monitoring student learning data and the sharing of strategies to progress all students in their learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Curriculum leaders will facilitate professional learning on HITS   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal                                    | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 7 | Teachers and school leaders to seek feedback from students on effectiveness of classroom instruction and teacher feedback  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 8 | Reintroduce protocols for peer classroom observation   | <input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2                  | -1% |

|             |  |  |                                  |     |
|-------------|--|--|----------------------------------|-----|
|             |  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Assistant principal  | to:<br>Term 4                    |     |
| Activity 9  | Teachers will engage in peer observation and feedback as part of the PLC inquiry cycle.                                  | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC leaders<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leadership team   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 10 | Regular learning walks will be conducted with a clear focus on differentiation and feedback strategies in the classroom. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 11 | Domains will share and document differentiation and feedback strategies.   | <input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 12 | TLI protocols shared with all teachers working with tutors.  | <input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 13 | IEPs developed for all students targeted via TLI and MYLNS   | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Numeracy improvement teacher<br><input checked="" type="checkbox"/> Literacy improvement teacher | from:<br>Term 1<br>to:<br>Term 4 | -1% |

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|---|--|
| <p><b>KIS 2.c</b><br/> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p> | Further develop and embed the whole school approaches to Literacy and Numeracy.  |
| <p>Actions</p>  | <ul style="list-style-type: none"> <li>- Continue to embed our whole school literacy framework.</li> <li>- Develop and trial a whole school numeracy framework.</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>  |  |
| <p>Outcomes</p>   | <ul style="list-style-type: none"> <li>- All teachers will plan and document strategies using the literacy framework to address the literacy needs of their students.</li> <li>- Teachers of Maths will diagnose the numeracy abilities of students in their classes to teach to their point of need; with an emphasis on building, sharing and documenting effective differentiation strategies.</li> <li>- The Numeracy working party will develop and trial aspects of a whole school numeracy framework across Domains.</li> </ul>   |
| <p>Success indicators</p>   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Curriculum documentation includes strategies from our Whole School Literacy Framework.</li> <li>- Maths teachers have collaborated to identify numeracy strategies that are most effective to aid student learning growth and have reached common agreement on non-negotiables in their subject area.</li> <li>- Students identified for the TLI and MYLNS will have IEPs that explicitly state literacy and numeracy goals for learning improvement</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Learning Walks across all subject areas will show evidence of literacy strategies being implemented to progress learning.</li> <li>- Maths curriculum documentation will show increased evidence of explicit differentiation strategies, showing the continuum of Maths learning.</li> <li>- Maths curriculum documentation explicitly addresses the four numeracy competencies</li> <li>- Learning walks across Maths classes will show evidence of the non-negotiable strategies being implemented by all Maths teachers.</li> <li>- PAT data will show growth in student literacy and numeracy abilities.</li> <li>- Students will recognise and be able to use literacy strategies that are transferable across subjects.</li> <li>- Teachers will be able to recognise numeracy strategies that are transferable to their own subject areas with selected Domains</li> </ul> |

|                           | trialing identified strategies in Whole School Numeracy Framework.   |   |                                  |                     |
|---------------------------|--|---|----------------------------------|---------------------|
| Enablers                  |  |   |                                  |                     |
| Barriers                  |  |   |                                  |                     |
| Commentary on progress    |  |   |                                  |                     |
| Future planning           |  |   |                                  |                     |
| OPTIONAL: Upload evidence |  |   |                                  |                     |
| Activities                | Activity   | Who   | When                             | Percentage complete |
| Activity 1                | Deliver a differentiated PL program to build staff capacity to implement literacy strategies.                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Literacy improvement teacher<br><input checked="" type="checkbox"/> Principal | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Maths teachers identify and document the non-negotiables for Maths Teaching at EDSC.                               | <input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal   | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 3                | Organise Learning Walks to observe staff practice and collect data on the use of literacy and numeracy strategies. | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 3<br>to:<br>Term 4 | -1%                 |



|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
| Activity 4 | Conduct audit of curriculum documentation to find evidence of literacy and numeracy strategies being utilised across all Domains.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 5 | Via Domain work and targeted professional learning, Domains will continue to embed the Whole School Literacy Framework into their curriculum.  | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Leadership team | from:<br>Term 2<br>to:<br>Term 4 | -1% |
| Activity 6 | Numeracy working party established to Draft a Whole School Numeracy Framework  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)  | from:<br>Term 3<br>to:<br>Term 4 | -1% |
| Activity 7 | All Domain Leaders work with their teachers in identifying the numeracy demands in their subject areas   | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 8 | Maths teachers triangulate data, including Year 7-9 PAT data and NAPLAN, to determine the numeracy needs of their students, collaborating to differentiate practice to improve learning. | <input checked="" type="checkbox"/> Data leader<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 9 | Deliver/source targeted professional learning on numeracy based assessment and differentiation.  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Teacher(s)  | from:<br>Term 2<br>to:<br>Term 4 | -1% |

|             |   |   |                                  |     |
|-------------|---|---|----------------------------------|-----|
|             |   | <input checked="" type="checkbox"/> Principal   |                                  |     |
| Activity 10 | Selected Domains will trial identified strategies in Whole School Numeracy Framework. | <input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Team leader(s) | from:<br>Term 3<br>to:<br>Term 4 | -1% |

|                                   |   |  |  |  |
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| <b>Goal 3</b>                     | To improve student wellbeing and engagement.  |  |  |  |
| <b>12-month target 3.1 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Advocate at School - to 59% in 2024<br><br>Student Voice and Agency - 44% in 2024<br><br>Student Connectedness - to 55% in 2024 |  |  |  |
| <b>12-month target 3.2 target</b> | Increase the positive endorsement of the following Attitudes to School Survey factors:<br><br>Respect for Diversity - to 48% in 2024<br><br>Effective classroom behaviour - to 57% in 2024                                    |  |  |  |
| <b>12-month target 3.3 target</b> | Increase the positive endorsement of the following School Staff Survey factors:<br><br>Staff Professional Safety - 52% in 2024<br><br>Collective Efficacy - 67% in 2024   |  |  |  |
| <b>12-month target 3.4 target</b> | Increase the positive endorsement of the following Parent Opinion Survey factors:<br><br>Effective Teaching - 71% in 2024<br><br>Student Motivation and Support - 63% in 2024   |  |  |  |

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|--|--|
| <p><b>KIS 3.a</b><br/>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p> | <p>Develop a whole school approach to fostering a positive climate for learning.</p>   |
| <p>Actions</p>   | <ul style="list-style-type: none"> <li>- Establish a College wide approach to classroom management</li> <li>- Develop a whole school approach to student agency</li> <li>- Develop a whole school Wellbeing framework</li> </ul>   |
| <p>Delivery of the annual actions for this KIS</p>   |  |
| <p>Outcomes</p>  | <ul style="list-style-type: none"> <li>- Students will prioritise positive health, wellbeing and attendance at school.</li> <li>- Students will recognise and respond to wellbeing concerns and will feel supported at school</li> <li>- Teachers and leaders will increase opportunities for student agency in learning</li> <li>- Leaders will support whole-school continuous development, documentation and revision of the College wellbeing framework</li> </ul>   |
| <p>Success indicators</p>  | <p>Early:</p> <ul style="list-style-type: none"> <li>- Key components to whole school wellbeing and classroom management are identified and existing practices documented.</li> <li>- Policies and programs will show documentation of a multi-tiered response model to Wellbeing.</li> <li>- Positive Futures documentation is mapped to meet the needs of each year level.</li> <li>- Teachers begin to identify and document content necessary to implement social and emotional learning within their curriculum areas.</li> <li>- Student surveys and focus group responses are collected and show that students know how to seek health and wellbeing support.</li> <li>- Working party collaborates to draft the key components of the student learning model</li> <li>- School wide positive behaviour working party will work through the DET program and identify the multi-tiered approach to behaviour management</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Action plans for each component of the wellbeing framework identified</li> <li>- AtoSS data shows an improvement in the following framework factors: classroom behaviour et. al.</li> <li>- College leadership team will approve EDSC learning model</li> </ul> |

|                           | - School wide positive behaviour action plan reviewed by College leadership team   |  |                                  |                     |
|---------------------------|--|--|----------------------------------|---------------------|
| Enablers                  |  |  |                                  |                     |
| Barriers                  |  |  |                                  |                     |
| Commentary on progress    |  |  |                                  |                     |
| Future planning           |  |  |                                  |                     |
| OPTIONAL: Upload evidence |  |  |                                  |                     |
| Activities                | Activity   | Who  | When                             | Percentage complete |
| Activity 1                | Conviene regular student focus groups to gain further insight into the effectiveness of College programs and their impact on school climate. | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | -1%                 |
| Activity 2                | Monitor and review Positive Futures program, utilising Positive Futures surveys, staff and student voice.                                    | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Teacher(s)              | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 3                | Establish a “School wide positive behaviour” working party to work alongside DET   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Principal<br><input checked="" type="checkbox"/> Wellbeing team                       | from:<br>Term 1<br>to:<br>Term 3 | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
| Activity 4 | Review wellbeing strategic plan  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Continue to develop the multi-tiered response model “whole school approach” to wellbeing.                                      | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Teacher(s)   | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and document the Social & Emotional Learning (SEL) capabilities aligned to learning domains.                          | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> KLA leader<br><input checked="" type="checkbox"/> Leading teacher(s)   | from:<br>Term 2<br>to:<br>Term 3 | -1% |
| Activity 7 | Implement key wellbeing and engagement strategies as identified by the BSEM working party into classroom management strategies | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal   | from:<br>Term 1<br>to:<br>Term 3 | -1% |
| Activity 8 | Develop the East Doncaster SC student learning model   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Team leader(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Student(s) | from:<br>Term 1<br>to:<br>Term 4 | -1% |

|  |  |  |                                  |     |
|--|--|--|----------------------------------|-----|
| Activity 9   | Implement a whole school approach to classroom management  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Learning specialist(s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| <b>KIS 3.c</b><br>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school | Align structures and resources to better support student wellbeing, engagement, and inclusion  |  |                                  |     |
| Actions  | <ul style="list-style-type: none"> <li>- Identify and implement strategies designed to improve student attendance</li> <li>- Improve engagement with parents and the wider College community</li> <li>- Develop the College Disability and Inclusion framework</li> </ul>  |  |                                  |     |
| Delivery of the annual actions for this KIS  |  |  |                                  |     |
| Outcomes   | <ul style="list-style-type: none"> <li>- Students will report improved wellbeing, student voice opportunities and greater agency in learning.</li> <li>- Teachers and the Wellbeing Team will recognise and appropriately respond to students' wellbeing needs</li> <li>- Community partnerships will be further developed and strengthened</li> </ul>   |  |                                  |     |
| Success indicators   | <p>Early:</p> <ul style="list-style-type: none"> <li>- Attendance data is regularly collected and distributed to student learning management teams to identify students at risk of disengagement</li> <li>- Preferred community organisations and agencies are identified and steps are taken to initiate partnerships where appropriate.</li> <li>- Documentation of identified Berry Street Educational Model strategies will be evident in Student Wellbeing and Engagement strategies available to all staff and students</li> <li>- Students with additional learning needs are identified and teachers are aware of their responsibilities to address the individual needs of their students...</li> </ul> |  |                                  |     |

|                           | <ul style="list-style-type: none"> <li>- Role clarity for key personnel responsible for supporting Disability and Inclusion</li> </ul> <p>Late:</p> <ul style="list-style-type: none"> <li>- Improvement in College attendance data with fewer students recorded as absent for 20 days or more.</li> <li>- Tracked data and improved processes will be used to identify, monitor and support students leaving school without a Year 12 completion.</li> <li>- Community partnerships with preferred organisations and agencies will have been established and operational</li> <li>- The EDSC Disability and Inclusion framework is developed and ready for implementation in 2025</li> <li>- Improvement in Staff Survey framework factors for Instructional Leadership, Collective Efficacy, Trust in Colleagues</li> </ul> |   |                                  |                     |
|---------------------------|---|---|----------------------------------|---------------------|
| Enablers                  |   |   |                                  |                     |
| Barriers                  |   |   |                                  |                     |
| Commentary on progress    |   |   |                                  |                     |
| Future planning           |   |   |                                  |                     |
| OPTIONAL: Upload evidence |   |   |                                  |                     |
| Activities                | Activity  | Who   | When                             | Percentage complete |
| Activity 1                | Implement key processes and programs aimed to identify and support vulnerable students.   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Wellbeing team</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> <li><input checked="" type="checkbox"/> Student wellbeing co-ordinator</li> <li><input checked="" type="checkbox"/> Sub school leader/s</li> <li><input checked="" type="checkbox"/> Careers leader/team</li> </ul> | from:<br>Term 1<br>to:<br>Term 4 | -1%                 |
| Activity 2                | Monitor key processes and develop targeted interventions aimed to improve   | <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Assistant principal</li> <li><input checked="" type="checkbox"/> Leading teacher(s)</li> </ul>   | from:<br>Term 1                  | -1%                 |

|            |  |   |                                  |     |
|------------|--|---|----------------------------------|-----|
|            | student attendance   | <input checked="" type="checkbox"/> Sub school leader/s<br><input checked="" type="checkbox"/> Year level co-ordinator(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Education support  | to:<br>Term 4                    |     |
| Activity 3 | Implement strategies that are linked to College values and instructional practice designed to increase student voice and agency in the classroom, across the College and in the wider community. | <input checked="" type="checkbox"/> Student leadership coordinator<br><input checked="" type="checkbox"/> Curriculum co-ordinator (s)<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Student(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 4 | Develop the role of Disability and Inclusion coordinator.  | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator  | from:<br>Term 1<br>to:<br>Term 2 | -1% |
| Activity 5 | Identify the key requirements of the DET Disability and Inclusion funding model and prepare for its implementation in 2025   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Team leader(s)                                 | from:<br>Term 1<br>to:<br>Term 4 | -1% |
| Activity 6 | Identify and promote opportunities for increased engagement with community partners.   | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Student wellbeing co-ordinator   | from:<br>Term 1<br>to:<br>Term 4 | -1% |



|            |  |  |                                  |     |
|------------|--|--|----------------------------------|-----|
|            |  | <input checked="" type="checkbox"/> Leadership team<br><input checked="" type="checkbox"/> Education support   |                                  |     |
| Activity 7 | Ongoing staff professional learning in the sphere of student engagement, wellbeing and support | <input checked="" type="checkbox"/> Assistant principal<br><input checked="" type="checkbox"/> Leading teacher(s)<br><input checked="" type="checkbox"/> Disability inclusion coordinator<br><input checked="" type="checkbox"/> Mental health and wellbeing leader<br><input checked="" type="checkbox"/> Wellbeing team<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | -1% |

# Monitoring and Self-assessment - 2024

SEIL Feedback