

# Monitoring and assessment - 2026

Ashwood High School (8743)



# Monitoring and assessment - 2026

## Term 1 monitoring (optional)

<b>Goal 1</b>	To maximise achievement for all students
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement and embed the consistent use of an instructional model
Actions	<ol style="list-style-type: none"> <li>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.</li> <li>2. Revisit and strengthen the use of HITS in classrooms, with a focus on Victorian Teaching and Learning Model 2.0 - Enabling Learning.</li> <li>3. Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</li> <li>4. Build students' agency in learning.</li> <li>5. Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DE: MYLNS).</li> <li>6. Provide PL on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams.</li> <li>7. Review and refine the IEP process and continue to build staff capacity to understand and implement IEPs.</li> <li>8. Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ol>
Delivery of the annual actions for this KIS	
Outcomes	

Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Plan and present a whole school professional learning on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%
Activity 2	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) <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 3	Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff		-1%

Activity 4	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		-1%
<b>KIS 1.b</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	<ol style="list-style-type: none"> <li>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.</li> <li>2. Revisit and strengthen the use of HITS in classrooms, with a focus on Victorian Teaching and Learning Model 2.0 - Enabling Learning.</li> <li>3. Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</li> <li>4. Build students' agency in learning with the use of the Learning Behaviours Rubric, as a reflection following an assessment task (CATs/SACs/SATs)</li> <li>5. Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DE: MYLNS)</li> <li>6. Provide PL on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams</li> <li>7. Continue to build staff capacity to understand and implement IEPs.</li> <li>8. Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 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) <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 2	Plan whole school professional learning on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%
Activity 3	Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff		-1%
Activity 4	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		-1%

<p><b>KIS 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and embed a culture of teacher collaboration</p>
<p>Actions</p>	<ol style="list-style-type: none"> <li>1. Develop COPs to improve the quality and foci for effective teacher collaboration and learning</li> <li>2. Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and moderation</li> <li>3. Introduce guided Learning Walks fo all teaching staff and enhance the Peer Observation Program: focus on VTLM 2.0 - Enabling Learning</li> <li>5. Continue to support staff in the PL of the use of data</li> <li>6. Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</li> <li>7. Work toward the review of unit plans - ensuring all subject teachers collaborate to plan, deliver and review the same curricula</li> </ol>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	
<p>Success indicators</p>	
<p>Commentary on progress</p>	
<p>Enablers</p>	
<p>Barriers</p>	
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce guided Learning Walks for all staff and enhance the Peer Observation Program: focus - VTLM 2.0 - Enabling Learning section	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> All staff		-1%
Activity 2	Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%

Goal 2	To enhance student voice and agency in their learning
<b>KIS 2.b</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	1. Employ human resources for the analysis of data for presentation to Leadership Team 2. Devise the best method to capture student voice data in the classroom 3. Provide teachers with targeted PL on how to engage students with the Learning Behaviour Rubric following the completion of CATS/SATs/SACs
Delivery of the annual actions for this KIS	
Outcomes	

Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	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)		-1%
<b>KIS 2.d</b> 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	<ol style="list-style-type: none"> <li>1. Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth</li> <li>2. Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum.</li> <li>3. Continue the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level.</li> <li>4. Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</li> <li>5. Support the Leadership Team with access to relevant DE data sets - to assist them to become empowered with data-informed practices.</li> </ol>			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce guided Learning Walks for all staff and enhance the Peer Observation Program: focus - VTLM 2.0 - Enabling Learning	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	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)		-1%

<b>Goal 3</b>	To improve student wellbeing and holistic learning growth for all students
<b>KIS 3.a</b>	Develop staff capacity and knowledge in relation to student wellbeing and inclusion

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion				
Actions	<ol style="list-style-type: none"> <li>1. Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School</li> <li>2. Refine the Tutor/Form Group Programs to better support student wellbeing</li> <li>3. Write a Tutor/Form Group Handbook and refine the curriculum to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing</li> <li>4. Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s		-1%

	supporting student wellbeing and inclusion at Ashwood High School	<input checked="" type="checkbox"/> Leading teacher(s)		
Activity 2	Write a Tutor/Form Group Handbook, and refine the Tutor/Form Group Curricula, to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing and inclusion	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s		-1%
<b>KIS 3.b</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	<ol style="list-style-type: none"> <li>1. Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School</li> <li>2. Refine the Tutor/Form Group Programs to better support student wellbeing</li> <li>3. Write a Tutor/Form Group Handbook, and refine the curricula, to empower Tutor/Form Group Teachers in supporting student wellbeing</li> <li>4. Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</li> <li>5. Organise and deliver VCE Special Programs Days - to support Year 11 and 12 students with their holistic learning growth</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				

Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Leading teacher(s)		-1%
Activity 2	Write a Tutor/Form Group Handbook and update the curricula, to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing and inclusion	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal		-1%
<b>KIS 3.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	1. Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School students 2. PL students and staff on shared expectations for learners			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 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)		-1%
<b>KIS 3.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase opportunities for participation for all students			
Actions	<ol style="list-style-type: none"> <li>1. Continue to develop, grow and promote the current co-curricular program</li> <li>2. 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</li> <li>3. Refine the Tutor/Form Group Programs to better support student engagement</li> </ol>			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refine the Tutor/Form Group Programs and curricula to better support student engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	Plan VCE Special Programs Days	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team		-1%

# Monitoring and assessment - 2026

## Mid-year monitoring

<b>Goal 1</b>	To maximise achievement for all students
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement and embed the consistent use of an instructional model
Actions	<ol style="list-style-type: none"> <li>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.</li> <li>2. Revisit and strengthen the use of HITS in classrooms, with a focus on Victorian Teaching and Learning Model 2.0 - Enabling Learning.</li> <li>3. Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</li> <li>4. Build students' agency in learning.</li> <li>5. Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DE: MYLNS).</li> <li>6. Provide PL on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams.</li> <li>7. Review and refine the IEP process and continue to build staff capacity to understand and implement IEPs.</li> <li>8. Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ol>
Delivery of the annual actions for this KIS	
Outcomes	

Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Plan and present a whole school professional learning on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%
Activity 2	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) <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 3	Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff		-1%

Activity 4	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		-1%
<b>KIS 1.b</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	<ol style="list-style-type: none"> <li>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.</li> <li>2. Revisit and strengthen the use of HITS in classrooms, with a focus on Victorian Teaching and Learning Model 2.0 - Enabling Learning.</li> <li>3. Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</li> <li>4. Build students' agency in learning with the use of the Learning Behaviours Rubric, as a reflection following an assessment task (CATs/SACs/SATs)</li> <li>5. Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DE: MYLNS)</li> <li>6. Provide PL on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams</li> <li>7. Continue to build staff capacity to understand and implement IEPs.</li> <li>8. Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 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) <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 2	Plan whole school professional learning on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%
Activity 3	Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff		-1%
Activity 4	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		-1%

<p><b>KIS 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and embed a culture of teacher collaboration</p>
<p>Actions</p>	<ol style="list-style-type: none"> <li>1. Develop COPs to improve the quality and foci for effective teacher collaboration and learning</li> <li>2. Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and moderation</li> <li>3. Introduce guided Learning Walks fo all teaching staff and enhance the Peer Observation Program: focus on VTLM 2.0 - Enabling Learning</li> <li>5. Continue to support staff in the PL of the use of data</li> <li>6. Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</li> <li>7. Work toward the review of unit plans - ensuring all subject teachers collaborate to plan, deliver and review the same curricula</li> </ol>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	
<p>Success indicators</p>	
<p>Commentary on progress</p>	
<p>Enablers</p>	
<p>Barriers</p>	
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce guided Learning Walks for all staff and enhance the Peer Observation Program: focus - VTLM 2.0 - Enabling Learning section	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> All staff		-1%
Activity 2	Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%

Goal 2	To enhance student voice and agency in their learning
<b>KIS 2.b</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	1. Employ human resources for the analysis of data for presentation to Leadership Team 2. Devise the best method to capture student voice data in the classroom 3. Provide teachers with targeted PL on how to engage students with the Learning Behaviour Rubric following the completion of CATS/SATs/SACs
Delivery of the annual actions for this KIS	
Outcomes	

Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	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)		-1%
<b>KIS 2.d</b> 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	<ol style="list-style-type: none"> <li>1. Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth</li> <li>2. Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum.</li> <li>3. Continue the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level.</li> <li>4. Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</li> <li>5. Support the Leadership Team with access to relevant DE data sets - to assist them to become empowered with data-informed practices.</li> </ol>			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce guided Learning Walks for all staff and enhance the Peer Observation Program: focus - VTLM 2.0 - Enabling Learning	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	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)		-1%

<b>Goal 3</b>	To improve student wellbeing and holistic learning growth for all students
<b>KIS 3.a</b>	Develop staff capacity and knowledge in relation to student wellbeing and inclusion

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion				
Actions	<ol style="list-style-type: none"> <li>1. Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School</li> <li>2. Refine the Tutor/Form Group Programs to better support student wellbeing</li> <li>3. Write a Tutor/Form Group Handbook and refine the curriculum to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing</li> <li>4. Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s		-1%

	supporting student wellbeing and inclusion at Ashwood High School	<input checked="" type="checkbox"/> Leading teacher(s)		
Activity 2	Write a Tutor/Form Group Handbook, and refine the Tutor/Form Group Curricula, to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing and inclusion	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s		-1%
<b>KIS 3.b</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	<ol style="list-style-type: none"> <li>1. Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School</li> <li>2. Refine the Tutor/Form Group Programs to better support student wellbeing</li> <li>3. Write a Tutor/Form Group Handbook, and refine the curricula, to empower Tutor/Form Group Teachers in supporting student wellbeing</li> <li>4. Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</li> <li>5. Organise and deliver VCE Special Programs Days - to support Year 11 and 12 students with their holistic learning growth</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				

Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Leading teacher(s)		-1%
Activity 2	Write a Tutor/Form Group Handbook and update the curricula, to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing and inclusion	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal		-1%
<b>KIS 3.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	1. Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School students 2. PL students and staff on shared expectations for learners			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 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)		-1%
<b>KIS 3.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase opportunities for participation for all students			
Actions	<ol style="list-style-type: none"> <li>1. Continue to develop, grow and promote the current co-curricular program</li> <li>2. 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</li> <li>3. Refine the Tutor/Form Group Programs to better support student engagement</li> </ol>			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refine the Tutor/Form Group Programs and curricula to better support student engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	Plan VCE Special Programs Days	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team		-1%

# Monitoring and assessment - 2026

## Term 3 monitoring (optional)

<b>Goal 1</b>	To maximise achievement for all students
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement and embed the consistent use of an instructional model
Actions	<ol style="list-style-type: none"> <li>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.</li> <li>2. Revisit and strengthen the use of HITS in classrooms, with a focus on Victorian Teaching and Learning Model 2.0 - Enabling Learning.</li> <li>3. Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</li> <li>4. Build students' agency in learning.</li> <li>5. Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DE: MYLNS).</li> <li>6. Provide PL on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams.</li> <li>7. Review and refine the IEP process and continue to build staff capacity to understand and implement IEPs.</li> <li>8. Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ol>
Delivery of the annual actions for this KIS	
Outcomes	

Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Plan and present a whole school professional learning on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%
Activity 2	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) <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 3	Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff		-1%

Activity 4	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		-1%
<b>KIS 1.b</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	<ol style="list-style-type: none"> <li>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.</li> <li>2. Revisit and strengthen the use of HITS in classrooms, with a focus on Victorian Teaching and Learning Model 2.0 - Enabling Learning.</li> <li>3. Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</li> <li>4. Build students' agency in learning with the use of the Learning Behaviours Rubric, as a reflection following an assessment task (CATs/SACs/SATs)</li> <li>5. Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DE: MYLNS)</li> <li>6. Provide PL on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams</li> <li>7. Continue to build staff capacity to understand and implement IEPs.</li> <li>8. Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 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) <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 2	Plan whole school professional learning on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%
Activity 3	Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff		-1%
Activity 4	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		-1%

<p><b>KIS 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and embed a culture of teacher collaboration</p>
<p>Actions</p>	<ol style="list-style-type: none"> <li>1. Develop COPs to improve the quality and foci for effective teacher collaboration and learning</li> <li>2. Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and moderation</li> <li>3. Introduce guided Learning Walks fo all teaching staff and enhance the Peer Observation Program: focus on VTLM 2.0 - Enabling Learning</li> <li>5. Continue to support staff in the PL of the use of data</li> <li>6. Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</li> <li>7. Work toward the review of unit plans - ensuring all subject teachers collaborate to plan, deliver and review the same curricula</li> </ol>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	
<p>Success indicators</p>	
<p>Commentary on progress</p>	
<p>Enablers</p>	
<p>Barriers</p>	
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce guided Learning Walks for all staff and enhance the Peer Observation Program: focus - VTLM 2.0 - Enabling Learning section	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> All staff		-1%
Activity 2	Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%

Goal 2	To enhance student voice and agency in their learning
<b>KIS 2.b</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	1. Employ human resources for the analysis of data for presentation to Leadership Team 2. Devise the best method to capture student voice data in the classroom 3. Provide teachers with targeted PL on how to engage students with the Learning Behaviour Rubric following the completion of CATS/SATs/SACs
Delivery of the annual actions for this KIS	
Outcomes	

Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	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)		-1%
<b>KIS 2.d</b> 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	<ol style="list-style-type: none"> <li>1. Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth</li> <li>2. Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum.</li> <li>3. Continue the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level.</li> <li>4. Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</li> <li>5. Support the Leadership Team with access to relevant DE data sets - to assist them to become empowered with data-informed practices.</li> </ol>			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce guided Learning Walks for all staff and enhance the Peer Observation Program: focus - VTLM 2.0 - Enabling Learning	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	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)		-1%

<b>Goal 3</b>	To improve student wellbeing and holistic learning growth for all students
<b>KIS 3.a</b>	Develop staff capacity and knowledge in relation to student wellbeing and inclusion

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion				
Actions	<ol style="list-style-type: none"> <li>1. Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School</li> <li>2. Refine the Tutor/Form Group Programs to better support student wellbeing</li> <li>3. Write a Tutor/Form Group Handbook and refine the curriculum to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing</li> <li>4. Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s		-1%

	supporting student wellbeing and inclusion at Ashwood High School	<input checked="" type="checkbox"/> Leading teacher(s)		
Activity 2	Write a Tutor/Form Group Handbook, and refine the Tutor/Form Group Curricula, to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing and inclusion	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s		-1%
<b>KIS 3.b</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	<ol style="list-style-type: none"> <li>1. Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School</li> <li>2. Refine the Tutor/Form Group Programs to better support student wellbeing</li> <li>3. Write a Tutor/Form Group Handbook, and refine the curricula, to empower Tutor/Form Group Teachers in supporting student wellbeing</li> <li>4. Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</li> <li>5. Organise and deliver VCE Special Programs Days - to support Year 11 and 12 students with their holistic learning growth</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				

Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Leading teacher(s)		-1%
Activity 2	Write a Tutor/Form Group Handbook and update the curricula, to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing and inclusion	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal		-1%
<b>KIS 3.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	1. Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School students 2. PL students and staff on shared expectations for learners			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 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)		-1%
<b>KIS 3.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase opportunities for participation for all students			
Actions	<ol style="list-style-type: none"> <li>1. Continue to develop, grow and promote the current co-curricular program</li> <li>2. 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</li> <li>3. Refine the Tutor/Form Group Programs to better support student engagement</li> </ol>			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refine the Tutor/Form Group Programs and curricula to better support student engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	Plan VCE Special Programs Days	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team		-1%

# Monitoring and assessment - 2026

## End-of-year monitoring

<b>Goal 1</b>	To maximise achievement for all students
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Implement and embed the consistent use of an instructional model
Actions	<ol style="list-style-type: none"> <li>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.</li> <li>2. Revisit and strengthen the use of HITS in classrooms, with a focus on Victorian Teaching and Learning Model 2.0 - Enabling Learning.</li> <li>3. Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</li> <li>4. Build students' agency in learning.</li> <li>5. Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DE: MYLNS).</li> <li>6. Provide PL on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams.</li> <li>7. Review and refine the IEP process and continue to build staff capacity to understand and implement IEPs.</li> <li>8. Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ol>
Delivery of the annual actions for this KIS	
Outcomes	

Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Plan and present a whole school professional learning on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%
Activity 2	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) <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 3	Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff		-1%

Activity 4	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		-1%
<b>KIS 1.b</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	<ol style="list-style-type: none"> <li>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.</li> <li>2. Revisit and strengthen the use of HITS in classrooms, with a focus on Victorian Teaching and Learning Model 2.0 - Enabling Learning.</li> <li>3. Establish/embed consistent approaches to formative assessment and frequent low-stakes testing.</li> <li>4. Build students' agency in learning with the use of the Learning Behaviours Rubric, as a reflection following an assessment task (CATs/SACs/SATs)</li> <li>5. Re-establish and refine processes around small group tutoring programs - including Intensive English and Intensive Maths Programs (DE: MYLNS)</li> <li>6. Provide PL on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams</li> <li>7. Continue to build staff capacity to understand and implement IEPs.</li> <li>8. Work with ES and other teaching staff to assess learning and map progress against IEP goals.</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 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) <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 2	Plan whole school professional learning on best teaching practices to be employed in Communities of Practice time - devoted time for teachers to collaborate within year level subject teaching teams	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%
Activity 3	Continue to build staff capacity to understand and implement IEPs	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff		-1%
Activity 4	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		-1%

<p><b>KIS 1.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop and embed a culture of teacher collaboration</p>
<p>Actions</p>	<ol style="list-style-type: none"> <li>1. Develop COPs to improve the quality and foci for effective teacher collaboration and learning</li> <li>2. Restructure Learning Area time to increase curriculum planning time and further enhance and embed opportunities/expectations of teacher collaboration in planning, assessment and moderation</li> <li>3. Introduce guided Learning Walks fo all teaching staff and enhance the Peer Observation Program: focus on VTLM 2.0 - Enabling Learning</li> <li>5. Continue to support staff in the PL of the use of data</li> <li>6. Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum</li> <li>7. Work toward the review of unit plans - ensuring all subject teachers collaborate to plan, deliver and review the same curricula</li> </ol>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	
<p>Success indicators</p>	
<p>Commentary on progress</p>	
<p>Enablers</p>	
<p>Barriers</p>	
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce guided Learning Walks for all staff and enhance the Peer Observation Program: focus - VTLM 2.0 - Enabling Learning section	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> All staff		-1%
Activity 2	Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)		-1%

Goal 2	To enhance student voice and agency in their learning
<b>KIS 2.b</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	1. Employ human resources for the analysis of data for presentation to Leadership Team 2. Devise the best method to capture student voice data in the classroom 3. Provide teachers with targeted PL on how to engage students with the Learning Behaviour Rubric following the completion of CATS/SATs/SACs
Delivery of the annual actions for this KIS	
Outcomes	

Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	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)		-1%
<b>KIS 2.d</b> 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	<ol style="list-style-type: none"> <li>1. Re-work Tutor Group/Form Group Curriculum to ensure 'significant other' of each student - with a focus on students' wellbeing and holistic learning growth</li> <li>2. Provide staff PL via Communities of Practice (COPs) on learning processes and developmental rubrics based on the Victorian Curriculum.</li> <li>3. Continue the development and implementation of common Learning Intentions and Success Criteria for each lesson in the same subject and Year level.</li> <li>4. Each Year level and subject to develop a list of common goals for the year: knowledge, skills, experiences - the non-negotiables.</li> <li>5. Support the Leadership Team with access to relevant DE data sets - to assist them to become empowered with data-informed practices.</li> </ol>			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce guided Learning Walks for all staff and enhance the Peer Observation Program: focus - VTLM 2.0 - Enabling Learning	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	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)		-1%

<b>Goal 3</b>	To improve student wellbeing and holistic learning growth for all students
<b>KIS 3.a</b>	Develop staff capacity and knowledge in relation to student wellbeing and inclusion

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion				
Actions	<ol style="list-style-type: none"> <li>1. Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School</li> <li>2. Refine the Tutor/Form Group Programs to better support student wellbeing</li> <li>3. Write a Tutor/Form Group Handbook and refine the curriculum to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing</li> <li>4. Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s		-1%

	supporting student wellbeing and inclusion at Ashwood High School	<input checked="" type="checkbox"/> Leading teacher(s)		
Activity 2	Write a Tutor/Form Group Handbook, and refine the Tutor/Form Group Curricula, to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing and inclusion	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Sub school leader/s		-1%
<b>KIS 3.b</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	<ol style="list-style-type: none"> <li>1. Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School</li> <li>2. Refine the Tutor/Form Group Programs to better support student wellbeing</li> <li>3. Write a Tutor/Form Group Handbook, and refine the curricula, to empower Tutor/Form Group Teachers in supporting student wellbeing</li> <li>4. Prioritise professional learning for Tutor/Form Group teachers to support student wellbeing</li> <li>5. Organise and deliver VCE Special Programs Days - to support Year 11 and 12 students with their holistic learning growth</li> </ol>			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				

Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Wellbeing Handbook, based on the evidence based, School Wellbeing Framework: CREATE, to identify the principles supporting student wellbeing and inclusion at Ashwood High School	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Leading teacher(s)		-1%
Activity 2	Write a Tutor/Form Group Handbook and update the curricula, to identify the critical role of the Tutor/Form Group Teacher in supporting student wellbeing and inclusion	<input checked="" type="checkbox"/> Sub school leader/s <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal		-1%
<b>KIS 3.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance student learning dispositions			
Actions	1. Develop a working party to support gaining student and staff input on what best learner dispositions suit Ashwood High School students 2. PL students and staff on shared expectations for learners			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 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)		-1%
<b>KIS 3.d</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Increase opportunities for participation for all students			
Actions	<ol style="list-style-type: none"> <li>1. Continue to develop, grow and promote the current co-curricular program</li> <li>2. 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</li> <li>3. Refine the Tutor/Form Group Programs to better support student engagement</li> </ol>			

Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refine the Tutor/Form Group Programs and curricula to better support student engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	Plan VCE Special Programs Days	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team		-1%

<b>Future planning</b>	
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# Monitoring and Self-assessment - 2026

SEIL Feedback