

Monitoring and assessment - 2024

Lucas Primary School (5413)



Submitted for review by David Young (School Principal) on 20 December, 2023 at 02:53 PM

Endorsed by Anne Gawith (Senior Education Improvement Leader) on 21 December, 2023 at 07:42 AM

Endorsed by Marc Oliver (School Council President) on 21 February, 2024 at 12:57 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	As below
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	As below
Delivery of the annual actions for this KIS	
Outcomes	As below
Success indicators	As below
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Activities as below	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	-Embed positive mental health and wellbeing approaches across the school			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Contribute to a positive classroom culture -Feel supported and -Have opportunities to develop their social and -Be able to explain what positive mental health means and where they can seek support at school, within their social network and in the community beyond. <p>Teachers will:</p> <ul style="list-style-type: none"> - Plan for and implement social and emotional learning within the curriculum including SWPBS Expected Behaviours, Respectful Relationships and School Values. -Participate in professional learning linked to MHWB and supporting student wellbeing needs. - Be able to notice, inquire and provide interventions and adjustments to support students' mental health needs. 			

	Leaders will: -Support the continuous development, documentation and review of positive mental health practices			
Success indicators	-Policies and programs implemented, curriculum documentation, weekly planners, learning walks, Wellbeing team minutes -Percentage of positive responses in related variables in Student and Parent Surveys			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and set new Attitudes to School Survey data targets	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 2	Further establish targeted small group SEL support based on Mental Health and Wellbeing Assessments and Observations	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 3	Launch SWPBS including staff induction, Choice Chart, Behaviour Response Flow Charts	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	-1%
Activity 4	Introduce scope and sequence for Social Emotional Learning including	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2	-1%

	RRRR (2 year cycle), SWPBS & school values		to: Term 2	
Activity 5	Establish Restorative Practices as part of Behaviour Response Processes	☑ Mental health and wellbeing leader	from: Term 2 to: Term 4	-1%
Activity 6	Provide ongoing opportunities for Professional Learning that relates to MHWB for all staff including teachers, education support staff and admin including Be You (Notice, Inquire, Provide), Restorative Practices, Disability and Inclusion e.g. Tiny Pride	☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 7	Targeted support groups for Indigenous students including Koorie clubs	☑ Mental health and wellbeing leader	from: Term 2 to: Term 3	-1%
Activity 8	Provide targeted small group behaviour support groups (cooking/building) for students at risk	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 9	Explore opportunities for parent information for MHWB through information sessions and the school website.	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 10	Explore opportunities to implement Sensory Profiles for students including Professional Learning and resourcing	☑ Mental health and wellbeing leader	from: Term 1	-1%

	for this new Tier 2 and Tier 3 support/intervention.		to: Term 4	
Activity 11	Employ psychologists through the Fed Care School Outreach Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 2	-1%
Activity 12	Increasing time fraction of Mental Health and Wellbeing Leader.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 1	-1%

Goal 2	To maximise learning growth and achievement for all students.
12-month target 2.1 target	The percentage of students at or above age expected level in Teacher Judgement F-6 against the Victorian Curriculum: Reading and Viewing to be at or above 85% Writing to be at or above 80% Number and Algebra to be at or above 85%
12-month target 2.2 target	The yearly mean growth in Reading, Writing and Number across the school to be at least 1.0 as indicated by Teacher Judgements against the Victorian Curriculum.
12-month target 2.3 target	The percentage of Year 3 students assessed in strong or exceeding in NAPLAN to be at or above: Reading 50% Writing 45% Numeracy 40%
12-month target 2.4 target	N/A
12-month target 2.5 target	The percentage of Year 5 students assessed in strong or exceeding in NAPLAN to be at or above: Reading 40% Writing 20% Numeracy 30%

KIS 2.a Building practice excellence	Implement effective and consistent PLC practices.
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program

Success indicators	<ul style="list-style-type: none"> -Formative assessment data, Victorian Curriculum teacher judgements, whole school Excel data spreadsheet, growth charts, survey data, student goals and progress against ILPs -Pre and post test data from tutoring program -Whole school curriculum documentation, weekly planners, professional learning sessions, learning walks, peer observations and student feedback -PLC Inquiry Cycle documentation -Peer Observation Yearly Cycle overview documentation and Peer Observation Proformas 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	-Continue to protect and utilise time allocated for shared PLC planning during school hours	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 2	-Continue to protect and utilise time in PLC meetings / Inquiry Cycles separate to planning time.	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	-Introduce formal process for Peer Observations linked to Instructional Model and Inquiry Cycle focus	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 1	-1%

Activity 4	-Implement PLC Inquiry Cycles and develop support documentation	☑ PLC leaders	from: Term 1 to: Term 1	-1%
KIS 2.b Evidence-based high-impact teaching strategies	Embed consistent implementation of the school's instructional model.			
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p>			

	<ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program 			
Success indicators	<ul style="list-style-type: none"> -Whole school curriculum documentation, weekly planners, professional learning sessions, learning walks, peer observations and student feedback -PLC Inquiry Cycle documentation -Peer Observation Yearly Cycle overview documentation and Peer Observation Proformas 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	-Build capacity and understanding of IM for new staff	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	-1%
Activity 2	-Continue to expand resources to support consistent implementation of IM	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	-1%

			to: Term 4	
Activity 3	-Build capacity and understanding of Literacy and Numeracy teaching practises for staff through coaching with Learning Specialists	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Learning Specialists and PLC leaders to engage in Quality Conversations professional learning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	-1%
KIS 2.c Evaluating impact on learning	Build teacher capacity to utilise data and a range of assessment strategies to support point of need teaching.			
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. 			

	<ul style="list-style-type: none"> -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program 			
Success indicators	<ul style="list-style-type: none"> -Formative assessment data, Victorian Curriculum teacher judgements, whole school Excel data spreadsheet, growth charts, survey data, student goals and progress against ILPs -Pre and post test data from tutoring program -PLC Inquiry Cycle documentation 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Numeracy -Continue to develop Numeracy team to lead A.I.P actions -Further develop sequences of learning in core Number areas	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

	<ul style="list-style-type: none"> -Continue to strengthen the use of data in PLC planning -Review explicit teaching practices in whole class focus of IM -Expand resources for use in warmups and the development of differentiated learning tasks -Investigate Professional Learning opportunities for Numeracy Leaders and team 			
Activity 2	<p>Writing</p> <ul style="list-style-type: none"> -Continue to develop Literacy team to lead A.I.P actions -Continue to develop consistency in the teaching of Writing across the school -Continue to strengthen the use of data in PLC planning -Review and refine student planning proformas for different text types -Build on explicit teaching practices in whole class focus of IM -Develop a school wide digital set of annotated models to assist with moderation -Investigate opportunities for school visits to observe writing -Dedicated curriculum day for developing the writing model at Lucas Primary School 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Spelling</p> <ul style="list-style-type: none"> -Explore and develop different approaches to the teaching of spelling and build on current practices 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 3</p>	-1%

	-Dedicated curriculum day for developing the spelling model at Lucas Primary School			
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Goal 3	To improve student agency and voice in their learning.
12-month target 3.1 target	The percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures to be at or above: Sense of confidence 85% Student voice and agency 80%
12-month target 3.2 target	The percentage of parents reporting positive endorsement to Parent Opinion Survey (POS) measures to be at or above: Student agency and voice 85%
12-month target 3.3 target	The percentage of staff reporting positive endorsement to School Staff Survey (SSS) measures to be at or above: In the Teaching and Learning – implementation module - Promote student ownership of learning goals 85%
KIS 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency.
Actions	Deepen staff understanding of student voice and agency and build capacity to implement effective goal setting and feedback processes.
Delivery of the annual actions for this KIS	
Outcomes	Students will: -Show positive responses in relevant areas of Student Attitudes to School Survey -Collaborate with teachers on goal-setting and feedback, increasing ownership of their learning --Provide feedback to teachers regarding their learning and teacher practice. -Student awareness of what leadership looks, feels and sounds like. Teachers will:

	<ul style="list-style-type: none"> - Engage in professional reading of the Amplify document to develop a consistent understanding of student, voice and agency. -Further Embed goal-setting in their classroom, with a focus on reading, writing and numeracy -Show evidence in their weekly planner of student involvement through co-constructing success criteria, conferencing and reflection -Collaborate within PLCs to increase opportunities for student agency and voice -Act on feedback from students to improve their practice. -Establish student Personal and Social Capabilities Goals <p>Leaders will:</p> <ul style="list-style-type: none"> -Meet regularly with the leadership team to discuss and lead voice and agency actions and activities -Lead professional learning for staff to build consistent understanding and implementation of student, voice and agency. 			
Success indicators	<ul style="list-style-type: none"> -Student goal-setting documents, portfolios and self assessments -Conferencing notes -Feedback documentation, student survey results 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop and document a consistent understanding of student voice and understanding through exploration of Amplify document.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 3	-1%
Activity 2	Increase opportunities for feedback processes to be implemented Prep to 6	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	-1%

			to: Term 4	
Activity 3	Investigate how other schools promote voice and agency	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 4	Review and refine PLC goal banks and implementation processes P-6.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	-1%
Activity 5	Continue to review and refine student leadership program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	As below
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	As below
Delivery of the annual actions for this KIS	
Outcomes	As below
Success indicators	As below
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Activities as below	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	-Embed positive mental health and wellbeing approaches across the school			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Contribute to a positive classroom culture -Participate in social and emotional learning -Understand positive mental health means and where they can seek support at school, within their social network and in the community beyond. <p>Teachers will:</p> <ul style="list-style-type: none"> - Plan for and implement social and emotional learning within the curriculum including SWPBS Expected Behaviours, Respectful Relationships and School Values. -Participate in professional learning linked to MHWB and supporting student wellbeing needs. - Be able to notice, inquire and provide interventions and adjustments to support students' mental health needs. <p style="text-align: right;">-Feel supported and -Have opportunities to develop their social and -Be able to explain what</p>			

	Leaders will: -Support the continuous development, documentation and review of positive mental health practices			
Success indicators	-Policies and programs implemented, curriculum documentation, weekly planners, learning walks, Wellbeing team minutes -Percentage of positive responses in related variables in Student and Parent Surveys			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and set new Attitudes to School Survey data targets	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 2	Further establish targeted small group SEL support based on Mental Health and Wellbeing Assessments and Observations	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 3	Launch SWPBS including staff induction, Choice Chart, Behaviour Response Flow Charts	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	-1%
Activity 4	Introduce scope and sequence for Social Emotional Learning including	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2	-1%

	RRRR (2 year cycle), SWPBS & school values		to: Term 2	
Activity 5	Establish Restorative Practices as part of Behaviour Response Processes	☑ Mental health and wellbeing leader	from: Term 2 to: Term 4	-1%
Activity 6	Provide ongoing opportunities for Professional Learning that relates to MHWB for all staff including teachers, education support staff and admin including Be You (Notice, Inquire, Provide), Restorative Practices, Disability and Inclusion e.g. Tiny Pride	☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 7	Targeted support groups for Indigenous students including Koorie clubs	☑ Mental health and wellbeing leader	from: Term 2 to: Term 3	-1%
Activity 8	Provide targeted small group behaviour support groups (cooking/building) for students at risk	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 9	Explore opportunities for parent information for MHWB through information sessions and the school website.	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 10	Explore opportunities to implement Sensory Profiles for students including Professional Learning and resourcing	☑ Mental health and wellbeing leader	from: Term 1	-1%

	for this new Tier 2 and Tier 3 support/intervention.		to: Term 4	
Activity 11	Employ psychologists through the Fed Care School Outreach Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 2	-1%
Activity 12	Increasing time fraction of Mental Health and Wellbeing Leader.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 1	-1%

Goal 2	To maximise learning growth and achievement for all students.
12-month target 2.1 target	The percentage of students at or above age expected level in Teacher Judgement F-6 against the Victorian Curriculum: Reading and Viewing to be at or above 85% Writing to be at or above 80% Number and Algebra to be at or above 85%
12-month target 2.2 target	The yearly mean growth in Reading, Writing and Number across the school to be at least 1.0 as indicated by Teacher Judgements against the Victorian Curriculum.
12-month target 2.3 target	The percentage of Year 3 students assessed in strong or exceeding in NAPLAN to be at or above: Reading 50% Writing 45% Numeracy 40%
12-month target 2.4 target	N/A
12-month target 2.5 target	The percentage of Year 5 students assessed in strong or exceeding in NAPLAN to be at or above: Reading 40% Writing 20% Numeracy 30%

KIS 2.a Building practice excellence	Implement effective and consistent PLC practices.
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program

Success indicators	<ul style="list-style-type: none"> -Formative assessment data, Victorian Curriculum teacher judgements, whole school Excel data spreadsheet, growth charts, survey data, student goals and progress against ILPs -Pre and post test data from tutoring program -Whole school curriculum documentation, weekly planners, professional learning sessions, learning walks, peer observations and student feedback -PLC Inquiry Cycle documentation -Peer Observation Yearly Cycle overview documentation and Peer Observation Proformas 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	-Continue to protect and utilise time allocated for shared PLC planning during school hours	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 2	-Continue to protect and utilise time in PLC meetings / Inquiry Cycles separate to planning time.	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	-Introduce formal process for Peer Observations linked to Instructional Model and Inquiry Cycle focus	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 1	-1%

Activity 4	-Implement PLC Inquiry Cycles and develop support documentation	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 1	-1%
KIS 2.b Evidence-based high-impact teaching strategies	Embed consistent implementation of the school's instructional model.			
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p>			

	<ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program 			
Success indicators	<ul style="list-style-type: none"> -Whole school curriculum documentation, weekly planners, professional learning sessions, learning walks, peer observations and student feedback -PLC Inquiry Cycle documentation -Peer Observation Yearly Cycle overview documentation and Peer Observation Proformas 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	-Build capacity and understanding of IM for new staff	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	-1%
Activity 2	-Continue to expand resources to support consistent implementation of IM	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	-1%

			to: Term 4	
Activity 3	-Build capacity and understanding of Literacy and Numeracy teaching practises for staff through coaching with Learning Specialists	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Learning Specialists and PLC leaders to engage in Quality Conversations professional learning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	-1%
KIS 2.c Evaluating impact on learning	Build teacher capacity to utilise data and a range of assessment strategies to support point of need teaching.			
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. 			

	<ul style="list-style-type: none"> -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program 			
Success indicators	<ul style="list-style-type: none"> -Formative assessment data, Victorian Curriculum teacher judgements, whole school Excel data spreadsheet, growth charts, survey data, student goals and progress against ILPs -Pre and post test data from tutoring program -PLC Inquiry Cycle documentation 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Numeracy -Continue to develop Numeracy team to lead A.I.P actions -Further develop sequences of learning in core Number areas	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

	<ul style="list-style-type: none"> -Continue to strengthen the use of data in PLC planning -Review explicit teaching practices in whole class focus of IM -Expand resources for use in warmups and the development of differentiated learning tasks -Investigate Professional Learning opportunities for Numeracy Leaders and team 			
Activity 2	<p>Writing</p> <ul style="list-style-type: none"> -Continue to develop Literacy team to lead A.I.P actions -Continue to develop consistency in the teaching of Writing across the school -Continue to strengthen the use of data in PLC planning -Review and refine student planning proformas for different text types -Build on explicit teaching practices in whole class focus of IM -Develop a school wide digital set of annotated models to assist with moderation -Investigate opportunities for school visits to observe writing -Dedicated curriculum day for developing the writing model at Lucas Primary School 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Spelling</p> <ul style="list-style-type: none"> -Explore and develop different approaches to the teaching of spelling and build on current practices 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 3</p>	-1%

	-Dedicated curriculum day for developing the spelling model at Lucas Primary School			
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Goal 3	To improve student agency and voice in their learning.
12-month target 3.1 target	The percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures to be at or above: Sense of confidence 85% Student voice and agency 80%
12-month target 3.2 target	The percentage of parents reporting positive endorsement to Parent Opinion Survey (POS) measures to be at or above: Student agency and voice 85%
12-month target 3.3 target	The percentage of staff reporting positive endorsement to School Staff Survey (SSS) measures to be at or above: In the Teaching and Learning – implementation module - Promote student ownership of learning goals 85%
KIS 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency.
Actions	Deepen staff understanding of student voice and agency and build capacity to implement effective goal setting and feedback processes.
Delivery of the annual actions for this KIS	
Outcomes	Students will: -Show positive responses in relevant areas of Student Attitudes to School Survey -Collaborate with teachers on goal-setting and feedback, increasing ownership of their learning --Provide feedback to teachers regarding their learning and teacher practice. -Student awareness of what leadership looks, feels and sounds like. Teachers will:

	<ul style="list-style-type: none"> - Engage in professional reading of the Amplify document to develop a consistent understanding of student, voice and agency. -Further Embed goal-setting in their classroom, with a focus on reading, writing and numeracy -Show evidence in their weekly planner of student involvement through co-constructing success criteria, conferencing and reflection -Collaborate within PLCs to increase opportunities for student agency and voice -Act on feedback from students to improve their practice. -Establish student Personal and Social Capabilities Goals <p>Leaders will:</p> <ul style="list-style-type: none"> -Meet regularly with the leadership team to discuss and lead voice and agency actions and activities -Lead professional learning for staff to build consistent understanding and implementation of student, voice and agency. 			
Success indicators	<ul style="list-style-type: none"> -Student goal-setting documents, portfolios and self assessments -Conferencing notes -Feedback documentation, student survey results 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop and document a consistent understanding of student voice and understanding through exploration of Amplify document.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 3	-1%
Activity 2	Increase opportunities for feedback processes to be implemented Prep to 6	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	-1%

			to: Term 4	
Activity 3	Investigate how other schools promote voice and agency	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 4	Review and refine PLC goal banks and implementation processes P-6.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	-1%
Activity 5	Continue to review and refine student leadership program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	As below
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	As below
Delivery of the annual actions for this KIS	
Outcomes	As below
Success indicators	As below
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Activities as below	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	-Embed positive mental health and wellbeing approaches across the school			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - contribute to a positive classroom culture - emotional learning - positive mental health means and where they can seek support at school, within their social network and in the community beyond. <p>Teachers will:</p> <ul style="list-style-type: none"> - Plan for and implement social and emotional learning within the curriculum including SWPBS Expected Behaviours, Respectful Relationships and School Values. - Participate in professional learning linked to MHWB and supporting student wellbeing needs. - Be able to notice, inquire and provide interventions and adjustments to support students' mental health needs. <p style="text-align: right;">-Feel supported and -Have opportunities to develop their social and -Be able to explain what</p>			

	Leaders will: -Support the continuous development, documentation and review of positive mental health practices			
Success indicators	-Policies and programs implemented, curriculum documentation, weekly planners, learning walks, Wellbeing team minutes -Percentage of positive responses in related variables in Student and Parent Surveys			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and set new Attitudes to School Survey data targets	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 2	Further establish targeted small group SEL support based on Mental Health and Wellbeing Assessments and Observations	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 3	Launch SWPBS including staff induction, Choice Chart, Behaviour Response Flow Charts	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	-1%
Activity 4	Introduce scope and sequence for Social Emotional Learning including	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2	-1%

	RRRR (2 year cycle), SWPBS & school values		to: Term 2	
Activity 5	Establish Restorative Practices as part of Behaviour Response Processes	☑ Mental health and wellbeing leader	from: Term 2 to: Term 4	-1%
Activity 6	Provide ongoing opportunities for Professional Learning that relates to MHWB for all staff including teachers, education support staff and admin including Be You (Notice, Inquire, Provide), Restorative Practices, Disability and Inclusion e.g. Tiny Pride	☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 7	Targeted support groups for Indigenous students including Koorie clubs	☑ Mental health and wellbeing leader	from: Term 2 to: Term 3	-1%
Activity 8	Provide targeted small group behaviour support groups (cooking/building) for students at risk	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 9	Explore opportunities for parent information for MHWB through information sessions and the school website.	☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 10	Explore opportunities to implement Sensory Profiles for students including Professional Learning and resourcing	☑ Mental health and wellbeing leader	from: Term 1	-1%

	for this new Tier 2 and Tier 3 support/intervention.		to: Term 4	
Activity 11	Employ psychologists through the Fed Care School Outreach Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 2	-1%
Activity 12	Increasing time fraction of Mental Health and Wellbeing Leader.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 1	-1%

Goal 2	To maximise learning growth and achievement for all students.
12-month target 2.1 target	The percentage of students at or above age expected level in Teacher Judgement F-6 against the Victorian Curriculum: Reading and Viewing to be at or above 85% Writing to be at or above 80% Number and Algebra to be at or above 85%
12-month target 2.2 target	The yearly mean growth in Reading, Writing and Number across the school to be at least 1.0 as indicated by Teacher Judgements against the Victorian Curriculum.
12-month target 2.3 target	The percentage of Year 3 students assessed in strong or exceeding in NAPLAN to be at or above: Reading 50% Writing 45% Numeracy 40%
12-month target 2.4 target	N/A
12-month target 2.5 target	The percentage of Year 5 students assessed in strong or exceeding in NAPLAN to be at or above: Reading 40% Writing 20% Numeracy 30%

KIS 2.a Building practice excellence	Implement effective and consistent PLC practices.
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program

Success indicators	<ul style="list-style-type: none"> -Formative assessment data, Victorian Curriculum teacher judgements, whole school Excel data spreadsheet, growth charts, survey data, student goals and progress against ILPs -Pre and post test data from tutoring program -Whole school curriculum documentation, weekly planners, professional learning sessions, learning walks, peer observations and student feedback -PLC Inquiry Cycle documentation -Peer Observation Yearly Cycle overview documentation and Peer Observation Proformas 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	-Continue to protect and utilise time allocated for shared PLC planning during school hours	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 2	-Continue to protect and utilise time in PLC meetings / Inquiry Cycles separate to planning time.	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	-Introduce formal process for Peer Observations linked to Instructional Model and Inquiry Cycle focus	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 1	-1%

Activity 4	-Implement PLC Inquiry Cycles and develop support documentation	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 1	-1%
KIS 2.b Evidence-based high-impact teaching strategies	Embed consistent implementation of the school's instructional model.			
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p>			

	<ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program 			
Success indicators	<ul style="list-style-type: none"> -Whole school curriculum documentation, weekly planners, professional learning sessions, learning walks, peer observations and student feedback -PLC Inquiry Cycle documentation -Peer Observation Yearly Cycle overview documentation and Peer Observation Proformas 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	-Build capacity and understanding of IM for new staff	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	-1%
Activity 2	-Continue to expand resources to support consistent implementation of IM	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	-1%

			to: Term 4	
Activity 3	-Build capacity and understanding of Literacy and Numeracy teaching practises for staff through coaching with Learning Specialists	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Learning Specialists and PLC leaders to engage in Quality Conversations professional learning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	-1%
KIS 2.c Evaluating impact on learning	Build teacher capacity to utilise data and a range of assessment strategies to support point of need teaching.			
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. 			

	<ul style="list-style-type: none"> -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program 			
Success indicators	<ul style="list-style-type: none"> -Formative assessment data, Victorian Curriculum teacher judgements, whole school Excel data spreadsheet, growth charts, survey data, student goals and progress against ILPs -Pre and post test data from tutoring program -PLC Inquiry Cycle documentation 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Numeracy -Continue to develop Numeracy team to lead A.I.P actions -Further develop sequences of learning in core Number areas	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

	<ul style="list-style-type: none"> -Continue to strengthen the use of data in PLC planning -Review explicit teaching practices in whole class focus of IM -Expand resources for use in warmups and the development of differentiated learning tasks -Investigate Professional Learning opportunities for Numeracy Leaders and team 			
Activity 2	<p>Writing</p> <ul style="list-style-type: none"> -Continue to develop Literacy team to lead A.I.P actions -Continue to develop consistency in the teaching of Writing across the school -Continue to strengthen the use of data in PLC planning -Review and refine student planning proformas for different text types -Build on explicit teaching practices in whole class focus of IM -Develop a school wide digital set of annotated models to assist with moderation -Investigate opportunities for school visits to observe writing -Dedicated curriculum day for developing the writing model at Lucas Primary School 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Spelling</p> <ul style="list-style-type: none"> -Explore and develop different approaches to the teaching of spelling and build on current practices 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 3</p>	-1%

	-Dedicated curriculum day for developing the spelling model at Lucas Primary School			
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Goal 3	To improve student agency and voice in their learning.
12-month target 3.1 target	The percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures to be at or above: Sense of confidence 85% Student voice and agency 80%
12-month target 3.2 target	The percentage of parents reporting positive endorsement to Parent Opinion Survey (POS) measures to be at or above: Student agency and voice 85%
12-month target 3.3 target	The percentage of staff reporting positive endorsement to School Staff Survey (SSS) measures to be at or above: In the Teaching and Learning – implementation module - Promote student ownership of learning goals 85%
KIS 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency.
Actions	Deepen staff understanding of student voice and agency and build capacity to implement effective goal setting and feedback processes.
Delivery of the annual actions for this KIS	
Outcomes	Students will: -Show positive responses in relevant areas of Student Attitudes to School Survey -Collaborate with teachers on goal-setting and feedback, increasing ownership of their learning --Provide feedback to teachers regarding their learning and teacher practice. -Student awareness of what leadership looks, feels and sounds like. Teachers will:

	<ul style="list-style-type: none"> - Engage in professional reading of the Amplify document to develop a consistent understanding of student, voice and agency. -Further Embed goal-setting in their classroom, with a focus on reading, writing and numeracy -Show evidence in their weekly planner of student involvement through co-constructing success criteria, conferencing and reflection -Collaborate within PLCs to increase opportunities for student agency and voice -Act on feedback from students to improve their practice. -Establish student Personal and Social Capabilities Goals <p>Leaders will:</p> <ul style="list-style-type: none"> -Meet regularly with the leadership team to discuss and lead voice and agency actions and activities -Lead professional learning for staff to build consistent understanding and implementation of student, voice and agency. 			
Success indicators	<ul style="list-style-type: none"> -Student goal-setting documents, portfolios and self assessments -Conferencing notes -Feedback documentation, student survey results 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop and document a consistent understanding of student voice and understanding through exploration of Amplify document.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 3	-1%
Activity 2	Increase opportunities for feedback processes to be implemented Prep to 6	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1	-1%

			to: Term 4	
Activity 3	Investigate how other schools promote voice and agency	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 4	Review and refine PLC goal banks and implementation processes P-6.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	-1%
Activity 5	Continue to review and refine student leadership program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	As below
Has this 12-month target been met	Not Met
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	As below
Delivery of the annual actions for this KIS	
Outcomes	As below
Success indicators	As below
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Activities as below	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	-Embed positive mental health and wellbeing approaches across the school			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - contribute to a positive classroom culture - emotional learning - positive mental health means and where they can seek support at school, within their social network and in the community beyond. <p>Teachers will:</p> <ul style="list-style-type: none"> - Plan for and implement social and emotional learning within the curriculum including SWPBS Expected Behaviours, Respectful Relationships and School Values. - Participate in professional learning linked to MHWB and supporting student wellbeing needs. - Be able to notice, inquire and provide interventions and adjustments to support students' mental health needs. <p style="text-align: right;">-Feel supported and -Have opportunities to develop their social and -Be able to explain what</p>			

	Leaders will: -Support the continuous development, documentation and review of positive mental health practices			
Success indicators	-Policies and programs implemented, curriculum documentation, weekly planners, learning walks, Wellbeing team minutes -Percentage of positive responses in related variables in Student and Parent Surveys			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and set new Attitudes to School Survey data targets	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 2	Further establish targeted small group SEL support based on Mental Health and Wellbeing Assessments and Observations	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 3	Launch SWPBS including staff induction, Choice Chart, Behaviour Response Flow Charts	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	-1%
Activity 4	Introduce scope and sequence for Social Emotional Learning including RRRR (2 year cycle), SWPBS & school values	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2	-1%

			to: Term 2	
Activity 5	Establish Restorative Practices as part of Behaviour Response Processes	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2 to: Term 4	-1%
Activity 6	Provide ongoing opportunities for Professional Learning that relates to MHWB for all staff including teachers, education support staff and admin including Be You (Notice, Inquire, Provide), Restorative Practices, Disability and Inclusion e.g. Tiny Pride	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 7	Targeted support groups for Indigenous students including Koorie clubs	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 2 to: Term 3	-1%
Activity 8	Provide targeted small group behaviour support groups (cooking/building) for students at risk	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 9	Explore opportunities for parent information for MHWB through information sessions and the school website.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%
Activity 10	Explore opportunities to implement Sensory Profiles for students including Professional Learning and resourcing	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1	-1%

	for this new Tier 2 and Tier 3 support/intervention.		to: Term 4	
Activity 11	Employ psychologists through the Fed Care School Outreach Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 2	-1%
Activity 12	Increasing time fraction of Mental Health and Wellbeing Leader.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 1	-1%

Goal 2	To maximise learning growth and achievement for all students.
12-month target 2.1 target	The percentage of students at or above age expected level in Teacher Judgement F-6 against the Victorian Curriculum: Reading and Viewing to be at or above 85% Writing to be at or above 80% Number and Algebra to be at or above 85%
Has this 12-month target been met	Not Met
12-month target 2.2 target	The yearly mean growth in Reading, Writing and Number across the school to be at least 1.0 as indicated by Teacher Judgements against the Victorian Curriculum.
Has this 12-month target been met	Not Met
12-month target 2.3 target	The percentage of Year 3 students assessed in strong or exceeding in NAPLAN to be at or above: Reading 50% Writing 45% Numeracy 40%

Has this 12-month target been met	Not Met
12-month target 2.4 target	N/A
Has this 12-month target been met	Not Met
12-month target 2.5 target	The percentage of Year 5 students assessed in strong or exceeding in NAPLAN to be at or above: Reading 40% Writing 20% Numeracy 30%
Has this 12-month target been met	Not Met
KIS 2.a Building practice excellence	Implement effective and consistent PLC practices.
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles

	<ul style="list-style-type: none"> -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program 			
Success indicators	<ul style="list-style-type: none"> -Formative assessment data, Victorian Curriculum teacher judgements, whole school Excel data spreadsheet, growth charts, survey data, student goals and progress against ILPs -Pre and post test data from tutoring program -Whole school curriculum documentation, weekly planners, professional learning sessions, learning walks, peer observations and student feedback -PLC Inquiry Cycle documentation -Peer Observation Yearly Cycle overview documentation and Peer Observation Proformas 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	-Continue to protect and utilise time allocated for shared PLC planning during school hours	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 2	-Continue to protect and utilise time in PLC meetings / Inquiry Cycles separate to planning time.	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	-Introduce formal process for Peer Observations linked to Instructional Model and Inquiry Cycle focus	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 1	-1%
Activity 4	-Implement PLC Inquiry Cycles and develop support documentation	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 1	-1%
KIS 2.b Evidence-based high-impact teaching strategies	Embed consistent implementation of the school's instructional model.			
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level). -Articulate and assess their progress in relation to success criteria and individual goals 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program
Success indicators	<ul style="list-style-type: none"> -Whole school curriculum documentation, weekly planners, professional learning sessions, learning walks, peer observations and student feedback -PLC Inquiry Cycle documentation -Peer Observation Yearly Cycle overview documentation and Peer Observation Proformas
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	-Build capacity and understanding of IM for new staff	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	-1%
Activity 2	-Continue to expand resources to support consistent implementation of IM	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	-Build capacity and understanding of Literacy and Numeracy teaching practises for staff through coaching with Learning Specialists	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Learning Specialists and PLC leaders to engage in Quality Conversations professional learning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 2	-1%
KIS 2.c Evaluating impact on learning	Build teacher capacity to utilise data and a range of assessment strategies to support point of need teaching.			
Actions	Deepen staff knowledge and capacity to use data and implement high quality, consistent practices to enable point of need teaching.			
Delivery of the annual actions for this KIS				
Outcomes	Students will: -Show growth in their learning through work samples, achievement of goals, pre and post tests and Victorian Curriculum outcomes. -Show improved growth through involvement in the tutoring program (for identified students working below expected level).			

	<ul style="list-style-type: none"> -Articulate and assess their progress in relation to success criteria and individual goals <p>Teachers will:</p> <ul style="list-style-type: none"> -Actively engage in school based professional learning to further build teacher knowledge. -Demonstrate use of the whole school Instructional Model in their teaching practice. -Use data to inform student goals, lesson planning and focus groups. -Plan for differentiation based on student learning data. -Develop IEPs for students working 12 months above or below the expected level in reading, writing and number. -Work collaboratively within PLCs, providing challenge and support to improve practice. -Implement PLC Inquiry Cycles -Participate in classroom observations and peer feedback. -Self reflect, assess and improve -Support students working 12 months below expected level by involving them in the tutoring program -Expand High Abilities Program to support students across the school <p>Leaders will:</p> <ul style="list-style-type: none"> -Strategically plan professional learning to build teacher knowledge related to the school's Instructional Model and use of data. -Provide feedback, challenge and support to enable improved teacher practice and consistency across the school. -Prioritise time to meet with PLC leaders to enable the development of effective PLC practices. -Provide professional learning to build teacher capacity to have quality conversations regarding peer observations -Implement coaching and mentoring program through Learning Specialists -Revise and expand induction processes for new and returning staff -Implement a consistent peer observation program
Success indicators	<ul style="list-style-type: none"> -Formative assessment data, Victorian Curriculum teacher judgements, whole school Excel data spreadsheet, growth charts, survey data, student goals and progress against ILPs -Pre and post test data from tutoring program -PLC Inquiry Cycle documentation
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Numeracy -Continue to develop Numeracy team to lead A.I.P actions -Further develop sequences of learning in core Number areas -Continue to strengthen the use of data in PLC planning -Review explicit teaching practices in whole class focus of IM -Expand resources for use in warmups and the development of differentiated learning tasks -Investigate Professional Learning opportunities for Numeracy Leaders and team	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	Writing -Continue to develop Literacy team to lead A.I.P actions -Continue to develop consistency in the teaching of Writing across the school -Continue to strengthen the use of data in PLC planning -Review and refine student planning proformas for different text types -Build on explicit teaching practices in whole class focus of IM -Develop a school wide digital set of annotated models to assist with moderation -Investigate opportunities for school visits to observe writing -Dedicated curriculum day for	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

	developing the writing model at Lucas Primary School			
Activity 3	Spelling -Explore and develop different approaches to the teaching of spelling and build on current practices -Dedicated curriculum day for developing the spelling model at Lucas Primary School	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%

Goal 3	To improve student agency and voice in their learning.
12-month target 3.1 target	The percentage of Year 4-6 students reporting positive endorsement to student Attitudes to School Survey (AtoSS) measures to be at or above: Sense of confidence 85% Student voice and agency 80%
Has this 12-month target been met	Not Met
12-month target 3.2 target	The percentage of parents reporting positive endorsement to Parent Opinion Survey (POS) measures to be at or above: Student agency and voice 85%
Has this 12-month target been met	Not Met
12-month target 3.3 target	The percentage of staff reporting positive endorsement to School Staff Survey (SSS) measures to be at or above: In the Teaching and Learning – implementation module - Promote student ownership of learning goals 85%
Has this 12-month target been met	Not Met

KIS 3.a Empowering students and building school pride	Build teacher capacity to activate student voice and agency.
Actions	Deepen staff understanding of student voice and agency and build capacity to implement effective goal setting and feedback processes.
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> -Show positive responses in relevant areas of Student Attitudes to School Survey -Collaborate with teachers on goal-setting and feedback, increasing ownership of their learning --Provide feedback to teachers regarding their learning and teacher practice. -Student awareness of what leadership looks, feels and sounds like. <p>Teachers will:</p> <ul style="list-style-type: none"> - Engage in professional reading of the Amplify document to develop a consistent understanding of student, voice and agency. -Further Embed goal-setting in their classroom, with a focus on reading, writing and numeracy -Show evidence in their weekly planner of student involvement through co-constructing success criteria, conferencing and reflection -Collaborate within PLCs to increase opportunities for student agency and voice -Act on feedback from students to improve their practice. -Establish student Personal and Social Capabilities Goals <p>Leaders will:</p> <ul style="list-style-type: none"> -Meet regularly with the leadership team to discuss and lead voice and agency actions and activities -Lead professional learning for staff to build consistent understanding and implementation of student, voice and agency.
Success indicators	<ul style="list-style-type: none"> -Student goal-setting documents, portfolios and self assessments -Conferencing notes -Feedback documentation, student survey results
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop and document a consistent understanding of student voice and understanding through exploration of Amplify document.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 3	-1%
Activity 2	Increase opportunities for feedback processes to be implemented Prep to 6	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	Investigate how other schools promote voice and agency	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 4	Review and refine PLC goal banks and implementation processes P-6.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	-1%
Activity 5	Continue to review and refine student leadership program.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Future planning	
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Monitoring and Self-assessment - 2024

SEIL Feedback