

Monitoring and assessment - 2025

Ashwood High School (8743)



Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	To maximise achievement for all students
12-month target 1.1 target	<p>0.1 Using various data points including NAPLAN, PAT and OnDemand, assess, identify, and continue to work with those students who need additional support in numeracy and literacy to regain and enhance their learning outcomes. The Intensive English and Intensive Maths (MYLNS) and DAL will form part of this strategy along with the use of the Learning Mentor (Tutor) Program.</p> <p>0.2 Monitor student learning growth through the use of NAPLAN, PAT, OnDemand, and reporting data, to support students to regain their expected level of engagement and academic achievement.</p> <p>0.3 To support teachers to enhance their capacity to plan differentiated learning for every student. This will be facilitated via Communities of Practice (COPs) - with the 2026 continued focus on the evaluation of Unit Planning (including differentiation and assessments) for all levels of learners and a Whole School Approach to Literacy.</p> <p>0.4 Reduce absenteeism through a comprehensive approach - including support from Coordinators and the Wellbeing Team - to hold Student Support Group meetings and devise Individual Education Plans (IEPs) and Attendance Support Plans to be reviewed on a termly basis.</p> <p>0.5 Tiered supports will be strategised via the Student Wellbeing Manager and Mental Health Practitioner and enacted by Tutor Groups/Form Groups/1:1 supports for Years 11 and 12 students/Wellbeing Team to improve student engagement and support student wellbeing.</p> <p>0.6 Continue to build and grow opportunities for co-curricular engagement of students - to enable each student to feel connected to school and experience belonging and success.</p>
12-month target 1.2 target	<p>1.1 Maintain the school VCE mean study score to at least 31 (33 in 2021, 31 in 2022, 32 in 2023, 31 in 2024*).</p> <p>1.2 Maintain the school VCE mean English study score to at least 30 (33.17 in 2021, 31.82 in 2022, 34 in 2023, 32 in 2024*).</p> <p>*2025 data not yet available</p>
12-month target 1.3 target	<p>1.3 Maintain the percentage of VCE English study scores of 37 or more at 25% (25% in 2021, 20% in 2022, 33% in 2023, 23% in 2024*)</p>

	<p>1.4 Maintain successful VCE completion at 100% (100% in 2021, 100% in 2022, 100% in 2023, 99% in 2024*)</p> <p>1.5 Obtain successful VCE VM completion at 100% (81% in 2021, 67% in 2022, 92% in 2023, 100% in 2024*).</p> <p>*2025 data not yet available</p>
12-month target 1.4 target	<p>A new assessment scheme for NAPLAN was introduced in 2023, featuring four distinct levels of achievement: Exceeding, Strong, Developing and Needs Additional Support. For future review, we will look at students achieving results in the Strong and Exceeding Proficiency Levels.</p> <p>1.6 Increase the proportion of Year 9 student results in 'Strong' or 'Exceeding' to:</p> <ul style="list-style-type: none"> - Reading—69% in 2023, 67% in 2024, 87% in 2025 - Writing - 69% in 2023, 64% in 2024, 78% in 2025 - Numeracy - 76% in 2023, 77% in 2024, 88% in 2025 <p>1.7 Deploy resources to work with English Learning Area to make improvements in student writing.</p> <p>1.8 Introduce a whole school approach to Literacy.</p>
12-month target 1.5 target	<p>This sub-goal will be deleted in the update of the School Strategic Plan, as under the new NAPLAN assessment scheme, the goal is the same as the previous one.</p>
12-month target 1.6 target	<p>1.09 To increase the percentage of positive responses in the School Staff Survey factors:</p> <ul style="list-style-type: none"> - Teacher collaboration to 61% (51% in 2021, 54% in 2022, 60% in 2023, 62% in 2024, 62% in 2025) - Instructional leadership to 68% (57% in 2021, 59% in 2022, 67% in 2023, 69% in 2024, 68% in 2025) <p>1.10 Support Leadership Team, Learning Area Coordinators and House/Year Level Coordinators and Assistant Coordinators in their middle level leadership through the provision of targeted PL.</p> <p>1.11 Elicit discussions within teams regarding collaboration vs. cooperation vs delegation - and make agreed actions that support teams to work collaboratively.</p> <p>1.12 Deploy resources to support the analysis and presentation of school data - and present at each meeting of the school's Leadership Team.</p> <p>1.13 Make a PL Policy and Handbook that support's the school's main priorities - and a timeline to support the building of</p>

	<p>key knowledge and skills.</p> <p>1.14 Undertake Leadership Team meetings to support a delegated model - providing the opportunity for each member to deliver PL and strategic planning to the Leadership Team as per individual leader's portfolio.</p>
<p>KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Implement and embed the consistent use of an instructional model</p>
<p>Actions</p>	<p>KIS 1.a</p> <p>1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.</p> <p>1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals and Explicit Teaching.</p> <p>1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</p> <p>1a.4 Build students' self-awareness and metacognitive skills.</p> <p>1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DET: Tutor Learning Initiative).</p> <p>1a.6 Plan whole school professional learning on differentiation.</p> <p>1a.7 Review and refine the IEP process and continue to build staff capacity to understand and implement IEPs.</p> <p>1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class

	<ul style="list-style-type: none"> • Be aware of their own learning progress and plan to improve their results • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their level using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Lead the implementation of PIVOT Unit Plan Framework (Teaching and Learning Model) • Review and refine the IEP process and its implementation at the school <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject
Success indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports
Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	1a.6 Plan and present a whole school professional learning on differentiation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	-1%
Activity 2	1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build collective teacher and student capacity to give and receive feedback to improve student learning growth			
Actions	KIS 1.a 1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. 1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals and			

	<p>Explicit Teaching.</p> <p>1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</p> <p>1a.4 Build students' self-awareness and metacognitive skills.</p> <p>1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DE: Tutor Learning Initiative).</p> <p>1a.6 Plan whole school professional learning on differentiation.</p> <p>1a.7 Continue to build staff capacity to understand and implement IEPs.</p> <p>1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class • Be aware of their own learning progress and plan to improve their results • Understand the Learning Intentions of lesson/s and how they can achieve success • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model: PIVOT • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their point of learning need using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Reinforce the use of the PIVOT Lesson Plan Framework (Teaching and Learning Model) • Lead the implementation of Learning Walks and Peer Observations in conjunction with the Reflective Practice

	<p>Continua</p> <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject 			
Success indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 2	1a.6 Plan whole school professional learning on differentiation	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%

Activity 3	1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	-1%
KIS 1.c 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	Develop and embed a culture of teacher collaboration			
Actions	2c.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning 2c.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking 2c.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals 2c.4 On-going staff PL on Differentiation using the “MAKER” model as set out in PIVOT 2c.5 Continue to support staff in the PL of the use of data tables 2c.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum 2c.7 Work toward the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level 2c.8 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables 2c.9 Engagement as a trial group in the Monash Q-Project to investigate capacity of school leaders to use evidence and research-informed practice 2c.10 Continued engagement in the Ashwood Alliance to support engagement with academic mentors and Teaching Academies for professional practice			

	2c11 Develop a school-based Aspirant Leadership Program to develop the leadership capacity of middle level leaders at the school
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Actively read and action VCAA Examiner's Report feedback from previous year • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT Unit Planning • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings
Success indicators	<p>School Staff Survey results</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey results

	<ul style="list-style-type: none"> Improved student outcomes of NAPLAN and eventually in the VCE Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	2b.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	2b.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%

Goal 2	To enhance student voice and agency in their learning
12-month target 2.1 target	2.1 Increase the percentage positive response on the AtoSS factors: - Differentiated learning challenge in Years 7-9 to 70% (68% in 2022, 68% in 2023, 61% in 2024, 56% in 2025) and Years 10-12 to 73% (72% in 2022, 61% in 2023, 55% in 2024, 61% in 2025).

	<ul style="list-style-type: none"> - Stimulated learning in Years 7-9 to 66% (63% in 2022, 62% in 2023, 58% in 2024, 61% in 2025) and Years 10-12 to 75% (74% in 2022, 64% in 2023, 55% in 2024, 61% in 2025). - Student voice and agency in Years 7-9 to 54% (48% in 2022, 52% in 2023, 42% in 2024, 46% in 2025). and Years 10-12 to 63% (60% in 2022, 50% in 2023, 46% in 2024, 55% in 2025). - Effort in Years 7-9 to 78% (75% in 2022, 74% in 2023, 70% in 2024, 72% in 2025) and Years 10-12 to 79% (78% in 2022, 74% in 2023, 70% in 2024, 70% in 2025).
12-month target 2.2 target	2.2 Reduce the percentage of students with >20 days absence to 19% (22% in 2021, 38% in 2022, 34% in 2023, 40% in 2024, 38% in 2025).
12-month target 2.3 target	<p>2.3 Increase the percentage of positive responses on the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> - Promoting student ownership of their learning goals to 80% (67% in 2021, 65% in 2022, 78% in 2023, 79% in 2024, 75% in 2025). - Supporting growth and learning of the whole child to 72% (70% in 2021, 70% in 2022, 71% in 2023, 73% in 2024, 77% in 2025).
12-month target 2.4 target	2.4 Increase the percentage of positive responses in the Parent Opinion Survey Factor titled Student voice and agency to 85% (83% in 2021, 77% in 2022, 83% in 2023, 79% in 2024, 84% in 2025).
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and embed school community knowledge around student voice and agency

<p>Actions</p>	<p>3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms of reference. 3a.2 Devise the best method to capture student voice data in the classroom. 3a.3 Embed PIVOT, the School's Teaching and Learning Model, with students and display the positive learning characteristics associated with the model in every classroom 3a.5 Co-construct the learner profile of PIVOT Lesson Plans 3a.6 Ensure all major assessment tasks have developmental rubrics that enable students to evaluate their work prior to teacher assessment - aligned with the Victorian Curriculum to ensure informed and evidenced based assessment. 3a.7 Through the Communities of Practice (COPs) ensure that staff receive professional learning on enhancing evidence-based pedagogical practices, taken from High Impact Teaching Strategies, to improve student engagement and learning. 3a.8 Ensure all classrooms display learning</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Understand what the Learning Intentions are for each lesson, have access to all learning activities and have the ability to catch-up on work missed when absent • Communicate via Compass with teachers when absent • Develop informed SMART goals for their learning based on data and self-reflection • Participate in the creation of PIVOT for students and provide feedback on the way they experience the curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> • Keep accurate attendance data • Follow-up absent students and advise parents of missed work • Actively encourage students to complete work and ensure all work is complete • Assist students in planning for submission due dates • Reinforce the positive learning behaviours including self-reflection and goal setting • Develop a greater understanding of what student voice looks like in the classroom • Promote opportunities for student voice and student agency in learning <p>Leaders will:</p> <ul style="list-style-type: none"> • Facilitate Professional Learning for the construction of developmental rubrics • Construct agreed terms for definitions of student voice and agency • Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes

	Parent/carers will: <ul style="list-style-type: none"> • Encourage students to use their Student Planner and develop positive study habits and learning goals • Reinforce students to take ownership of their learning - through reading and reviewing their teacher assessment feedback 			
Success indicators	<ul style="list-style-type: none"> • Attendance data • Attitudes to School Survey results • Parent Opinion Survey results • Re-submission of work • Students submitting better quality work to avoid the need for re-submission • Students catching-up on work missed whilst away and/or improved attendance 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop student capacity to monitor their own learning			

participation and engagement in school	
Actions	3.d1 Employ human resources for the analysis of data for presentation to Leadership Team 3.d2 Devise the best method to capture student voice data in the classroom
Delivery of the annual actions for this KIS	
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Develop voice and agency in their learning • Have greater engagement in their learning • Assist in developing student voice and agency at the school <p>Teachers will:</p> <ul style="list-style-type: none"> • Develop a greater understanding of student voice and agency in learning • Promote student voice and agency in their learning • Participate in continued professional learning to continue to develop innovative ways to incorporate student voice and agency into learning <p>Leaders will:</p> <ul style="list-style-type: none"> • Deploy human resources to analyse data • Ensure that the structures and processes are put in place to reinforce student voice and agency • Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> • Support teachers in ensuring students catch-up on missed work • Encourage students to use their Student Planner and develop positive study habits and learning goals • Encourage student voice and agency in learning
Success indicators	<ul style="list-style-type: none"> • Attendance data • Student Attitudes to School Survey results • Parent Opinion Survey results

	<ul style="list-style-type: none"> • Students submitting better quality work • Greater student engagement in learning 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	3b.2 Continue to refine processes to capture student voice data in the classroom.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
KIS 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop school-based processes for collecting student opinion data			
Actions	4a.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning. 4a.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking - to better support learning inclusivity 4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals. 4a.4 Develop Reflective Practice Continua for the remaining High Impact Teaching Strategies to assist staff in observing, giving and interpreting feedback in improving professional practice during Peer Observations and Learning Walks			

	<p>4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth</p> <p>4a.6 On-going staff PL on Differentiation using the “MAKER” model as set out in PIVOT.</p> <p>4a.7 Devise a Wellbeing Policy to support a shared definition of wellbeing</p> <p>4a.8 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum.</p> <p>4a.9 Continue the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level.</p> <p>4a.10 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student social and academic outcomes • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on supporting students' wellbeing <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook

	<ul style="list-style-type: none"> • Support the School Psychologist in the construction of a Wellbeing Policy • Maximise meaningful collegiate time within the School's Calendar 			
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	4a.5 Continue to develop the Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%

Goal 3	To improve student wellbeing and holistic learning growth for all students
12-month target 3.1 target	<p>3.1 Increase real retention to 50% (27.1% in 2021, 48.3% in 2022, 51.5% in 2023, 68.7% in 2024, 51.5% in 2025).</p> <p>3.2 Continue to enhance opportunities for student pathways via Senior School reforms and the provision of greater choice at VCE - enabled by increased student numbers.</p> <p>3.3 Continue to build and grow the co-curricular program on offer at Ashwood High School. 2025 areas of focus include: Sporting Excellence and Sustainability.</p> <p>3.4 Ensure individual pathway supports are in place for students in their Senior years of schooling.</p>
12-month target 3.2 target	<p>3.5 Increase the percentage of positive responses to the AtoSS factors:</p> <ul style="list-style-type: none"> - Sense of Connectedness in Years 7-9 to 60% (57% in 2022, 58% in 2023, 54% in 2024, 62% in 2025). and Years 10-12 to 63% (61% in 2022, 46% in 2023, 49% in 2024, 54% in 2025). - Advocate at School in Years 7-9 to 73% (71% in 2022, 71% in 2023, 66% in 2024, 69% in 2025) and Years 10-12 to 75% (73% in 2022, 64%* in 2023, 61% in 2024, 62% in 2025). - Perseverance in Years 7-9 to 65% (61% in 2022, 64% in 2023, 59% in 2024, 63% in 2025) and Years 10-12 to 71% (69% in 2022, 65% in 2023, 63% in 2024, 66% in 2025). - Respect for diversity in Years 7-9 to 58% (55% in 2022, 54% in 2023, 48% in 2024, 50% in 2025) and Years 10-12 to 66% (63% in 2022, 49% in 2023, 47% in 2024, 48% in 2025). - Teacher concern in Years 7-9 to 58% (55% in 2022, 39% in 2023, 33% in 2024, 34% in 2025) and Years 10-12 to 56% (53% in 2022, 42% in 2023, 35% in 2024, 39% in 2025). <p>3.6 Devise strategies to support staff with more consistent practices for positive behaviour management and restorative practice - including conveying expectations of uniform standards.</p> <p>3.7 Make changes to Tutor/Form Groups to better empower Tutor Group Teachers as the 'significant other' of students in their Tutor/Form Group - see 3.8, 3.9, 3.10.</p>

	<p>3.8 Create structural conditions to ensure Tutor Group teachers are also subject teachers for the majority of students in the Tutor Group.</p> <p>3.9 Develop Tutor Group Handbook to detail the philosophy, objectives, and strategies of Tutor Group.</p> <p>3.10 Develop and implement PL for Tutor Group teachers.</p>
12-month target 3.3 target	<p>3.11 Increase the percentage of positive responses on the Parent Opinion Survey to:</p> <ul style="list-style-type: none"> - Student motivation & support to 85% (82% in 2021, 64% in 2022, 66% in 2024, 67% in 2025). - My child enjoys the learning they do at school to 89% (85% in 2021, 88% in 2022). <p>*Measure removed from the Parent Opinion Survey in 2023, 2024 and 2025.</p> <ul style="list-style-type: none"> - Stimulating Learning Environment to 85% (80% in 2024, 85% in 2025). <p>3.12 Enhance communication structures via Compass to better support parents to be involved in their child's secondary schooling with clear and coherent information about school processes and events.</p>
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop staff capacity and knowledge in relation to student wellbeing and inclusion
Actions	<p>4b.1 Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing at Ashwood High School</p> <p>4b.2 Refine the Tutor/Form Group Programs to better support student wellbeing</p> <p>4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing</p> <p>4b.4 Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</p> <p>4b.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p> <p>4b.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of staff in the Wellbeing Team</p>

Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have targeted support to assist with their holistic development • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group • Attend targeted PL to support the role of the Tutor/Form Group Teacher • Develop a consistent understanding of student wellbeing and how to support this at Ashwood High School <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Prepare a Wellbeing Handbook and a Tutor/Form Group Handbook to support teachers in their roles • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students 			
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	4b.1 Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing at Ashwood High School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 2	4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	from: Term 1 to: Term 4	-1%
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a whole school approach to student wellbeing			
Actions	4c.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students 4c.2 PL students and staff on shared expectations for learners			
Delivery of the annual actions for this KIS				
Outcomes	Students will: <ul style="list-style-type: none"> Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics Negotiate tasks with their teachers based on their stage of learning and need Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning Work with greater clarity and agency in their learning Teachers will:			

	<ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Build a video capture space for teachers to record their own practice for critical reflection • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	4c.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	4d.1 Continue to develop and grow the current co-curricular program 4d.2 Hold a Working Party to support the growth of the Sporting Excellence Pillar 4d.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with teams of teachers to understand the criteria 4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students 4d.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between wellbeing staff roles			
Delivery of the annual actions for this KIS				
Outcomes	Students will: <ul style="list-style-type: none"> Have numerous opportunities to engage in a wide variety of co-curricular programs Have access to a 'significant other' who can support students' involvement in their school Teachers will: <ul style="list-style-type: none"> Continue to ensure that they know their students as people and as learners 			

	<ul style="list-style-type: none"> Employ methods to conference with each student in their Tutor/Form Group <p>Leaders will:</p> <ul style="list-style-type: none"> Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing Prioritise staffing of Tutor/Form Groups Investigate timetable arrangements to support 1:1 mentoring of Year 12 students 			
Success indicators	<ul style="list-style-type: none"> School Staff Survey results Student Attitudes to School Survey results - improved connectedness to school Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	between the roles of the Wellbeing Team.	<input checked="" type="checkbox"/> Wellbeing team	to: Term 2	
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase opportunities for participation for all students			
Actions	<p>4d.1 Continue to develop and grow the current co-curricular program</p> <p>4d.2 Hold a Working Party to support the growth of the Sporting Excellence Pillar</p> <p>4d.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with teams of teachers to understand the criteria</p> <p>4d.4 Refine the Tutor/Form Group Programs to better support student engagement</p> <p>4d.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p> <p>4d.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between wellbeing staff roles</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have numerous opportunities to engage in a wide variety of co-curricular programs • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing 			

	<ul style="list-style-type: none"> • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students 			
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results - improved connectedness to school • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of the Wellbeing Team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	-1%
Activity 2	4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	To maximise achievement for all students
12-month target 1.1 target	<p>0.1 Using various data points including NAPLAN, PAT and OnDemand, assess, identify, and continue to work with those students who need additional support in numeracy and literacy to regain and enhance their learning outcomes. The Intensive English and Intensive Maths (MYLNS) and DAL will form part of this strategy along with the use of the Learning Mentor (Tutor) Program.</p> <p>0.2 Monitor student learning growth through the use of NAPLAN, PAT, OnDemand, and reporting data, to support students to regain their expected level of engagement and academic achievement.</p> <p>0.3 To support teachers to enhance their capacity to plan differentiated learning for every student. This will be facilitated via Communities of Practice (COPs) - with the 2026 continued focus on the evaluation of Unit Planning (including differentiation and assessments) for all levels of learners and a Whole School Approach to Literacy.</p> <p>0.4 Reduce absenteeism through a comprehensive approach - including support from Coordinators and the Wellbeing Team - to hold Student Support Group meetings and devise Individual Education Plans (IEPs) and Attendance Support Plans to be reviewed on a termly basis.</p> <p>0.5 Tiered supports will be strategised via the Student Wellbeing Manager and Mental Health Practitioner and enacted by Tutor Groups/Form Groups/1:1 supports for Years 11 and 12 students/Wellbeing Team to improve student engagement and support student wellbeing.</p> <p>0.6 Continue to build and grow opportunities for co-curricular engagement of students - to enable each student to feel connected to school and experience belonging and success.</p>
12-month target 1.2 target	<p>1.1 Maintain the school VCE mean study score to at least 31 (33 in 2021, 31 in 2022, 32 in 2023, 31 in 2024*).</p> <p>1.2 Maintain the school VCE mean English study score to at least 30 (33.17 in 2021, 31.82 in 2022, 34 in 2023, 32 in 2024*).</p> <p>*2025 data not yet available</p>
12-month target 1.3 target	<p>1.3 Maintain the percentage of VCE English study scores of 37 or more at 25% (25% in 2021, 20% in 2022, 33% in 2023, 23% in 2024*)</p>

	<p>1.4 Maintain successful VCE completion at 100% (100% in 2021, 100% in 2022, 100% in 2023, 99% in 2024*)</p> <p>1.5 Obtain successful VCE VM completion at 100% (81% in 2021, 67% in 2022, 92% in 2023, 100% in 2024*).</p> <p>*2025 data not yet available</p>
12-month target 1.4 target	<p>A new assessment scheme for NAPLAN was introduced in 2023, featuring four distinct levels of achievement: Exceeding, Strong, Developing and Needs Additional Support. For future review, we will look at students achieving results in the Strong and Exceeding Proficiency Levels.</p> <p>1.6 Increase the proportion of Year 9 student results in 'Strong' or 'Exceeding' to:</p> <ul style="list-style-type: none"> - Reading—69% in 2023, 67% in 2024, 87% in 2025 - Writing - 69% in 2023, 64% in 2024, 78% in 2025 - Numeracy - 76% in 2023, 77% in 2024, 88% in 2025 <p>1.7 Deploy resources to work with English Learning Area to make improvements in student writing.</p> <p>1.8 Introduce a whole school approach to Literacy.</p>
12-month target 1.5 target	<p>This sub-goal will be deleted in the update of the School Strategic Plan, as under the new NAPLAN assessment scheme, the goal is the same as the previous one.</p>
12-month target 1.6 target	<p>1.09 To increase the percentage of positive responses in the School Staff Survey factors:</p> <ul style="list-style-type: none"> - Teacher collaboration to 61% (51% in 2021, 54% in 2022, 60% in 2023, 62% in 2024, 62% in 2025) - Instructional leadership to 68% (57% in 2021, 59% in 2022, 67% in 2023, 69% in 2024, 68% in 2025) <p>1.10 Support Leadership Team, Learning Area Coordinators and House/Year Level Coordinators and Assistant Coordinators in their middle level leadership through the provision of targeted PL.</p> <p>1.11 Elicit discussions within teams regarding collaboration vs. cooperation vs delegation - and make agreed actions that support teams to work collaboratively.</p> <p>1.12 Deploy resources to support the analysis and presentation of school data - and present at each meeting of the school's Leadership Team.</p> <p>1.13 Make a PL Policy and Handbook that support's the school's main priorities - and a timeline to support the building of</p>

	<p>key knowledge and skills.</p> <p>1.14 Undertake Leadership Team meetings to support a delegated model - providing the opportunity for each member to deliver PL and strategic planning to the Leadership Team as per individual leader's portfolio.</p>
<p>KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Implement and embed the consistent use of an instructional model</p>
<p>Actions</p>	<p>KIS 1.a</p> <p>1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.</p> <p>1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals and Explicit Teaching.</p> <p>1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</p> <p>1a.4 Build students' self-awareness and metacognitive skills.</p> <p>1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DET: Tutor Learning Initiative).</p> <p>1a.6 Plan whole school professional learning on differentiation.</p> <p>1a.7 Review and refine the IEP process and continue to build staff capacity to understand and implement IEPs.</p> <p>1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class

	<ul style="list-style-type: none"> • Be aware of their own learning progress and plan to improve their results • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their level using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Lead the implementation of PIVOT Unit Plan Framework (Teaching and Learning Model) • Review and refine the IEP process and its implementation at the school <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject
<p>Success indicators</p>	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on 	<p>Progress towards the achievement of Priority 1a improvement goals is underway; however, implementation is currently slightly behind the intended timeline. This is attributable to a range of operational demands and competing priorities earlier in the year. Despite this, foundational work has commenced across key areas, including data literacy, the use of High Impact Teaching Strategies (HITS) via Learning Walks, and the refinement of Individual Education Plans (IEPs). Appropriate strategies and support structures have now been established to facilitate accelerated progress in Semester</p>

<p>your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 	<p>2. With a strengthened focus on targeted professional learning, the school remains well-positioned to realign with the original implementation schedule.</p>			
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> The school was able to prioritise well 			
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious 			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
Activity 1	1a.6 Plan and present a whole school professional learning on differentiation	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) 	from: Term 1 to: Term 4	25%

Activity 2	1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	75%
Activity 3	1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build collective teacher and student capacity to give and receive feedback to improve student learning growth			
Actions	KIS 1.a 1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. 1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals and Explicit Teaching. 1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing. 1a.4 Build students' self-awareness and metacognitive skills. 1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DE: Tutor Learning Initiative). 1a.6 Plan whole school professional learning on differentiation. 1a.7 Continue to build staff capacity to understand and implement IEPs. 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.			

Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class • Be aware of their own learning progress and plan to improve their results • Understand the Learning Intentions of lesson/s and how they can achieve success • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model: PIVOT • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their point of learning need using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Reinforce the use of the PIVOT Lesson Plan Framework (Teaching and Learning Model) • Lead the implementation of Learning Walks and Peer Observations in conjunction with the Reflective Practice Continua <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject
Success indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress

	<ul style="list-style-type: none"> • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	<p>All key implementation strategies under Priority 1a are now underway, with solid progress being made across all focus areas. While timelines are slightly behind schedule, clear structures and actions are in place to support momentum in Semester 2. Continued work is needed to embed consistent, whole-school approaches to formative assessment; however, targeted support and upcoming professional learning will help address this. The implementation of the Learner Model through the PIVOT program is also progressing well and is expected to significantly strengthen students' self-awareness and metacognitive skills.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> The school was able to prioritise well <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious <input checked="" type="checkbox"/> Other <p>School growth - necessitating large numbers of new staff who need assistance with induction</p>
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	1a.6 Plan whole school professional learning on differentiation	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	25%
Activity 3	1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	100%
KIS 1.c 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	Develop and embed a culture of teacher collaboration			
Actions	2c.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning 2c.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking			

	<p>2c.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals</p> <p>2c.4 On-going staff PL on Differentiation using the “MAKER” model as set out in PIVOT</p> <p>2c.5 Continue to support staff in the PL of the use of data tables</p> <p>2c.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</p> <p>2c.7 Work toward the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level</p> <p>2c.8 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables</p> <p>2c.9 Engagement as a trial group in the Monash Q-Project to investigate capacity of school leaders to use evidence and research-informed practice</p> <p>2c.10 Continued engagement in the Ashwood Alliance to support engagement with academic mentors and Teaching Academies for professional practice</p> <p>2c.11 Develop a school-based Aspirant Leadership Program to develop the leadership capacity of middle level leaders at the school</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Actively read and action VCAA Examiner’s Report feedback from previous year • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work

	<ul style="list-style-type: none"> • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT Unit Planning • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings
Success indicators	<p>School Staff Survey results</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and eventually in the VCE • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	<p>II Priority 1a implementation strategies are now on track, supported by a restructured school meeting calendar designed to enhance focus and efficiency. The introduction of twice-termly School Initiative Update meetings has streamlined the communication of key information, enabling Learning Area meetings to be more intentionally dedicated to curriculum planning, collaboration, assessment, and moderation. Additionally, Communities of Practice (CoPs) time has been strategically allocated to support collaborative work within teaching teams on curriculum documentation and consistent instructional practices. These structural adjustments have strengthened alignment and are supporting sustained progress across all focus areas. Attention will be devoted to the further development and refinement of developmental rubrics to ensure they effectively support consistent assessment practices and provide clear, actionable feedback to students. Strengthening these tools will be a key focus to enhance curriculum alignment and promote student growth across Learning Areas.</p>
Enablers	<p><input checked="" type="checkbox"/> The school was able to prioritise well</p>

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<input checked="" type="checkbox"/> Positive staff culture and readiness for change			
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<input checked="" type="checkbox"/> Time constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	2b.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	75%
Activity 2	2b.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	75%

Goal 2	To enhance student voice and agency in their learning
---------------	---

<p>12-month target 2.1 target</p>	<p>2.1 Increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> - Differentiated learning challenge in Years 7-9 to 70% (68% in 2022, 68% in 2023, 61% in 2024, 56% in 2025) and Years 10-12 to 73% (72% in 2022, 61% in 2023, 55% in 2024, 61% in 2025). - Stimulated learning in Years 7-9 to 66% (63% in 2022, 62% in 2023, 58% in 2024, 61% in 2025) and Years 10-12 to 75% (74% in 2022, 64% in 2023, 55% in 2024, 61% in 2025). - Student voice and agency in Years 7-9 to 54% (48% in 2022, 52% in 2023, 42% in 2024, 46% in 2025). and Years 10-12 to 63% (60% in 2022, 50% in 2023, 46% in 2024, 55% in 2025). - Effort in Years 7-9 to 78% (75% in 2022, 74% in 2023, 70% in 2024, 72% in 2025) and Years 10-12 to 79% (78% in 2022, 74% in 2023, 70% in 2024, 70% in 2025).
<p>12-month target 2.2 target</p>	<p>2.2 Reduce the percentage of students with >20 days absence to 19% (22% in 2021, 38% in 2022, 34% in 2023, 40% in 2024, 38% in 2025).</p>
<p>12-month target 2.3 target</p>	<p>2.3 Increase the percentage of positive responses on the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> - Promoting student ownership of their learning goals to 80% (67% in 2021, 65% in 2022, 78% in 2023, 79% in 2024, 75% in 2025). - Supporting growth and learning of the whole child to 72% (70% in 2021, 70% in 2022, 71% in 2023, 73% in 2024, 77% in 2025).
<p>12-month target 2.4 target</p>	<p>2.4 Increase the percentage of positive responses in the Parent Opinion Survey Factor titled Student voice and agency to 85% (83% in 2021, 77% in 2022, 83% in 2023, 79% in 2024, 84% in 2025).</p>
<p>KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'</p>	<p>Develop and embed school community knowledge around student voice and agency</p>

participation and engagement in school	
Actions	<p>3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms of reference.</p> <p>3a.2 Devise the best method to capture student voice data in the classroom.</p> <p>3a.3 Embed PIVOT, the School's Teaching and Learning Model, with students and display the positive learning characteristics associated with the model in every classroom</p> <p>3a.5 Co-construct the learner profile of PIVOT Lesson Plans</p> <p>3a.6 Ensure all major assessment tasks have developmental rubrics that enable students to evaluate their work prior to teacher assessment - aligned with the Victorian Curriculum to ensure informed and evidenced based assessment.</p> <p>3a.7 Through the Communities of Practice (COPs) ensure that staff receive professional learning on enhancing evidence-based pedagogical practices, taken from High Impact Teaching Strategies, to improve student engagement and learning.</p> <p>3a.8 Ensure all classrooms display learning</p>
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Understand what the Learning Intentions are for each lesson, have access to all learning activities and have the ability to catch-up on work missed when absent • Communicate via Compass with teachers when absent • Develop informed SMART goals for their learning based on data and self-reflection • Participate in the creation of PIVOT for students and provide feedback on the way they experience the curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> • Keep accurate attendance data • Follow-up absent students and advise parents of missed work • Actively encourage students to complete work and ensure all work is complete • Assist students in planning for submission due dates • Reinforce the positive learning behaviours including self-reflection and goal setting • Develop a greater understanding of what student voice looks like in the classroom • Promote opportunities for student voice and student agency in learning <p>Leaders will:</p>

	<ul style="list-style-type: none"> Facilitate Professional Learning for the construction of developmental rubrics Construct agreed terms for definitions of student voice and agency Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> Encourage students to use their Student Planner and develop positive study habits and learning goals Reinforce students to take ownership of their learning - through reading and reviewing their teacher assessment feedback
Success indicators	<ul style="list-style-type: none"> Attendance data Attitudes to School Survey results Parent Opinion Survey results Re-submission of work Students submitting better quality work to avoid the need for re-submission Students catching-up on work missed whilst away and/or improved attendance
<p>Commentary on progress</p> <ul style="list-style-type: none"> Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? What is the evidence? 	<p>Work towards the key improvement strategies is well underway, with steady progress being made. While slightly behind schedule, effective remediation strategies have been put in place to ensure momentum is regained. The upcoming Curriculum Day in Term 3 has been prioritised to provide protected time for Learning Areas and Teaching Teams to collaborate deeply on curriculum planning, assessment practices, and moderation. These dedicated efforts will support continued progress and the successful achievement of our improvement goals. The Learner component of the PIVOT program is also in the works to enhance students' self-awareness, goal-setting, and metacognitive skills, fostering greater ownership of their learning journey.</p>
Enablers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Positive staff culture and readiness for change

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<input checked="" type="checkbox"/> Workforce stability and effective change management practices			
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop student capacity to monitor their own learning			
Actions	3.d1 Employ human resources for the analysis of data for presentation to Leadership Team 3.d2 Devise the best method to capture student voice data in the classroom			

Delivery of the annual actions for this KIS	Not Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Develop voice and agency in their learning • Have greater engagement in their learning • Assist in developing student voice and agency at the school <p>Teachers will:</p> <ul style="list-style-type: none"> • Develop a greater understanding of student voice and agency in learning • Promote student voice and agency in their learning • Participate in continued professional learning to continue to develop innovative ways to incorporate student voice and agency into learning <p>Leaders will:</p> <ul style="list-style-type: none"> • Deploy human resources to analyse data • Ensure that the structures and processes are put in place to reinforce student voice and agency • Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> • Support teachers in ensuring students catch-up on missed work • Encourage students to use their Student Planner and develop positive study habits and learning goals • Encourage student voice and agency in learning
Success indicators	<ul style="list-style-type: none"> • Attendance data • Student Attitudes to School Survey results • Parent Opinion Survey results • Students submitting better quality work • Greater student engagement in learning
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on 	<p>Progress on strategies 3.d1 and 3.d2 is currently behind schedule due to resource and logistical challenges. Plans are being developed to address these delays, including refining approaches to effectively capture student voice within classrooms through the Learning Model of PIVOT and re-introducing a standing item in Leadership Team meetings for regular data analysis. Concurrently, ongoing work is being undertaken to better streamline Compass Chronicle entries, enhancing the provision of key data to student management and wellbeing teams—covering areas such as attendance,</p>

<p>your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 	<p>academic progress, and holistic education. Efforts are actively underway to realign these initiatives with the broader school improvement timeline.</p>			
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented 			
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints <input checked="" type="checkbox"/> Time constraints 			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>3b.2 Continue to refine processes to capture student voice data in the classroom.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) 	<p>from: Term 1 to: Term 4</p>	<p>25%</p>
<p>KIS 2.d</p>		<p>Develop school-based processes for collecting student opinion data</p>		

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Actions</p>	<p>4a.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning. 4a.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking - to better support learning inclusivity 4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals. 4a.4 Develop Reflective Practice Continua for the remaining High Impact Teaching Strategies to assist staff in observing, giving and interpreting feedback in improving professional practice during Peer Observations and Learning Walks 4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth 4a.6 On-going staff PL on Differentiation using the "MAKER" model as set out in PIVOT. 4a.7 Devise a Wellbeing Policy to support a shared definition of wellbeing 4a.8 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum. 4a.9 Continue the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level. 4a.10 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning

	<p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student social and academic outcomes • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on supporting students' wellbeing <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Support the School Psychologist in the construction of a Wellbeing Policy • Maximise meaningful collegiate time within the School's Calendar
<p>Success indicators</p>	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? 	<p>Implementation of the key actions under this improvement area is progressing well and remains on schedule. Communities of Practice (COPs) are supporting targeted collaboration, while structured time within Learning Areas has strengthened planning, assessment, and moderation practices. Learning Walks and peer observations are increasingly aligned to high-impact instructional strategies, and professional learning on differentiation and developmental rubrics is undergoing continued planning. While solid progress has been made across all initiatives, further work will be undertaken to refine the Tutor/Form Group curriculum, with a particular focus on ensuring each student has a 'significant other' connection. This focus area has been identified in response to student feedback from the Attitudes to School Survey and will support our commitment to student wellbeing and holistic learning growth.</p>

<ul style="list-style-type: none"> • What is the evidence? 				
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> The school was able to prioritise well			
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<input checked="" type="checkbox"/> Other With many planned improvements, it was been at times difficult to prioritise one area of focus. However, now that many of the other items listed in this goal are completed, focus can now be directed to the remaining key improvement strategies.			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	75%
Activity 2	4a.5 Continue to develop the Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%

Goal 3	To improve student wellbeing and holistic learning growth for all students
12-month target 3.1 target	<p>3.1 Increase real retention to 50% (27.1% in 2021, 48.3% in 2022, 51.5% in 2023, 68.7% in 2024, 51.5% in 2025).</p> <p>3.2 Continue to enhance opportunities for student pathways via Senior School reforms and the provision of greater choice at VCE - enabled by increased student numbers.</p> <p>3.3 Continue to build and grow the co-curricular program on offer at Ashwood High School. 2025 areas of focus include: Sporting Excellence and Sustainability.</p> <p>3.4 Ensure individual pathway supports are in place for students in their Senior years of schooling.</p>
12-month target 3.2 target	<p>3.5 Increase the percentage of positive responses to the AtoSS factors:</p> <ul style="list-style-type: none"> - Sense of Connectedness in Years 7-9 to 60% (57% in 2022, 58% in 2023, 54% in 2024, 62% in 2025). and Years 10-12 to 63% (61% in 2022, 46% in 2023, 49% in 2024, 54% in 2025). - Advocate at School in Years 7-9 to 73% (71% in 2022, 71% in 2023, 66% in 2024, 69% in 2025) and Years 10-12 to 75% (73% in 2022, 64%* in 2023, 61% in 2024, 62% in 2025). - Perseverance in Years 7-9 to 65% (61% in 2022, 64% in 2023, 59% in 2024, 63% in 2025) and Years 10-12 to 71% (69% in 2022, 65% in 2023, 63% in 2024, 66% in 2025). - Respect for diversity in Years 7-9 to 58% (55% in 2022, 54% in 2023, 48% in 2024, 50% in 2025) and Years 10-12 to 66% (63% in 2022, 49% in 2023, 47% in 2024, 48% in 2025). - Teacher concern in Years 7-9 to 58% (55% in 2022, 39% in 2023, 33% in 2024, 34% in 2025) and Years 10-12 to 56% (53% in 2022, 42% in 2023, 35% in 2024, 39% in 2025). <p>3.6 Devise strategies to support staff with more consistent practices for positive behaviour management and restorative practice - including conveying expectations of uniform standards.</p> <p>3.7 Make changes to Tutor/Form Groups to better empower Tutor Group Teachers as the 'significant other' of students in their Tutor/Form Group - see 3.8, 3.9, 3.10.</p>

	<p>3.8 Create structural conditions to ensure Tutor Group teachers are also subject teachers for the majority of students in the Tutor Group.</p> <p>3.9 Develop Tutor Group Handbook to detail the philosophy, objectives, and strategies of Tutor Group.</p> <p>3.10 Develop and implement PL for Tutor Group teachers.</p>
12-month target 3.3 target	<p>3.11 Increase the percentage of positive responses on the Parent Opinion Survey to:</p> <ul style="list-style-type: none"> - Student motivation & support to 85% (82% in 2021, 64% in 2022, 66% in 2024, 67% in 2025). - My child enjoys the learning they do at school to 89% (85% in 2021, 88% in 2022). <p>*Measure removed from the Parent Opinion Survey in 2023, 2024 and 2025.</p> <ul style="list-style-type: none"> - Stimulating Learning Environment to 85% (80% in 2024, 85% in 2025). <p>3.12 Enhance communication structures via Compass to better support parents to be involved in their child's secondary schooling with clear and coherent information about school processes and events.</p>
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop staff capacity and knowledge in relation to student wellbeing and inclusion
Actions	<p>4b.1 Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing at Ashwood High School</p> <p>4b.2 Refine the Tutor/Form Group Programs to better support student wellbeing</p> <p>4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing</p> <p>4b.4 Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</p> <p>4b.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p>

	4b.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of staff in the Wellbeing Team
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have targeted support to assist with their holistic development • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group • Attend targeted PL to support the role of the Tutor/Form Group Teacher • Develop a consistent understanding of student wellbeing and how to support this at Ashwood High School <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Prepare a Wellbeing Handbook and a Tutor/Form Group Handbook to support teachers in their roles • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What 	<p>Progress across the wellbeing-focused strategies is steadily advancing, with several foundational actions underway. Development of the Wellbeing Handbook—framed by the CREATE model—is complete and will provide a consistent, evidence-based foundation for student wellbeing at Ashwood High School. The CREATE model is now being embedded within the curriculum. The refinement of the Tutor/Form Group programs and associated handbook will commence shortly, aimed at clarifying the critical role of Tutor/Form Group teachers in supporting student wellbeing. These initiatives remain on track, with continued focus to ensure a consistent and sustainable approach to whole-school wellbeing support.</p>

<p>changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Workforce stability and effective change management practices 			
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>With many planned improvements, it was been at times difficult to prioritise one area of focus. However, now that many of the other items listed in this goal are completed, focus can now be directed to the remaining key improvement strategies.</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
Activity 1	4b.1 Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing at Ashwood High School	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team 	from: Term 1 to: Term 4	100%
Activity 2	4b.3 Write a Tutor/Form Group Handbook to identify the critical role	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal 	from: Term 1	25%

	of the Tutor/Form Group Teacher in supporting student wellbeing	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	to: Term 4	
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a whole school approach to student wellbeing			
Actions	4c.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students 4c.2 PL students and staff on shared expectations for learners			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning • Work with greater clarity and agency in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work 			

	<ul style="list-style-type: none"> • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Build a video capture space for teachers to record their own practice for critical reflection • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	<p>Work has commenced on strategies 4c.1 and 4c.2, with early progress being made. A working party is being established to gather meaningful input from both students and staff on the learner dispositions that best reflect the values and aspirations of Ashwood High School. This collaborative approach will inform the development of a shared language around learning. Concurrently, planning is underway to deliver professional learning that supports a consistent understanding of learner expectations across the school community. These actions will help foster a culture of high expectations, engagement, and collective responsibility for learning.</p>
Enablers	<input checked="" type="checkbox"/> The school was able to prioritise well

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<input checked="" type="checkbox"/> Workforce stability and effective change management practices			
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<input checked="" type="checkbox"/> Workforce constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4c.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	4d.1 Continue to develop and grow the current co-curricular program 4d.2 Hold a Working Party to support the growth of the Sporting Excellence Pillar 4d.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with			

	<p>teams of teachers to understand the criteria</p> <p>4d.4 Refine the Tutor/Form Group Programs to better support student engagement</p> <p>4d.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p> <p>4d.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between wellbeing staff roles</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have numerous opportunities to engage in a wide variety of co-curricular programs • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results - improved connectedness to school • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress 	<p>Implementation of the 4d strategies is progressing steadily, with a number of initiatives already underway to enhance student engagement and strengthen the co-curricular program. The co-curricular program at Ashwood High School is vast and thriving, thanks to the ongoing discretionary efforts and commitment of staff, who continue to provide diverse and enriching opportunities for students. A working party has been established to support the further development of the Sporting Excellence Pillar, ensuring alignment with student interests and the school's values. Work is continuing to refine School Colours application process to ensure clarity and inclusivity for students and sustainability of process for staff</p>

<p>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 	<p>given the increase in student applications each year. Enhancements to the Tutor/Form Group program are in progress to further support engagement and connection.</p>			
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change 			
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 4</p>	<p>50%</p>

Activity 2	4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of the Wellbeing Team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	100%
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase opportunities for participation for all students			
Actions	4d.1 Continue to develop and grow the current co-curricular program 4d.2 Hold a Working Party to support the growth of the Sporting Excellence Pillar 4d.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with teams of teachers to understand the criteria 4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students 4d.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between wellbeing staff roles			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Students will: <ul style="list-style-type: none"> • Have numerous opportunities to engage in a wide variety of co-curricular programs • Have access to a 'significant other' who can support students' involvement in their school Teachers will: <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group Leaders will: <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning 			

	<ul style="list-style-type: none"> • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results - improved connectedness to school • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	<p>Implementation of the 4d strategies is progressing steadily, with a number of initiatives already underway to enhance student engagement and strengthen the co-curricular program. The co-curricular program at Ashwood High School is vast and thriving, thanks to the ongoing discretionary efforts and commitment of staff, who continue to provide diverse and enriching opportunities for students. A working party has been established to support the further development of the Sporting Excellence Pillar, ensuring alignment with student interests and the school's values. Work is continuing to refine School Colours application process to ensure clarity and inclusivity for students and sustainability of process for staff given the increase in student applications each year. Enhancements to the Tutor/Form Group program are in progress to further support engagement and connection.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	

<ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of the Wellbeing Team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	100%
Activity 2	4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	To maximise achievement for all students
12-month target 1.1 target	<p>0.1 Using various data points including NAPLAN, PAT and OnDemand, assess, identify, and continue to work with those students who need additional support in numeracy and literacy to regain and enhance their learning outcomes. The Intensive English and Intensive Maths (MYLNS) and DAL will form part of this strategy along with the use of the Learning Mentor (Tutor) Program.</p> <p>0.2 Monitor student learning growth through the use of NAPLAN, PAT, OnDemand, and reporting data, to support students to regain their expected level of engagement and academic achievement.</p> <p>0.3 To support teachers to enhance their capacity to plan differentiated learning for every student. This will be facilitated via Communities of Practice (COPs) - with the 2026 continued focus on the evaluation of Unit Planning (including differentiation and assessments) for all levels of learners and a Whole School Approach to Literacy.</p> <p>0.4 Reduce absenteeism through a comprehensive approach - including support from Coordinators and the Wellbeing Team - to hold Student Support Group meetings and devise Individual Education Plans (IEPs) and Attendance Support Plans to be reviewed on a termly basis.</p> <p>0.5 Tiered supports will be strategised via the Student Wellbeing Manager and Mental Health Practitioner and enacted by Tutor Groups/Form Groups/1:1 supports for Years 11 and 12 students/Wellbeing Team to improve student engagement and support student wellbeing.</p> <p>0.6 Continue to build and grow opportunities for co-curricular engagement of students - to enable each student to feel connected to school and experience belonging and success.</p>
12-month target 1.2 target	<p>1.1 Maintain the school VCE mean study score to at least 31 (33 in 2021, 31 in 2022, 32 in 2023, 31 in 2024*).</p> <p>1.2 Maintain the school VCE mean English study score to at least 30 (33.17 in 2021, 31.82 in 2022, 34 in 2023, 32 in 2024*).</p> <p>*2025 data not yet available</p>
12-month target 1.3 target	<p>1.3 Maintain the percentage of VCE English study scores of 37 or more at 25% (25% in 2021, 20% in 2022, 33% in 2023, 23% in 2024*)</p>

	<p>1.4 Maintain successful VCE completion at 100% (100% in 2021, 100% in 2022, 100% in 2023, 99% in 2024*)</p> <p>1.5 Obtain successful VCE VM completion at 100% (81% in 2021, 67% in 2022, 92% in 2023, 100% in 2024*).</p> <p>*2025 data not yet available</p>
12-month target 1.4 target	<p>A new assessment scheme for NAPLAN was introduced in 2023, featuring four distinct levels of achievement: Exceeding, Strong, Developing and Needs Additional Support. For future review, we will look at students achieving results in the Strong and Exceeding Proficiency Levels.</p> <p>1.6 Increase the proportion of Year 9 student results in 'Strong' or 'Exceeding' to:</p> <ul style="list-style-type: none"> - Reading—69% in 2023, 67% in 2024, 87% in 2025 - Writing - 69% in 2023, 64% in 2024, 78% in 2025 - Numeracy - 76% in 2023, 77% in 2024, 88% in 2025 <p>1.7 Deploy resources to work with English Learning Area to make improvements in student writing.</p> <p>1.8 Introduce a whole school approach to Literacy.</p>
12-month target 1.5 target	<p>This sub-goal will be deleted in the update of the School Strategic Plan, as under the new NAPLAN assessment scheme, the goal is the same as the previous one.</p>
12-month target 1.6 target	<p>1.09 To increase the percentage of positive responses in the School Staff Survey factors:</p> <ul style="list-style-type: none"> - Teacher collaboration to 61% (51% in 2021, 54% in 2022, 60% in 2023, 62% in 2024, 62% in 2025) - Instructional leadership to 68% (57% in 2021, 59% in 2022, 67% in 2023, 69% in 2024, 68% in 2025) <p>1.10 Support Leadership Team, Learning Area Coordinators and House/Year Level Coordinators and Assistant Coordinators in their middle level leadership through the provision of targeted PL.</p> <p>1.11 Elicit discussions within teams regarding collaboration vs. cooperation vs delegation - and make agreed actions that support teams to work collaboratively.</p> <p>1.12 Deploy resources to support the analysis and presentation of school data - and present at each meeting of the school's Leadership Team.</p> <p>1.13 Make a PL Policy and Handbook that support's the school's main priorities - and a timeline to support the building of</p>

	<p>key knowledge and skills.</p> <p>1.14 Undertake Leadership Team meetings to support a delegated model - providing the opportunity for each member to deliver PL and strategic planning to the Leadership Team as per individual leader's portfolio.</p>
<p>KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Implement and embed the consistent use of an instructional model</p>
<p>Actions</p>	<p>KIS 1.a</p> <p>1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support.</p> <p>1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals and Explicit Teaching.</p> <p>1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</p> <p>1a.4 Build students' self-awareness and metacognitive skills.</p> <p>1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DET: Tutor Learning Initiative).</p> <p>1a.6 Plan whole school professional learning on differentiation.</p> <p>1a.7 Review and refine the IEP process and continue to build staff capacity to understand and implement IEPs.</p> <p>1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class

	<ul style="list-style-type: none"> • Be aware of their own learning progress and plan to improve their results • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their level using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Lead the implementation of PIVOT Unit Plan Framework (Teaching and Learning Model) • Review and refine the IEP process and its implementation at the school <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject
<p>Success indicators</p>	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on 	

<p>your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
Activity 1	1a.6 Plan and present a whole school professional learning on differentiation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	25%

Activity 2	1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	75%
Activity 3	1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities		Build collective teacher and student capacity to give and receive feedback to improve student learning growth		
Actions	KIS 1.a 1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. 1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals and Explicit Teaching. 1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing. 1a.4 Build students' self-awareness and metacognitive skills. 1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DE: Tutor Learning Initiative). 1a.6 Plan whole school professional learning on differentiation. 1a.7 Continue to build staff capacity to understand and implement IEPs. 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.			

Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class • Be aware of their own learning progress and plan to improve their results • Understand the Learning Intentions of lesson/s and how they can achieve success • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model: PIVOT • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their point of learning need using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Reinforce the use of the PIVOT Lesson Plan Framework (Teaching and Learning Model) • Lead the implementation of Learning Walks and Peer Observations in conjunction with the Reflective Practice Continua <p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject
Success indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress

	<ul style="list-style-type: none"> • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	1a.6 Plan whole school professional learning on differentiation	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	25%
Activity 3	1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	100%
KIS 1.c 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	Develop and embed a culture of teacher collaboration			
Actions	2c.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning 2c.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking			

	<p>2c.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals</p> <p>2c.4 On-going staff PL on Differentiation using the “MAKER” model as set out in PIVOT</p> <p>2c.5 Continue to support staff in the PL of the use of data tables</p> <p>2c.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</p> <p>2c.7 Work toward the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level</p> <p>2c.8 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables</p> <p>2c.9 Engagement as a trial group in the Monash Q-Project to investigate capacity of school leaders to use evidence and research-informed practice</p> <p>2c.10 Continued engagement in the Ashwood Alliance to support engagement with academic mentors and Teaching Academies for professional practice</p> <p>2c.11 Develop a school-based Aspirant Leadership Program to develop the leadership capacity of middle level leaders at the school</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Actively read and action VCAA Examiner’s Report feedback from previous year • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work

	<ul style="list-style-type: none"> • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT Unit Planning • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings
Success indicators	<p>School Staff Survey results</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and eventually in the VCE • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	2b.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	75%
Activity 2	2b.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	75%

Goal 2	To enhance student voice and agency in their learning
---------------	---

<p>12-month target 2.1 target</p>	<p>2.1 Increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> - Differentiated learning challenge in Years 7-9 to 70% (68% in 2022, 68% in 2023, 61% in 2024, 56% in 2025) and Years 10-12 to 73% (72% in 2022, 61% in 2023, 55% in 2024, 61% in 2025). - Stimulated learning in Years 7-9 to 66% (63% in 2022, 62% in 2023, 58% in 2024, 61% in 2025) and Years 10-12 to 75% (74% in 2022, 64% in 2023, 55% in 2024, 61% in 2025). - Student voice and agency in Years 7-9 to 54% (48% in 2022, 52% in 2023, 42% in 2024, 46% in 2025). and Years 10-12 to 63% (60% in 2022, 50% in 2023, 46% in 2024, 55% in 2025). - Effort in Years 7-9 to 78% (75% in 2022, 74% in 2023, 70% in 2024, 72% in 2025) and Years 10-12 to 79% (78% in 2022, 74% in 2023, 70% in 2024, 70% in 2025).
<p>12-month target 2.2 target</p>	<p>2.2 Reduce the percentage of students with >20 days absence to 19% (22% in 2021, 38% in 2022, 34% in 2023, 40% in 2024, 38% in 2025).</p>
<p>12-month target 2.3 target</p>	<p>2.3 Increase the percentage of positive responses on the School Staff Survey in the following factors:</p> <ul style="list-style-type: none"> - Promoting student ownership of their learning goals to 80% (67% in 2021, 65% in 2022, 78% in 2023, 79% in 2024, 75% in 2025). - Supporting growth and learning of the whole child to 72% (70% in 2021, 70% in 2022, 71% in 2023, 73% in 2024, 77% in 2025).
<p>12-month target 2.4 target</p>	<p>2.4 Increase the percentage of positive responses in the Parent Opinion Survey Factor titled Student voice and agency to 85% (83% in 2021, 77% in 2022, 83% in 2023, 79% in 2024, 84% in 2025).</p>
<p>KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'</p>	<p>Develop and embed school community knowledge around student voice and agency</p>

participation and engagement in school	
Actions	<p>3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms of reference.</p> <p>3a.2 Devise the best method to capture student voice data in the classroom.</p> <p>3a.3 Embed PIVOT, the School's Teaching and Learning Model, with students and display the positive learning characteristics associated with the model in every classroom</p> <p>3a.5 Co-construct the learner profile of PIVOT Lesson Plans</p> <p>3a.6 Ensure all major assessment tasks have developmental rubrics that enable students to evaluate their work prior to teacher assessment - aligned with the Victorian Curriculum to ensure informed and evidenced based assessment.</p> <p>3a.7 Through the Communities of Practice (COPs) ensure that staff receive professional learning on enhancing evidence-based pedagogical practices, taken from High Impact Teaching Strategies, to improve student engagement and learning.</p> <p>3a.8 Ensure all classrooms display learning</p>
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Understand what the Learning Intentions are for each lesson, have access to all learning activities and have the ability to catch-up on work missed when absent • Communicate via Compass with teachers when absent • Develop informed SMART goals for their learning based on data and self-reflection • Participate in the creation of PIVOT for students and provide feedback on the way they experience the curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> • Keep accurate attendance data • Follow-up absent students and advise parents of missed work • Actively encourage students to complete work and ensure all work is complete • Assist students in planning for submission due dates • Reinforce the positive learning behaviours including self-reflection and goal setting • Develop a greater understanding of what student voice looks like in the classroom • Promote opportunities for student voice and student agency in learning <p>Leaders will:</p>

	<ul style="list-style-type: none"> • Facilitate Professional Learning for the construction of developmental rubrics • Construct agreed terms for definitions of student voice and agency • Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> • Encourage students to use their Student Planner and develop positive study habits and learning goals • Reinforce students to take ownership of their learning - through reading and reviewing their teacher assessment feedback
Success indicators	<ul style="list-style-type: none"> • Attendance data • Attitudes to School Survey results • Parent Opinion Survey results • Re-submission of work • Students submitting better quality work to avoid the need for re-submission • Students catching-up on work missed whilst away and/or improved attendance
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop student capacity to monitor their own learning			
Actions	3.d1 Employ human resources for the analysis of data for presentation to Leadership Team 3.d2 Devise the best method to capture student voice data in the classroom			

Delivery of the annual actions for this KIS	Not Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Develop voice and agency in their learning • Have greater engagement in their learning • Assist in developing student voice and agency at the school <p>Teachers will:</p> <ul style="list-style-type: none"> • Develop a greater understanding of student voice and agency in learning • Promote student voice and agency in their learning • Participate in continued professional learning to continue to develop innovative ways to incorporate student voice and agency into learning <p>Leaders will:</p> <ul style="list-style-type: none"> • Deploy human resources to analyse data • Ensure that the structures and processes are put in place to reinforce student voice and agency • Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> • Support teachers in ensuring students catch-up on missed work • Encourage students to use their Student Planner and develop positive study habits and learning goals • Encourage student voice and agency in learning
Success indicators	<ul style="list-style-type: none"> • Attendance data • Student Attitudes to School Survey results • Parent Opinion Survey results • Students submitting better quality work • Greater student engagement in learning
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on 	

<p>your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
Activity 1	3b.2 Continue to refine processes to capture student voice data in the classroom.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	25%
KIS 2.d	Develop school-based processes for collecting student opinion data			

<p>Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p>Actions</p>	<p>4a.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning. 4a.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking - to better support learning inclusivity 4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals. 4a.4 Develop Reflective Practice Continua for the remaining High Impact Teaching Strategies to assist staff in observing, giving and interpreting feedback in improving professional practice during Peer Observations and Learning Walks 4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth 4a.6 On-going staff PL on Differentiation using the "MAKER" model as set out in PIVOT. 4a.7 Devise a Wellbeing Policy to support a shared definition of wellbeing 4a.8 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum. 4a.9 Continue the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level. 4a.10 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning

	<p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student social and academic outcomes • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on supporting students' wellbeing <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Support the School Psychologist in the construction of a Wellbeing Policy • Maximise meaningful collegiate time within the School's Calendar
<p>Success indicators</p>	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? 	

• What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?				
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	75%
Activity 2	4a.5 Continue to develop the Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%

Goal 3	To improve student wellbeing and holistic learning growth for all students
12-month target 3.1 target	<p>3.1 Increase real retention to 50% (27.1% in 2021, 48.3% in 2022, 51.5% in 2023, 68.7% in 2024, 51.5% in 2025).</p> <p>3.2 Continue to enhance opportunities for student pathways via Senior School reforms and the provision of greater choice at VCE - enabled by increased student numbers.</p> <p>3.3 Continue to build and grow the co-curricular program on offer at Ashwood High School. 2025 areas of focus include: Sporting Excellence and Sustainability.</p> <p>3.4 Ensure individual pathway supports are in place for students in their Senior years of schooling.</p>
12-month target 3.2 target	<p>3.5 Increase the percentage of positive responses to the AtoSS factors:</p> <ul style="list-style-type: none"> - Sense of Connectedness in Years 7-9 to 60% (57% in 2022, 58% in 2023, 54% in 2024, 62% in 2025). and Years 10-12 to 63% (61% in 2022, 46% in 2023, 49% in 2024, 54% in 2025). - Advocate at School in Years 7-9 to 73% (71% in 2022, 71% in 2023, 66% in 2024, 69% in 2025) and Years 10-12 to 75% (73% in 2022, 64%* in 2023, 61% in 2024, 62% in 2025). - Perseverance in Years 7-9 to 65% (61% in 2022, 64% in 2023, 59% in 2024, 63% in 2025) and Years 10-12 to 71% (69% in 2022, 65% in 2023, 63% in 2024, 66% in 2025). - Respect for diversity in Years 7-9 to 58% (55% in 2022, 54% in 2023, 48% in 2024, 50% in 2025) and Years 10-12 to 66% (63% in 2022, 49% in 2023, 47% in 2024, 48% in 2025). - Teacher concern in Years 7-9 to 58% (55% in 2022, 39% in 2023, 33% in 2024, 34% in 2025) and Years 10-12 to 56% (53% in 2022, 42% in 2023, 35% in 2024, 39% in 2025). <p>3.6 Devise strategies to support staff with more consistent practices for positive behaviour management and restorative practice - including conveying expectations of uniform standards.</p> <p>3.7 Make changes to Tutor/Form Groups to better empower Tutor Group Teachers as the 'significant other' of students in their Tutor/Form Group - see 3.8, 3.9, 3.10.</p>

	<p>3.8 Create structural conditions to ensure Tutor Group teachers are also subject teachers for the majority of students in the Tutor Group.</p> <p>3.9 Develop Tutor Group Handbook to detail the philosophy, objectives, and strategies of Tutor Group.</p> <p>3.10 Develop and implement PL for Tutor Group teachers.</p>
12-month target 3.3 target	<p>3.11 Increase the percentage of positive responses on the Parent Opinion Survey to:</p> <ul style="list-style-type: none"> - Student motivation & support to 85% (82% in 2021, 64% in 2022, 66% in 2024, 67% in 2025). - My child enjoys the learning they do at school to 89% (85% in 2021, 88% in 2022). <p>*Measure removed from the Parent Opinion Survey in 2023, 2024 and 2025.</p> <ul style="list-style-type: none"> - Stimulating Learning Environment to 85% (80% in 2024, 85% in 2025). <p>3.12 Enhance communication structures via Compass to better support parents to be involved in their child's secondary schooling with clear and coherent information about school processes and events.</p>
KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop staff capacity and knowledge in relation to student wellbeing and inclusion
Actions	<p>4b.1 Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing at Ashwood High School</p> <p>4b.2 Refine the Tutor/Form Group Programs to better support student wellbeing</p> <p>4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing</p> <p>4b.4 Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</p> <p>4b.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p>

	4b.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of staff in the Wellbeing Team
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have targeted support to assist with their holistic development • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group • Attend targeted PL to support the role of the Tutor/Form Group Teacher • Develop a consistent understanding of student wellbeing and how to support this at Ashwood High School <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Prepare a Wellbeing Handbook and a Tutor/Form Group Handbook to support teachers in their roles • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What 	

changes in behaviour / practice / mindset have been observed? • What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?				
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4b.1 Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing at Ashwood High School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 2	4b.3 Write a Tutor/Form Group Handbook to identify the critical role	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	25%

	of the Tutor/Form Group Teacher in supporting student wellbeing	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	to: Term 4	
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a whole school approach to student wellbeing			
Actions	4c.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students 4c.2 PL students and staff on shared expectations for learners			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning • Work with greater clarity and agency in their learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work 			

	<ul style="list-style-type: none"> • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Build a video capture space for teachers to record their own practice for critical reflection • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4c.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	4d.1 Continue to develop and grow the current co-curricular program 4d.2 Hold a Working Party to support the growth of the Sporting Excellence Pillar 4d.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with			

	<p>teams of teachers to understand the criteria</p> <p>4d.4 Refine the Tutor/Form Group Programs to better support student engagement</p> <p>4d.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p> <p>4d.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between wellbeing staff roles</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have numerous opportunities to engage in a wide variety of co-curricular programs • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results - improved connectedness to school • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress 	

towards planned outcomes. What changes in behaviour / practice / mindset have been observed? <ul style="list-style-type: none"> • What is the evidence? 				
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%

Activity 2	4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of the Wellbeing Team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	100%
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase opportunities for participation for all students			
Actions	4d.1 Continue to develop and grow the current co-curricular program 4d.2 Hold a Working Party to support the growth of the Sporting Excellence Pillar 4d.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with teams of teachers to understand the criteria 4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students 4d.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between wellbeing staff roles			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Students will: <ul style="list-style-type: none"> • Have numerous opportunities to engage in a wide variety of co-curricular programs • Have access to a 'significant other' who can support students' involvement in their school Teachers will: <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group Leaders will: <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning 			

	<ul style="list-style-type: none"> • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results - improved connectedness to school • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers	

<ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of the Wellbeing Team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	100%
Activity 2	4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	To maximise achievement for all students
12-month target 1.1 target	<p>0.1 Using various data points including NAPLAN, PAT and OnDemand, assess, identify, and continue to work with those students who need additional support in numeracy and literacy to regain and enhance their learning outcomes. The Intensive English and Intensive Maths (MYLNS) and DAL will form part of this strategy along with the use of the Learning Mentor (Tutor) Program.</p> <p>0.2 Monitor student learning growth through the use of NAPLAN, PAT, OnDemand, and reporting data, to support students to regain their expected level of engagement and academic achievement.</p> <p>0.3 To support teachers to enhance their capacity to plan differentiated learning for every student. This will be facilitated via Communities of Practice (COPs) - with the 2026 continued focus on the evaluation of Unit Planning (including differentiation and assessments) for all levels of learners and a Whole School Approach to Literacy.</p> <p>0.4 Reduce absenteeism through a comprehensive approach - including support from Coordinators and the Wellbeing Team - to hold Student Support Group meetings and devise Individual Education Plans (IEPs) and Attendance Support Plans to be reviewed on a termly basis.</p> <p>0.5 Tiered supports will be strategised via the Student Wellbeing Manager and Mental Health Practitioner and enacted by Tutor Groups/Form Groups/1:1 supports for Years 11 and 12 students/Wellbeing Team to improve student engagement and support student wellbeing.</p> <p>0.6 Continue to build and grow opportunities for co-curricular engagement of students - to enable each student to feel connected to school and experience belonging and success.</p>
Has this 12-month target been met	Partially Met
12-month target 1.2 target	<p>1.1 Maintain the school VCE mean study score to at least 31 (33 in 2021, 31 in 2022, 32 in 2023, 31 in 2024*).</p> <p>1.2 Maintain the school VCE mean English study score to at least 30 (33.17 in 2021, 31.82 in 2022, 34 in 2023, 32 in 2024*).</p> <p>*2025 data not yet available</p>

Has this 12-month target been met	Met
12-month target 1.3 target	<p>1.3 Maintain the percentage of VCE English study scores of 37 or more at 25% (25% in 2021, 20% in 2022, 33% in 2023, 23% in 2024*)</p> <p>1.4 Maintain successful VCE completion at 100% (100% in 2021, 100% in 2022, 100% in 2023, 99% in 2024*)</p> <p>1.5 Obtain successful VCE VM completion at 100% (81% in 2021, 67% in 2022, 92% in 2023, 100% in 2024*). *2025 data not yet available</p>
Has this 12-month target been met	Partially Met
12-month target 1.4 target	<p>A new assessment scheme for NAPLAN was introduced in 2023, featuring four distinct levels of achievement: Exceeding, Strong, Developing and Needs Additional Support. For future review, we will look at students achieving results in the Strong and Exceeding Proficiency Levels.</p> <p>1.6 Increase the proportion of Year 9 student results in 'Strong' or 'Exceeding' to:</p> <ul style="list-style-type: none"> - Reading—69% in 2023, 67% in 2024, 87% in 2025 - Writing - 69% in 2023, 64% in 2024, 78% in 2025 - Numeracy - 76% in 2023, 77% in 2024, 88% in 2025 <p>1.7 Deploy resources to work with English Learning Area to make improvements in student writing.</p> <p>1.8 Introduce a whole school approach to Literacy.</p>
Has this 12-month target been met	Met
12-month target 1.5 target	This sub-goal will be deleted in the update of the School Strategic Plan, as under the new NAPLAN assessment scheme, the goal is the same as the previous one.
Has this 12-month target been met	Not able to assess due to cohort changes – if changes to your cohort mean interim assessment not possible

<p>12-month target 1.6 target</p>	<p>1.09 To increase the percentage of positive responses in the School Staff Survey factors: - Teacher collaboration to 61% (51% in 2021, 54% in 2022, 60% in 2023, 62% in 2024, 62% in 2025) - Instructional leadership to 68% (57% in 2021, 59% in 2022, 67% in 2023, 69% in 2024, 68% in 2025)</p> <p>1.10 Support Leadership Team, Learning Area Coordinators and House/Year Level Coordinators and Assistant Coordinators in their middle level leadership through the provision of targeted PL.</p> <p>1.11 Elicit discussions within teams regarding collaboration vs. cooperation vs delegation - and make agreed actions that support teams to work collaboratively.</p> <p>1.12 Deploy resources to support the analysis and presentation of school data - and present at each meeting of the school's Leadership Team.</p> <p>1.13 Make a PL Policy and Handbook that support's the school's main priorities - and a timeline to support the building of key knowledge and skills.</p> <p>1.14 Undertake Leadership Team meetings to support a delegated model - providing the opportunity for each member to deliver PL and strategic planning to the Leadership Team as per individual leader's portfolio.</p>
<p>Has this 12-month target been met</p>	<p>Met</p>
<p>KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Implement and embed the consistent use of an instructional model</p>
<p>Actions</p>	<p>KIS 1.a 1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. 1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals and Explicit Teaching.</p>

	<p>1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</p> <p>1a.4 Build students' self-awareness and metacognitive skills.</p> <p>1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DET: Tutor Learning Initiative).</p> <p>1a.6 Plan whole school professional learning on differentiation.</p> <p>1a.7 Review and refine the IEP process and continue to build staff capacity to understand and implement IEPs.</p> <p>1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class • Be aware of their own learning progress and plan to improve their results • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their level using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Lead the implementation of PIVOT Unit Plan Framework (Teaching and Learning Model) • Review and refine the IEP process and its implementation at the school <p>Parent/carers will:</p>

	<ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject
Success indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports
Reflection on progress	<p>Following a successful trial of Continuous Reporting with Years 7 and 10-12 in 2025, the school will transition to whole school continuous reporting in 2026. In 2026, we will continue to refine our Common Assessment Tasks, including the use of developmental rubrics as well as the roll out of Student Learning Behaviours rubric to support students to enhance their agency in learning. The move to continuous reporting safeguards the quality and rigour of our curriculum and processes for students and families to receive timely and relevant feedback (summative and formative) on their academic progress.</p>
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> The school was able to prioritise well
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints <input checked="" type="checkbox"/> Time constraints <input checked="" type="checkbox"/> Budget constraints
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	1a.6 Plan and present a whole school professional learning on differentiation	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	25%
Activity 2	1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	75%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build collective teacher and student capacity to give and receive feedback to improve student learning growth			
Actions	KIS 1.a 1a.1 Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support. 1a.2 Revisit and strengthen the use of HITS in classrooms, with a focus on Structuring Lessons and Setting Goals and Explicit Teaching.			

	<p>1a.3 Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</p> <p>1a.4 Build students' self-awareness and metacognitive skills.</p> <p>1a.5 Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DET: MYLNS) and Learning Mentors Program (DE: Tutor Learning Initiative).</p> <p>1a.6 Plan whole school professional learning on differentiation.</p> <p>1a.7 Continue to build staff capacity to understand and implement IEPs.</p> <p>1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Experience success and celebrate the acquisition of knowledge • Students in need of targeted academic support or intervention will be identified and supported • Seek assistance and feedback from their teachers • Know what their next steps are to progress their learning • Attend Study Hall when required for additional support outside of class • Be aware of their own learning progress and plan to improve their results • Understand the Learning Intentions of lesson/s and how they can achieve success • Know how lessons are structured and how this supports their learning • Use teacher feedback to improve their work and actively engage in reflecting on past work to improve future submissions <p>Teachers will:</p> <ul style="list-style-type: none"> • Confidently and accurately identify student learning needs of their students • Use HITS to plan lessons and units • Consistently and explicitly implement the school's instructional model: PIVOT • Consistently implement the agreed assessment schedule • Provide students with the opportunity to work at their point of learning need using differentiated resources <p>Leaders will:</p> <ul style="list-style-type: none"> • Provide a professional and well organised in-house PL schedule that meets the needs of staff • Coach and mentor staff in the use of data • Reinforce the use of the PIVOT Lesson Plan Framework (Teaching and Learning Model) • Lead the implementation of Learning Walks and Peer Observations in conjunction with the Reflective Practice <p>Continua</p>

	<p>Parent/carers will:</p> <ul style="list-style-type: none"> • See more communication via Compass regarding their child's progress • Encourage students to track their own progress • Ensure students are best prepared for learning by ensuring they have the required equipment for each subject
Success indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data • Teacher records and observations of student progress • Student feedback on differentiation, the instructional model, and use of common strategies • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports
Reflection on progress	<p>The school has made progress toward the rollout of new Individual Education Plans (IEPs), aligned with the Department of Education Disability Inclusion requirements. Small-group tutoring programs have continued to support students requiring additional assistance, including targeted literacy and numeracy interventions. Other actions within this focus area are being held for implementation in the next phase of the improvement cycle.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school was able to prioritise well <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints <input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	1a.1 Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support	<input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	75%
Activity 2	1a.6 Plan whole school professional learning on differentiation	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	25%
Activity 3	1a.7 Continue to build staff capacity to understand and implement IEPs 1a.8 Work with ES and other teaching staff to assess learning and map progress against IEP goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 4	75%
KIS 1.c 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	Develop and embed a culture of teacher collaboration			
Actions	2c.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning 2c.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking			

	<p>2c.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals</p> <p>2c.4 On-going staff PL on Differentiation using the “MAKER” model as set out in PIVOT</p> <p>2c.5 Continue to support staff in the PL of the use of data tables</p> <p>2c.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</p> <p>2c.7 Work toward the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level</p> <p>2c.8 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables</p> <p>2c.9 Engagement as a trial group in the Monash Q-Project to investigate capacity of school leaders to use evidence and research-informed practice</p> <p>2c.10 Continued engagement in the Ashwood Alliance to support engagement with academic mentors and Teaching Academies for professional practice</p> <p>2c.11 Develop a school-based Aspirant Leadership Program to develop the leadership capacity of middle level leaders at the school</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Actively read and action VCAA Examiner’s Report feedback from previous year • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work

	<ul style="list-style-type: none"> • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT Unit Planning • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings
Success indicators	<p>School Staff Survey results</p> <ul style="list-style-type: none"> • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and eventually in the VCE • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
Reflection on progress	<p>Significant progress has been made in strengthening teacher collaboration, with protected time now prioritised to support purposeful planning, assessment and professional learning. This has supported continued progress toward a guaranteed and viable curriculum, with increasing consistency in curriculum planning, delivery and review across all year levels. This work is establishing clearer shared expectations and coherence in teaching and learning practices across the school.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> The school was able to prioritise well
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	2b.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	75%
Activity 2	2b.6 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	75%

Goal 2	To enhance student voice and agency in their learning
12-month target 2.1 target	<p>2.1 Increase the percentage positive response on the AtoSS factors:</p> <ul style="list-style-type: none"> - Differentiated learning challenge in Years 7-9 to 70% (68% in 2022, 68% in 2023, 61% in 2024, 56% in 2025) and Years 10-12 to 73% (72% in 2022, 61% in 2023, 55% in 2024, 61% in 2025). - Stimulated learning in Years 7-9 to 66% (63% in 2022, 62% in 2023, 58% in 2024, 61% in 2025) and Years 10-12 to 75% (74% in 2022, 64% in 2023, 55% in 2024, 61% in 2025). - Student voice and agency in Years 7-9 to 54% (48% in 2022, 52% in 2023, 42% in 2024, 46% in 2025). and Years 10-12 to 63% (60% in 2022, 50% in 2023, 46% in 2024, 55% in 2025).

	- Effort in Years 7-9 to 78% (75% in 2022, 74% in 2023, 70% in 2024, 72% in 2025) and Years 10-12 to 79% (78% in 2022, 74% in 2023, 70% in 2024, 70% in 2025).
Has this 12-month target been met	Partially Met
12-month target 2.2 target	2.2 Reduce the percentage of students with >20 days absence to 19% (22% in 2021, 38% in 2022, 34% in 2023, 40% in 2024, 38% in 2025).
Has this 12-month target been met	Not Met
12-month target 2.3 target	2.3 Increase the percentage of positive responses on the School Staff Survey in the following factors: - Promoting student ownership of their learning goals to 80% (67% in 2021, 65% in 2022, 78% in 2023, 79% in 2024, 75% in 2025). - Supporting growth and learning of the whole child to 72% (70% in 2021, 70% in 2022, 71% in 2023, 73% in 2024, 77% in 2025).
Has this 12-month target been met	Partially Met
12-month target 2.4 target	2.4 Increase the percentage of positive responses in the Parent Opinion Survey Factor titled Student voice and agency to 85% (83% in 2021, 77% in 2022, 83% in 2023, 79% in 2024, 84% in 2025).
Has this 12-month target been met	Not Met
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'	Develop and embed school community knowledge around student voice and agency

participation and engagement in school	
Actions	<p>3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms of reference.</p> <p>3a.2 Devise the best method to capture student voice data in the classroom.</p> <p>3a.3 Embed PIVOT, the School's Teaching and Learning Model, with students and display the positive learning characteristics associated with the model in every classroom</p> <p>3a.5 Co-construct the learner profile of PIVOT Lesson Plans</p> <p>3a.6 Ensure all major assessment tasks have developmental rubrics that enable students to evaluate their work prior to teacher assessment - aligned with the Victorian Curriculum to ensure informed and evidenced based assessment.</p> <p>3a.7 Through the Communities of Practice (COPs) ensure that staff receive professional learning on enhancing evidence-based pedagogical practices, taken from High Impact Teaching Strategies, to improve student engagement and learning.</p> <p>3a.8 Ensure all classrooms display learning</p>
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Understand what the Learning Intentions are for each lesson, have access to all learning activities and have the ability to catch-up on work missed when absent • Communicate via Compass with teachers when absent • Develop informed SMART goals for their learning based on data and self-reflection • Participate in the creation of PIVOT for students and provide feedback on the way they experience the curriculum <p>Teachers will:</p> <ul style="list-style-type: none"> • Keep accurate attendance data • Follow-up absent students and advise parents of missed work • Actively encourage students to complete work and ensure all work is complete • Assist students in planning for submission due dates • Reinforce the positive learning behaviours including self-reflection and goal setting • Develop a greater understanding of what student voice looks like in the classroom • Promote opportunities for student voice and student agency in learning <p>Leaders will:</p>

	<ul style="list-style-type: none"> Facilitate Professional Learning for the construction of developmental rubrics Construct agreed terms for definitions of student voice and agency Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> Encourage students to use their Student Planner and develop positive study habits and learning goals Reinforce students to take ownership of their learning - through reading and reviewing their teacher assessment feedback
Success indicators	<ul style="list-style-type: none"> Attendance data Attitudes to School Survey results Parent Opinion Survey results Re-submission of work Students submitting better quality work to avoid the need for re-submission Students catching-up on work missed whilst away and/or improved attendance
Reflection on progress	<p>Progress has been made in building shared understanding of student voice and agency, with agreed approaches emerging to capture student voice and embed the PIVOT model with students. The learner profile and developmental rubrics aligned to the Victorian Curriculum are being strengthened to support students to evaluate their learning and engage more deeply with success criteria. This work is supported through Communities of Practice, with an ongoing focus on evidence-based pedagogical practices to improve student engagement and learning. Work will continue in this space in 2026.</p>
Enablers <ul style="list-style-type: none"> What enablers are supporting/supported the delivery of this KIS? 	<input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<input checked="" type="checkbox"/> Time constraints <input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious

<ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	3a.1 Develop school community's knowledge on student voice and student agency. Devise agreed terms.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
KIS 2.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop student capacity to monitor their own learning			
Actions	3.d1 Employ human resources for the analysis of data for presentation to Leadership Team 3.d2 Devise the best method to capture student voice data in the classroom			
Delivery of the annual actions for this KIS	Not Completed			
Outcomes	Students will: <ul style="list-style-type: none"> • Develop voice and agency in their learning • Have greater engagement in their learning • Assist in developing student voice and agency at the school 			

	<p>Teachers will:</p> <ul style="list-style-type: none"> • Develop a greater understanding of student voice and agency in learning • Promote student voice and agency in their learning • Participate in continued professional learning to continue to develop innovative ways to incorporate student voice and agency into learning <p>Leaders will:</p> <ul style="list-style-type: none"> • Deploy human resources to analyse data • Ensure that the structures and processes are put in place to reinforce student voice and agency • Ensure PL for all teachers to assist them in the above implementations and sharing of student learning data with their classes <p>Parent/carers will:</p> <ul style="list-style-type: none"> • Support teachers in ensuring students catch-up on missed work • Encourage students to use their Student Planner and develop positive study habits and learning goals • Encourage student voice and agency in learning
Success indicators	<ul style="list-style-type: none"> • Attendance data • Student Attitudes to School Survey results • Parent Opinion Survey results • Students submitting better quality work • Greater student engagement in learning
Reflection on progress	<p>A review of the Tutor and Form Group curriculum was completed and new learning resources were created. Updates to the the curriculum documentation, including an evaluation of its contents will continue in 2026. Professional Learning for Tutor Group and Form Group teachers will continue in 2026 to support teachers to know their students as people and as learners, and to understand their role as the 'significant other'.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Workforce stability and effective change management practices

Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<input checked="" type="checkbox"/> Time constraints <input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	3b.2 Continue to refine processes to capture student voice data in the classroom.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	25%
KIS 2.d Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop school-based processes for collecting student opinion data			
Actions	4a.1 Develop COPs to improve the quality and foci for effective teacher collaboration and learning. 4a.2 Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and cross-marking - to better support learning inclusivity 4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of Structuring Lessons and Setting Goals. 4a.4 Develop Reflective Practice Continua for the remaining High Impact Teaching Strategies to assist staff in observing, giving and interpreting feedback in improving professional practice during Peer Observations and Learning Walks 4a.5 Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth			

	<p>4a.6 On-going staff PL on Differentiation using the “MAKER” model as set out in PIVOT.</p> <p>4a.7 Devise a Wellbeing Policy to support a shared definition of wellbeing</p> <p>4a.8 Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum.</p> <p>4a.9 Continue the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level.</p> <p>4a.10 Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics • Negotiate tasks with their teachers based on their stage of learning and need • Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning <p>Teachers will:</p> <ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student social and academic outcomes • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on supporting students' wellbeing <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Support the School Psychologist in the construction of a Wellbeing Policy • Maximise meaningful collegiate time within the School's Calendar

Success indicators	<ul style="list-style-type: none"> School Staff Survey results Student Attitudes to School Survey results Improved student outcomes of NAPLAN and VCE/VCE VM Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Reflection on progress	Protected time for teacher collaboration has been strengthened, enabling a sharper focus on core teaching and learning priorities. This has supported improved consistency in curriculum documentation, planning and review processes across the school. Learning Walks and Peer Observations will be regrouped and re-established in 2026, as time constraints and competing priorities limited implementation in 2025.			
Enablers <ul style="list-style-type: none"> What enablers are supporting/supported the delivery of this KIS? 	<input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change			
Barriers <ul style="list-style-type: none"> What barriers are impeding/impeded the delivery of this KIS? 	<input checked="" type="checkbox"/> Time constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4a.3 Introduce guided Learning Walks and enhance the Peer Observation Program: focus on the High Impact Teaching Strategies of	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	75%

	Structuring Lessons and Setting Goals			
Activity 2	4a.5 Continue to develop the Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%

Goal 3	To improve student wellbeing and holistic learning growth for all students
12-month target 3.1 target	<p>3.1 Increase real retention to 50% (27.1% in 2021, 48.3% in 2022, 51.5% in 2023, 68.7% in 2024, 51.5% in 2025).</p> <p>3.2 Continue to enhance opportunities for student pathways via Senior School reforms and the provision of greater choice at VCE - enabled by increased student numbers.</p> <p>3.3 Continue to build and grow the co-curricular program on offer at Ashwood High School. 2025 areas of focus include: Sporting Excellence and Sustainability.</p> <p>3.4 Ensure individual pathway supports are in place for students in their Senior years of schooling.</p>
Has this 12-month target been met	Met
12-month target 3.2 target	<p>3.5 Increase the percentage of positive responses to the AtoSS factors:</p> <ul style="list-style-type: none"> - Sense of Connectedness in Years 7-9 to 60% (57% in 2022, 58% in 2023, 54% in 2024, 62% in 2025). and Years 10-12 to 63% (61% in 2022, 46% in 2023, 49% in 2024, 54% in 2025). - Advocate at School in Years 7-9 to 73% (71% in 2022, 71% in 2023, 66% in 2024, 69% in 2025) and Years 10-12 to 75% (73% in 2022, 64%* in 2023, 61% in 2024, 62% in 2025). - Perseverance in Years 7-9 to 65% (61% in 2022, 64% in 2023, 59% in 2024, 63% in 2025) and Years 10-12 to 71%

	<p>(69% in 2022, 65% in 2023, 63% in 2024, 66% in 2025).</p> <ul style="list-style-type: none"> - Respect for diversity in Years 7-9 to 58% (55% in 2022, 54% in 2023, 48% in 2024, 50% in 2025) and Years 10-12 to 66% (63% in 2022, 49% in 2023, 47% in 2024, 48% in 2025). - Teacher concern in Years 7-9 to 58% (55% in 2022, 39% in 2023, 33% in 2024, 34% in 2025) and Years 10-12 to 56% (53% in 2022, 42% in 2023, 35% in 2024, 39% in 2025). <p>3.6 Devise strategies to support staff with more consistent practices for positive behaviour management and restorative practice - including conveying expectations of uniform standards.</p> <p>3.7 Make changes to Tutor/Form Groups to better empower Tutor Group Teachers as the 'significant other' of students in their Tutor/Form Group - see 3.8, 3.9, 3.10.</p> <p>3.8 Create structural conditions to ensure Tutor Group teachers are also subject teachers for the majority of students in the Tutor Group.</p> <p>3.9 Develop Tutor Group Handbook to detail the philosophy, objectives, and strategies of Tutor Group.</p> <p>3.10 Develop and implement PL for Tutor Group teachers.</p>
<p>Has this 12-month target been met</p>	<p>Partially Met</p>
<p>12-month target 3.3 target</p>	<p>3.11 Increase the percentage of positive responses on the Parent Opinion Survey to:</p> <ul style="list-style-type: none"> - Student motivation & support to 85% (82% in 2021, 64% in 2022, 66% in 2024, 67% in 2025). - My child enjoys the learning they do at school to 89% (85% in 2021, 88% in 2022). *Measure removed from the Parent Opinion Survey in 2023, 2024 and 2025. - Stimulating Learning Environment to 85% (80% in 2024, 85% in 2025). <p>3.12 Enhance communication structures via Compass to better support parents to be involved in their child's secondary schooling with clear and coherent information about school processes and events.</p>

<p>Has this 12-month target been met</p>	<p>Partially Met</p>
<p>KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Develop staff capacity and knowledge in relation to student wellbeing and inclusion</p>
<p>Actions</p>	<p>4b.1 Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing at Ashwood High School 4b.2 Refine the Tutor/Form Group Programs to better support student wellbeing 4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing 4b.4 Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing 4b.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students 4b.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of staff in the Wellbeing Team</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> • Have targeted support to assist with their holistic development • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group • Attend targeted PL to support the role of the Tutor/Form Group Teacher • Develop a consistent understanding of student wellbeing and how to support this at Ashwood High School <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning

	<ul style="list-style-type: none"> • Prepare a Wellbeing Handbook and a Tutor/Form Group Handbook to support teachers in their roles • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students 			
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need 			
Reflection on progress	<p>Progress has been made in strengthening wellbeing structures, with refinement of the Tutor/Form Group program and increased professional learning prioritised for Tutor/Form Group teachers. Foundational work is underway to articulate shared wellbeing principles through the CREATE framework. Further development of handbooks has occurred, and a full roll out VCE Special Programs days - to enable protected time for holistic and wellbeing learning and support - will commence in 2026.</p>			
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Positive staff culture and readiness for change 			
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints <input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious 			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	4b.1 Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing at Ashwood High School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 2	4b.3 Write a Tutor/Form Group Handbook to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s	from: Term 1 to: Term 4	25%
KIS 3.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a whole school approach to student wellbeing			
Actions	4c.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students 4c.2 PL students and staff on shared expectations for learners			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	Students will: <ul style="list-style-type: none"> Use rubrics to self assess their work and reflect on how they can improve their work at their stage of learning - developmental rubrics Negotiate tasks with their teachers based on their stage of learning and need Be more actively engaged in class as they identify multiple opportunities/entry points for them to access learning Work with greater clarity and agency in their learning Teachers will:			

	<ul style="list-style-type: none"> • Use the elements of PIVOT in planning and executing lessons • Actively work with and contribute to the knowledge-base of their chosen COP • Use data to assess student progress and discuss this with colleagues to inform practice and improve student outcomes using differentiation • Implement student self-assessment for all major assessment tasks and mentor students in how they can monitor their own progress • Provide meaningful feedback on student work that allows students to understand how they can improve their work • Cross mark major assessment tasks with relevant colleagues • Work in common teaching teams to review curriculum and develop common assessment tasks and rubrics • Participate in PL on differentiation <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that teachers are supported in their learning and understanding of PIVOT • Ensure that PL is delivered at teachers point of need • Actively investigate and promote external PL that is targeted at individual teachers point of need, or for COP foci • Build a video capture space for teachers to record their own practice for critical reflection • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar • Provide explicit PL to POR Leaders on how to run effective meetings
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results • Improved student outcomes of NAPLAN and VCE/VCE VM • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
Reflection on progress	<p>In 2025, a working party completed the development of the learner side of PIVOT. The rollout has been placed on hold in 2026 to allow time to establish the most effective approach for all staff and students to engage with the model, build understanding and buy-in, and ensure its consistent implementation across the school community.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> The school was able to prioritise well

the delivery of this KIS?				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<input checked="" type="checkbox"/> Workforce capability			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4c.1 Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School Students	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	50%
KIS 3.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	4d.1 Continue to develop and grow the current co-curricular program 4d.2 Hold a Working Party to support the growth of the Sporting Excellence Pillar 4d.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with teams of teachers to understand the criteria			

	<p>4d.4 Refine the Tutor/Form Group Programs to better support student engagement</p> <p>4d.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p> <p>4d.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between wellbeing staff roles</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have numerous opportunities to engage in a wide variety of co-curricular programs • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results - improved connectedness to school • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need
Reflection on progress	<p>The school has continued to develop and expand its co-curricular program, with work underway to strengthen the Sporting Excellence Pillar and refine processes for awarding School Colours to ensure a broader range of students are recognised. Tutor/Form Group programs have been reviewed and refined to better support student engagement. The planned roll out of VCE Special Programs days in 2026 will support the holistic wellbeing of our senior students.</p>
Enablers	<ul style="list-style-type: none"> ☑ Sufficient time allocated

<ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<input checked="" type="checkbox"/> Staff capability and consistency of practice			
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 2	4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of the Wellbeing Team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	100%
KIS 3.d Responsive, tiered and contextualised approaches and strong relationships to	Increase opportunities for participation for all students			

support student learning, wellbeing and inclusion	
Actions	<p>4d.1 Continue to develop and grow the current co-curricular program</p> <p>4d.2 Hold a Working Party to support the growth of the Sporting Excellence Pillar</p> <p>4d.3 Continue to refine processes to enable a diverse subset of students to be eligible for School Colours - working with teams of teachers to understand the criteria</p> <p>4d.4 Refine the Tutor/Form Group Programs to better support student engagement</p> <p>4d.5 Investigate means by which a 1:1 mentor program can be commenced with Years 11/12 students</p> <p>4d.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between wellbeing staff roles</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Have numerous opportunities to engage in a wide variety of co-curricular programs • Have access to a 'significant other' who can support students' involvement in their school <p>Teachers will:</p> <ul style="list-style-type: none"> • Continue to ensure that they know their students as people and as learners • Employ methods to conference with each student in their Tutor/Form Group <p>Leaders will:</p> <ul style="list-style-type: none"> • Ensure that PL is delivered at teachers point of need - in the space of supporting student engagement in learning • Improve Staff Induction and update the Schools Induction Booklet and Staff Handbook • Maximise meaningful collegiate time within the School's Calendar to enable staff collaboration for student engagement and wellbeing • Prioritise staffing of Tutor/Form Groups • Investigate timetable arrangements to support 1:1 mentoring of Year 12 students
Success indicators	<ul style="list-style-type: none"> • School Staff Survey results • Student Attitudes to School Survey results - improved connectedness to school • Improved attendance as learner confidence improves and students feel more included in the classroom at their point of need

Reflection on progress	In 2025, a student-facing Tutor Group handbook was created to support the rollout of the curriculum. In 2026, the unit plans will be evaluated to ensure the intentional embedding of strategies that strengthen the Tutor/Form Group Teacher's role as the significant other in students' learning and wellbeing.			
Enablers • What enablers are supporting/supported the delivery of this KIS?	<input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Staff capability and consistency of practice			
Barriers • What barriers are impeding/impeded the delivery of this KIS?	<input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	4c.6 Reorganise roles and responsibilities within the Wellbeing Team - to ensure clear distinction between the roles of the Wellbeing Team.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	100%
Activity 2	4d.4 Refine the Tutor/Form Group Programs to better support student engagement 4d.5 Investigate means by which a 1:1 mentor program can be commenced with Year 12 students	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	50%

Future planning

We are pleased with our progress to date. In 2026, we intend to work smarter, not harder, by prioritising the following key areas to maximise impact on student learning, engagement, and wellbeing:

- Protected collaboration time for staff, with clear parameters to focus on best-practice teaching, assessment, and curriculum planning.
- Learning Walks for all staff to support the Victorian Teaching and Learning Model (VTLM 2.0) and strengthen Enabling Learning practices.
- Rollout of VCE Special Programs Day to provide senior students with protected time for holistic learning, wellbeing, and other key development tasks.
- Continuous reporting at all year levels, following several years of successful trials, to provide timely and ongoing insights into student learning and progress.
- Embedding intentional practices to enhance student agency, empowering students to take greater ownership of their learning.

We look forward to the 2026 School Review as an opportunity to engage critically with multiple stakeholders and challenge partners, reflecting on our successes to date and our planned improvements to support ongoing growth and sustained success at Ashwood High School in the next School Strategic Plan.

Monitoring and Self-assessment - 2025

SEIL Feedback

Submitted Feedback
<p>Despite a slightly delayed start due to operational demands, strong foundational work has been established to drive student achievement. Key initiatives include enhanced data literacy, the use of High Impact Teaching Strategies (HITS) through Learning Walks, and the refinement of Individual Education Plans (IEPs). The Learner Model, implemented via the PIVOT program, is progressing well and is set to strengthen student self-awareness and metacognitive skills. Structural improvements—such as twice-termly School Initiative Update meetings and targeted Communities of Practice (CoPs)—have enhanced collaboration, curriculum planning, and assessment consistency. Further refinement of developmental rubrics will continue to support high-quality feedback and student growth. While strategies 3.d1 and 3.d2 are slightly behind schedule, clear plans are in place to accelerate progress in Semester 2 through improved data analysis and capturing student voice more effectively. Wellbeing initiatives, including the completed Wellbeing Handbook framed by the CREATE model, are on track, with further refinements to Tutor/Form Group programs planned to ensure sustainable, whole-school support. Overall, strong foundations and targeted adjustments position the school to realign with the original implementation timeline and sustain momentum toward achieving its priority goal.</p> <p style="text-align: right;">Submitted by Joanne Wastle (SEIL) on 25 August, 2025 at 02:45 PM</p>