

Monitoring and assessment - 2025

Westall Primary School (4851)



Submitted for review by Peter Jeans (School Principal) on 03 February, 2025 at 12:54 PM

Endorsed by David Caughey (Senior Education Improvement Leader) on 02 April, 2025 at 11:17 AM

Term 2 Monitoring submitted by Peter Jeans (School Principal) on 18 June, 2025 at 10:39 AM

Term 4 Monitoring submitted by Peter Jeans (School Principal) on 03 November, 2025 at 10:24 AM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	Improve student learning outcomes in literacy and numeracy.
12-month target 1.1 target	<p>By 2025, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for:</p> <ul style="list-style-type: none"> * Year 3 reading to 58%, writing from 63% to 64% and numeracy to 54% * Year 5 reading from to 69%, writing from to 75% and numeracy to 53% <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 / Year 7 and 9 compared to the number of NAS students in 2024</p>
12-month target 1.2 target	<p>By 2025, increase the percentage of positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> * Collective efficacy from 64% (2023) to 69% * Academic emphasis from 49% (2023) to 51% * Teacher collaboration from 63% (2023) to 66%.
12-month target 1.3 target	<p>By 2025, increase the percentage positive endorsement for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> Stimulated learning from 70% (2023) to 73% Sense of confidence from 67% (2023) to 70% Student voice and agency from 56% (2023) to 58%.
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,</p>	Build instructional leadership to guide, embed and support best practices throughout the school.

safe and orderly learning environment	
Actions	<p>Literacy Further strengthen approaches to reading by introducing Phonemic Awareness (Heggarty) in Year ½ and strengthen in Prep.</p> <p>Numeracy Develop and embed the teaching of non-negotiable number facts in F-2</p> <p>Inquiry Review F-2 instructional model for Inquiry and Investigation to better embed oral language practices.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>LITERACY Teachers in F-2 will incorporate Heggarty into their Literacy blocks and this will be evident in classroom practice Students in Grades F-2 will be engaged and active participants in the Heggarty section. Student progress in Phonics will be accelerated.</p> <p>NUMERACY Relevant number facts curriculum will be included in our scope and sequences All F-2 Staff will be trained and utilise bond-block as an approach to strengthen student learning</p> <p>INQUIRY Teachers and ES staff will be competent at using the oral language rubric Students with a language delay in F-2 will have a completed oral language rubric assessment Es staff are better equipped to set personalised student goals around oral language development</p>
Success indicators	<p>Teacher feedback will be collected via our biennial staff survey on</p> <ul style="list-style-type: none"> - Oral Language Rubric Assessment - BOND blocsk

	- DIBELs			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	LITERACY - relevant staff to complete relevant phonics training and have remainder of day to discuss/plan implementation.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	-1%
Activity 2	LITERACY - Purchase additional Heggerty materials to ensure all Prep-2 classroom teachers have a copy of relevant lapbook/manual.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	-1%
Activity 3	LITERACY - Literacy leader learning walks and discussions with Prep and 1/2 teams to see if additional supports needed.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 3	-1%
Activity 4	LITERACY - Purchase subscription to Heggerty online materials and ensure all Prep-2 staff have access to enable consistency of gestures.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	-1%

Activity 5	NUMERACY - Develop Non-Negotiable number facts established in F-2 based on the big ideas in Number and incorporate in scope and sequence	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	-1%
Activity 6	NUMERACY - Introduce the Bond Blocks program to support students.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	-1%
Activity 7	NUMERACY - Provide targeted support though coaching	<input checked="" type="checkbox"/> Numeracy leader	from: Term 2 to: Term 4	-1%
Activity 8	INQUIRY - Review whole school approaches to oral language during - Inquiry	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 3	-1%
Activity 9	INQUIRY - F-2 Develop and clarify Inquiry / Investigation Instructional Model with a focus on improving oral language	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 10	INQUIRY - Provide targeted support though coaching	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 4 to: Term 4	-1%
KIS 1.b	Build the pedagogical capability of teachers through targeted professional learning and collaborative practice.			

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	Continue to improve and embed explicit teaching practices in line with the VTLM 2.0 Continue to strengthen teacher practice via our PLC approach
Delivery of the annual actions for this KIS	
Outcomes	Teachers will begin to incorporate a daily review process using whiteboards that allows for feedback, formative assessment and spaced repetition. Teachers will be more confident in using video analysis to improve practice * Student use of whiteboards will be snappy, targeted and embedded in daily use. * Students retrieval practice will be enhanced * Student learning outcomes will improve
Success indicators	Video analysis of daily review using whiteboards will be examined and reflected upon Numeracy data will improve (NAPLAN, PAT) Literacy Data will improve (NAPLAN, PAT, DIBELS) Local staff survey indicators in whiteboard use and PLC video analysis will improve
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Refine and standardise our mini-whiteboard processes	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	-1%
Activity 2	Develop practices for including daily/weekly/Monthly review into whiteboard use in Literacy and Numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Support students to have neat, organised workbooks that facilitate their learning in all subjects	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Develop a teaching and learning handbook to support our T&L model and explicit teaching	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	-1%
Activity 5	Continue PLC self-coaching model based on team goals as per 2025	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 6	Undertake self-coaching on school-wide focus area of white-board use	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2	-1%

			to: Term 3	
Activity 7	All staff to share at least one video and learning from the year with their team	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	-1%
Activity 8	Provide coaching and coaching training for key leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	-1%

Goal 2	Improve student wellbeing.
12-month target 2.1 target	By 2025, increase the percentage positive endorsement for the following Attitudes to School Survey factors: Managing bullying from 67% (2023) to 69% Teacher concern from 66% (2023) to 68% Effort from 69% (2023) to 71%.
12-month target 2.2 target	By 2025, decrease the percentage of 'This often occurs' responses to the Westall Student Survey for the following items: Called names from 16% (2023) to 13% Threats from 24% (2023) to 20% Put downs from 15% (2023) to 12% Rumours and gossip from 16% (2023) to 12% Kids throwing things from 19% (2023) to 17%.
12-month target 2.3 target	By 2025, decrease the percentage of students with 20+ days absence per year from 47% (2020-23 four year average) to 40% (SINGLE year data).

KIS 2.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	Build a whole-school approach to the development of the social and emotional wellbeing of students.			
Actions	Improve student agency in their learning Incorporate relevant Berry Street strategies to improve student agency in their learning * Welcome circles * Brain Breaks			
Delivery of the annual actions for this KIS				
Outcomes	Teachers understand some elements of the Berry Street model and how it benefits students Teachers incorporate all elements of the welcome circle in their practice Students			
Success indicators	Classroom observations of Welcome Circle Westall Student Survey data Attitudes to School Survey			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Introduce the model and strategies to staff - Welcome Circle, Brain Breaks	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	-1%
Activity 2	Provide appropriate resources *Create a poster for entire classroom that articulates our school values, behaviour norms, and learning norms * Brain Beak books for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	-1%
Activity 3	Implement Welcome Circle every morning and Brain breaks as needed	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Review implementation of Welcome Circle and Brain Breaks	<input checked="" type="checkbox"/> Wellbeing team	from: Term 4 to: Term 4	-1%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	Improve student learning outcomes in literacy and numeracy.
12-month target 1.1 target	<p>By 2025, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for:</p> <ul style="list-style-type: none"> * Year 3 reading to 58%, writing from 63% to 64% and numeracy to 54% * Year 5 reading from to 69%, writing from to 75% and numeracy to 53% <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 / Year 7 and 9 compared to the number of NAS students in 2024</p>
12-month target 1.2 target	<p>By 2025, increase the percentage of positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> * Collective efficacy from 64% (2023) to 69% * Academic emphasis from 49% (2023) to 51% * Teacher collaboration from 63% (2023) to 66%.
12-month target 1.3 target	<p>By 2025, increase the percentage positive endorsement for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> Stimulated learning from 70% (2023) to 73% Sense of confidence from 67% (2023) to 70% Student voice and agency from 56% (2023) to 58%.
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,</p>	Build instructional leadership to guide, embed and support best practices throughout the school.

safe and orderly learning environment	
Actions	<p>Literacy Further strengthen approaches to reading by introducing Phonemic Awareness (Heggarty) in Year ½ and strengthen in Prep.</p> <p>Numeracy Develop and embed the teaching of non-negotiable number facts in F-2</p> <p>Inquiry Review F-2 instructional model for Inquiry and Investigation to better embed oral language practices.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>LITERACY Teachers in F-2 will incorporate Heggarty into their Literacy blocks and this will be evident in classroom practice Students in Grades F-2 will be engaged and active participants in the Heggarty section. Student progress in Phonics will be accelerated.</p> <p>NUMERACY Relevant number facts curriculum will be included in our scope and sequences All F-2 Staff will be trained and utilise bond-block as an approach to strengthen student learning</p> <p>INQUIRY Teachers and ES staff will be competent at using the oral language rubric Students with a language delay in F-2 will have a completed oral language rubric assessment Es staff are better equipped to set personalised student goals around oral language development</p>
Success indicators	<p>Teacher feedback will be collected via our biennial staff survey on</p> <ul style="list-style-type: none"> - Oral Language Rubric Assessment - BOND blocsk

	- DIBELs
<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>Heggarty being delivered with fidelity and strong feedback from teachers regarding student engagement. Strong focus in number development from F-2 also incorporating Bond Blocks and Dr. Paul Swan planning approaches Inquiry Planning docs updated and simplified during T1. Oral language rubric starting to be used and basis for ES support for special needs students</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"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> School review has refocused directions for the school <input checked="" type="checkbox"/> Positive staff culture and readiness for change <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? 	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	LITERACY - relevant staff to complete relevant phonics training and have remainder of day to discuss/plan implementation.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	100%
Activity 2	LITERACY - Purchase additional Heggerty materials to ensure all Prep-2 classroom teachers have a copy of relevant lapbook/manual.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	100%
Activity 3	LITERACY - Literacy leader learning walks and discussions with Prep and 1/2 teams to see if additional supports needed.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 3	50%
Activity 4	LITERACY - Purchase subscription to Heggerty online materials and ensure all Prep-2 staff have access to enable consistency of gestures.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	100%
Activity 5	NUMERACY - Develop Non-Negotiable number facts established in F-2 based on the big ideas in Number and incorporate in scope and sequence	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	50%
Activity 6	NUMERACY - Introduce the Bond Blocks program to support students.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1	100%

			to: Term 2	
Activity 7	NUMERACY - Provide targeted support through coaching	<input checked="" type="checkbox"/> Numeracy leader	from: Term 2 to: Term 4	50%
Activity 8	INQUIRY - Review whole school approaches to oral language during - Inquiry	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 3	50%
Activity 9	INQUIRY - F-2 Develop and clarify Inquiry / Investigation Instructional Model with a focus on improving oral language	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 10	INQUIRY - Provide targeted support through coaching	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 4 to: Term 4	75%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the pedagogical capability of teachers through targeted professional learning and collaborative practice.			

<p>Actions</p>	<p>Continue to improve and embed explicit teaching practices in line with the VTLM 2.0</p> <p>Continue to strengthen teacher practice via our PLC approach</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>Teachers will begin to incorporate a daily review process using whiteboards that allows for feedback, formative assessment and spaced repetition.</p> <p>Teachers will be more confident in using video analysis to improve practice</p> <ul style="list-style-type: none"> * Student use of whiteboards will be snappy, targeted and embedded in daily use. * Students retrieval practice will be enhanced * Student learning outcomes will improve
<p>Success indicators</p>	<p>Video analysis of daily review using whiteboards will be examined and reflected upon</p> <p>Numeracy data will improve (NAPLAN, PAT)</p> <p>Literacy Data will improve (NAPLAN, PAT, DIBELS)</p> <p>Local staff survey indicators in whiteboard use and PLC video analysis will improve</p>
<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>Initial strong focus on cognitive load theory - organised workbooks to structure student thinking and review, pick a non-volunteer, classroom layout to ensure all students can see the board, questioning practice using non-volunteers and Echo, Explain, Elaborate prompts.</p> <p>Introduction to TAPPLE and engagement norms to all staff. Need to focus on one or the other, and only a few elements at a time.</p> <p>Reviewed and updates our instructional model so that it is more consistent with VTLM2.0 and associated language as well as our current practice</p> <p>Whiteboard use strong in phonics - but to be a focus in Semester 2 - or later.</p> <p>A lot to focus on, will need to pick just some key elements for the remainder of the year. Perhaps daily review at beginning of lesson with non-volunteers.</p>

Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<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"/> Staff capability and consistency of practice			
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	Refine and standardise our mini-whiteboard processes	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	25%
Activity 2	Develop practices for including daily/weekly/Monthly review into whiteboard use in Literacy and Numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%

Activity 3	Support students to have neat, organised workbooks that facilitate their learning in all subjects	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 4	Develop a teaching and learning handbook to support our T&L model and explicit teaching	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	50%
Activity 5	Continue PLC self-coaching model based on team goals as per 2025	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	100%
Activity 6	Undertake self-coaching on school-wide focus area of white-board use	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	0%
Activity 7	All staff to share at least one video and learning from the year with their team	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	0%
Activity 8	Provide coaching and coaching training for key leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	100%

Goal 2	Improve student wellbeing.
---------------	----------------------------

12-month target 2.1 target	By 2025, increase the percentage positive endorsement for the following Attitudes to School Survey factors: Managing bullying from 67% (2023) to 69% Teacher concern from 66% (2023) to 68% Effort from 69% (2023) to 71%.
12-month target 2.2 target	By 2025, decrease the percentage of 'This often occurs' responses to the Westall Student Survey for the following items: Called names from 16% (2023) to 13% Threats from 24% (2023) to 20% Put downs from 15% (2023) to 12% Rumours and gossip from 16% (2023) to 12% Kids throwing things from 19% (2023) to 17%.
12-month target 2.3 target	By 2025, decrease the percentage of students with 20+ days absence per year from 47% (2020-23 four year average) to 40% (SINGLE year data).
KIS 2.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	Build a whole-school approach to the development of the social and emotional wellbeing of students.
Actions	Improve student agency in their learning Incorporate relevant Berry Street strategies to improve student agency in their learning * Welcome circles * Brain Breaks
Delivery of the annual actions for this KIS	Completed

<p>Outcomes</p>	<p>Teachers understand some elements of the Berry Street model and how it benefits students Teachers incorporate all elements of the welcome circle in their practice Students</p>
<p>Success indicators</p>	<p>Classroom observations of Welcome Circle Westall Student Survey data Attitudes to School Survey</p>
<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>Welcome circles are embedded in all grades and specialist at the beginning of each day. Learning walks have confirmed this, and teacher feedback is highly positive. 75% of students already report the benefits of this in our local student survey. Brain breaks also have 75% positive endorsement, but more difficult to see during classroom visits due to no set time to implement. More brain/activities need to be developed for staff and put on a new card set.</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 <input checked="" type="checkbox"/> School review has refocussed directions for the school
<p>Barriers</p> <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	Introduce the model and strategies to staff - Welcome Circle, Brain Breaks	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	100%
Activity 2	Provide appropriate resources *Create a poster for entire classroom that articulates our school values, behaviour norms, and learning norms * Brain Beak books for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	25%
Activity 3	Implement Welcome Circle every morning and Brain breaks as needed	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%
Activity 4	Review implementation of Welcome Circle and Brain Breaks	<input checked="" type="checkbox"/> Wellbeing team	from: Term 4 to: Term 4	50%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	Improve student learning outcomes in literacy and numeracy.
12-month target 1.1 target	<p>By 2025, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for:</p> <ul style="list-style-type: none"> * Year 3 reading to 58%, writing from 63% to 64% and numeracy to 54% * Year 5 reading from to 69%, writing from to 75% and numeracy to 53% <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 / Year 7 and 9 compared to the number of NAS students in 2024</p>
12-month target 1.2 target	<p>By 2025, increase the percentage of positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> * Collective efficacy from 64% (2023) to 69% * Academic emphasis from 49% (2023) to 51% * Teacher collaboration from 63% (2023) to 66%.
12-month target 1.3 target	<p>By 2025, increase the percentage positive endorsement for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> Stimulated learning from 70% (2023) to 73% Sense of confidence from 67% (2023) to 70% Student voice and agency from 56% (2023) to 58%.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Build instructional leadership to guide, embed and support best practices throughout the school.

safe and orderly learning environment	
Actions	<p>Literacy Further strengthen approaches to reading by introducing Phonemic Awareness (Heggarty) in Year ½ and strengthen in Prep.</p> <p>Numeracy Develop and embed the teaching of non-negotiable number facts in F-2</p> <p>Inquiry Review F-2 instructional model for Inquiry and Investigation to better embed oral language practices.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>LITERACY Teachers in F-2 will incorporate Heggarty into their Literacy blocks and this will be evident in classroom practice Students in Grades F-2 will be engaged and active participants in the Heggarty section. Student progress in Phonics will be accelerated.</p> <p>NUMERACY Relevant number facts curriculum will be included in our scope and sequences All F-2 Staff will be trained and utilise bond-block as an approach to strengthen student learning</p> <p>INQUIRY Teachers and ES staff will be competent at using the oral language rubric Students with a language delay in F-2 will have a completed oral language rubric assessment Es staff are better equipped to set personalised student goals around oral language development</p>
Success indicators	<p>Teacher feedback will be collected via our biennial staff survey on</p> <ul style="list-style-type: none"> - Oral Language Rubric Assessment - BOND blocsk

	- DIBELs
<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? 	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	LITERACY - relevant staff to complete relevant phonics training and have remainder of day to discuss/plan implementation.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	100%
Activity 2	LITERACY - Purchase additional Heggerty materials to ensure all Prep-2 classroom teachers have a copy of relevant lapbook/manual.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	100%
Activity 3	LITERACY - Literacy leader learning walks and discussions with Prep and 1/2 teams to see if additional supports needed.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 3	50%
Activity 4	LITERACY - Purchase subscription to Heggerty online materials and ensure all Prep-2 staff have access to enable consistency of gestures.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	100%
Activity 5	NUMERACY - Develop Non-Negotiable number facts established in F-2 based on the big ideas in Number and incorporate in scope and sequence	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	50%
Activity 6	NUMERACY - Introduce the Bond Blocks program to support students.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	100%

Activity 7	NUMERACY - Provide targeted support though coaching	<input checked="" type="checkbox"/> Numeracy leader	from: Term 2 to: Term 4	50%
Activity 8	INQUIRY - Review whole school approaches to oral language during - Inquiry	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 3	50%
Activity 9	INQUIRY - F-2 Develop and clarify Inquiry / Investigation Instructional Model with a focus on improving oral language	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 10	INQUIRY - Provide targeted support though coaching	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 4 to: Term 4	75%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the pedagogical capability of teachers through targeted professional learning and collaborative practice.			
Actions	Continue to improve and embed explicit teaching practices in line with the VTLM 2.0 Continue to strengthen teacher practice via our PLC approach			

Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Teachers will begin to incorporate a daily review process using whiteboards that allows for feedback, formative assessment and spaced repetition. Teachers will be more confident in using video analysis to improve practice</p> <ul style="list-style-type: none"> * Student use of whiteboards will be snappy, targeted and embedded in daily use. * Students retrieval practice will be enhanced * Student learning outcomes will improve
Success indicators	<p>Video analysis of daily review using whiteboards will be examined and reflected upon Numeracy data will improve (NAPLAN, PAT) Literacy Data will improve (NAPLAN, PAT, DIBELS) Local staff survey indicators in whiteboard use and PLC video analysis will improve</p>
<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	Refine and standardise our mini-whiteboard processes	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	25%
Activity 2	Develop practices for including daily/weekly/Monthly review into whiteboard use in Literacy and Numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%
Activity 3	Support students to have neat, organised workbooks that facilitate their learning in all subjects	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%

Activity 4	Develop a teaching and learning handbook to support our T&L model and explicit teaching	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	50%
Activity 5	Continue PLC self-coaching model based on team goals as per 2025	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	100%
Activity 6	Undertake self-coaching on school-wide focus area of white-board use	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	0%
Activity 7	All staff to share at least one video and learning from the year with their team	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	0%
Activity 8	Provide coaching and coaching training for key leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	100%

Goal 2	Improve student wellbeing.
12-month target 2.1 target	By 2025, increase the percentage positive endorsement for the following Attitudes to School Survey factors: Managing bullying from 67% (2023) to 69%

	Teacher concern from 66% (2023) to 68% Effort from 69% (2023) to 71%.
12-month target 2.2 target	By 2025, decrease the percentage of 'This often occurs' responses to the Westall Student Survey for the following items: Called names from 16% (2023) to 13% Threats from 24% (2023) to 20% Put downs from 15% (2023) to 12% Rumours and gossip from 16% (2023) to 12% Kids throwing things from 19% (2023) to 17%.
12-month target 2.3 target	By 2025, decrease the percentage of students with 20+ days absence per year from 47% (2020-23 four year average) to 40% (SINGLE year data).
KIS 2.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	Build a whole-school approach to the development of the social and emotional wellbeing of students.
Actions	Improve student agency in their learning Incorporate relevant Berry Street strategies to improve student agency in their learning * Welcome circles * Brain Breaks
Delivery of the annual actions for this KIS	Completed
Outcomes	Teachers understand some elements of the Berry Street model and how it benefits students Teachers incorporate all elements of the welcome circle in their practice Students

Success indicators	Classroom observations of Welcome Circle Westall Student Survey data Attitudes to School Survey
Commentary on progress <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	Introduce the model and strategies to staff - Welcome Circle, Brain Breaks	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 1	100%
Activity 2	Provide appropriate resources *Create a poster for entire classroom that articulates our school values, behaviour norms, and learning norms * Brain Beak books for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	25%
Activity 3	Implement Welcome Circle every morning and Brain breaks as needed	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%
Activity 4	Review implementation of Welcome Circle and Brain Breaks	<input checked="" type="checkbox"/> Wellbeing team	from: Term 4 to: Term 4	50%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	Improve student learning outcomes in literacy and numeracy.
12-month target 1.1 target	<p>By 2025, increase the percentage of students who achieve at the NAPLAN strong and exceeding proficiency levels for:</p> <ul style="list-style-type: none"> * Year 3 reading to 58%, writing from 63% to 64% and numeracy to 54% * Year 5 reading from to 69%, writing from to 75% and numeracy to 53% <p>By 2026, reduce the number of NAS students in each of reading and numeracy in Year 3 and 5 / Year 7 and 9 compared to the number of NAS students in 2024</p>
Has this 12-month target been met	Partially Met
12-month target 1.2 target	<p>By 2025, increase the percentage of positive endorsement for the following School Staff Survey factors:</p> <ul style="list-style-type: none"> * Collective efficacy from 64% (2023) to 69% * Academic emphasis from 49% (2023) to 51% * Teacher collaboration from 63% (2023) to 66%.
Has this 12-month target been met	Not Met
12-month target 1.3 target	<p>By 2025, increase the percentage positive endorsement for the Attitudes to School Survey factors:</p> <ul style="list-style-type: none"> Stimulated learning from 70% (2023) to 73% Sense of confidence from 67% (2023) to 70% Student voice and agency from 56% (2023) to 58%.
Has this 12-month target been met	Partially Met

<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build instructional leadership to guide, embed and support best practices throughout the school.</p>
<p>Actions</p>	<p>Literacy Further strengthen approaches to reading by introducing Phonemic Awareness (Heggerty) in Year ½ and strengthen in Prep.</p> <p>Numeracy Develop and embed the teaching of non-negotiable number facts in F-2</p> <p>Inquiry Review F-2 instructional model for Inquiry and Investigation to better embed oral language practices.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Outcomes</p>	<p>LITERACY Teachers in F-2 will incorporate Heggarty into their Literacy blocks and this will be evident in classroom practice Students in Grades F-2 will be engaged and active participants in the Heggarty section. Student progress in Phonics will be accelerated.</p> <p>NUMERACY Relevant number facts curriculum will be included in our scope and sequences All F-2 Staff will be trained and utilise bond-block as an approach to strengthen student learning</p> <p>INQUIRY Teachers and ES staff will be competent at using the oral language rubric</p>

	<p>Students with a language delay in F-2 will have a completed oral language rubric assessment</p> <p>Es staff are better equipped to set personalised student goals around oral language development</p>
Success indicators	<p>Teacher feedback will be collected via our biennial staff survey on</p> <ul style="list-style-type: none"> - Oral Language Rubric Assessment - BOND blocks - DIBELS
Reflection on progress	<p>LITERACY The intended actions have been undertaken. The first outcomes have been documented by the L.S and SoundsWrite consultant during learning walks. End of year DIBELS testing will indicate growth in student progress in phonics.</p> <p>NUMERACY The intended actions have been developed. They need to be embedded into 2026 curriculum documentation and are embedded into the 2025 curriculum documentation. The intended outcomes have been established and the use of BondBlocks will be embedded in 2026.</p> <p>INQUIRY The intended action has been developed with input from relevant stakeholders. It will need to be embedded in 2026. The intended outcomes have been introduced and practiced but will need to be embedded into practice in 2026.</p> <p>STAFF SURVEY RESULTS **To be added after week 4 survey is undertaken**</p> <p>NAPLAN RESULTS Year 3 Reading: 2024 69.4 DECREASE 2025 51.6 = target met in 2024, not maintained in 2025 Writing: 2024 82.4 DECREASE 2025 75.8 = target met in 2024, maintained 2025 Numeracy: 2024 50 INCREASE 2025 60.6 = target met</p> <p>Year 5 Reading: 2024 65 INCREASE 2025 67.7 = target not met Writing: 2024 75 DECREASE 2025 71 = target met in 2024, not maintained 2025</p>

	Numeracy: 2024 64.1 INCREASE 2025 64.5 = target met in 2024, maintained 2025			
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Other Oral Language Rubric in PDP goals			
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<input checked="" type="checkbox"/> Staff readiness for change / limited change management support in place <input checked="" type="checkbox"/> Other Numeracy Coordinator leaving in Term 3.			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	LITERACY - relevant staff to complete relevant phonics training and have remainder of day to discuss/plan implementation.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	LITERACY - Purchase additional Heggerty materials to ensure all Prep-2 classroom teachers have a	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	100%

	copy of relevant lapbook/manual.			
Activity 3	LITERACY - Literacy leader learning walks and discussions with Prep and 1/2 teams to see if additional supports needed.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 3	50%
Activity 4	LITERACY - Purchase subscription to Heggerty online materials and ensure all Prep-2 staff have access to enable consistency of gestures.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	100%
Activity 5	NUMERACY - Develop Non-Negotiable number facts established in F-2 based on the big ideas in Number and incorporate in scope and sequence	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	50%
Activity 6	NUMERACY - Introduce the Bond Blocks program to support students.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 2	75%
Activity 7	NUMERACY - Provide targeted support through coaching	<input checked="" type="checkbox"/> Numeracy leader	from: Term 2 to: Term 4	100%
Activity 8	INQUIRY - Review whole school approaches to oral language during - Inquiry	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 3	50%

Activity 9	INQUIRY - F-2 Develop and clarify Inquiry / Investigation Instructional Model with a focus on improving oral language	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 10	INQUIRY - Provide targeted support though coaching	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 4 to: Term 4	25%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build the pedagogical capability of teachers through targeted professional learning and collaborative practice.			
Actions	Continue to improve and embed explicit teaching practices in line with the VTLM 2.0 Continue to strengthen teacher practice via our PLC approach			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	<p>Teachers will begin to incorporate a daily review process using whiteboards that allows for feedback, formative assessment and spaced repetition. Teachers will be more confident in using video analysis to improve practice</p> <ul style="list-style-type: none"> * Student use of whiteboards will be snappy, targeted and embedded in daily use. * Students retrieval practice will be enhanced * Student learning outcomes will improve 			

<p>Success indicators</p>	<p>Video analysis of daily review using whiteboards will be examined and reflected upon Numeracy data will improve (NAPLAN, PAT) Literacy Data will improve (NAPLAN, PAT, DIBELS) Local staff survey indicators in whiteboard use and PLC video analysis will improve</p>
<p>Reflection on progress</p>	<p>The planned goals for 2025 changed with the return of the L.S in 2025. As curriculum documentation was still being created and scope and sequence documentation was not complete, the plan to establish spaced retrieval and regular reviews was altered as was the primary focus on whiteboards for retrieval as this is only one mode.</p> <p>Instead, the instructional model was updated to reflect EDI and VTLM 2.0. Engagement norms were made consistent across the school and are beginning to be implemented across curriculum areas.</p> <p>PLC foci: Term 2 – cognitive load theory & pick a non-volunteer – seen consistently across the school in Term 4 learning walks, staff reflected in PLC that it was having a positive impact on student learning. Video practice and reflect. Term 3 – pair/share protocols – seen intermittently across the school in Term 4 learning walks, whole school consistent practices are being established in planning documentation and teaching and learning. Anecdotal observation rubric for 1 student across the term. Term 4 – Gradual Release Model, review EDI practices, T&L learning walks + team feedback, professional reading to improve staff knowledge of research-based practices.</p> <p>Although the plan changed there is much more consistency in practice across the school with regards to elements of EDI and VTLM 2.0. Staff awareness and knowledge of the research underpinning EDI and VTLM 2.0 are increased. This was evident in Action Research reflections, T&L learning walks and planning documentation.</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"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Workforce stability and effective change management practices <input checked="" type="checkbox"/> Other <p>PLC process</p>

Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<input checked="" type="checkbox"/> Key improvement strategies' focus too broad or ambitious <input checked="" type="checkbox"/> Change in priorities of the school			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refine and standardise our mini-whiteboard processes	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	50%
Activity 2	Develop practices for including daily/weekly/Monthly review into whiteboard use in Literacy and Numeracy	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%
Activity 3	Support students to have neat, organised workbooks that facilitate their learning in all subjects	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%
Activity 4	Develop a teaching and learning handbook to support our T&L model and explicit teaching	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 3	75%

Activity 5	Continue PLC self-coaching model based on team goals as per 2025	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	75%
Activity 6	Undertake self-coaching on school-wide focus area of white-board use	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	25%
Activity 7	All staff to share at least one video and learning from the year with their team	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	25%
Activity 8	Provide coaching and coaching training for key leaders	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	100%

Goal 2	Improve student wellbeing.
12-month target 2.1 target	By 2025, increase the percentage positive endorsement for the following Attitudes to School Survey factors: Managing bullying from 67% (2023) to 69% Teacher concern from 66% (2023) to 68% Effort from 69% (2023) to 71%.
Has this 12-month target been met	Not Met

12-month target 2.2 target	By 2025, decrease the percentage of 'This often occurs' responses to the Westall Student Survey for the following items: Called names from 16% (2023) to 13% Threats from 24% (2023) to 20% Put downs from 15% (2023) to 12% Rumours and gossip from 16% (2023) to 12% Kids throwing things from 19% (2023) to 17%.
Has this 12-month target been met	Partially met – if interim measures suggest on track
12-month target 2.3 target	By 2025, decrease the percentage of students with 20+ days absence per year from 47% (2020-23 four year average) to 40% (SINGLE year data).
Has this 12-month target been met	Partially met – if interim measures suggest on track
KIS 2.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	Build a whole-school approach to the development of the social and emotional wellbeing of students.
Actions	Improve student agency in their learning Incorporate relevant Berry Street strategies to improve student agency in their learning * Welcome circles * Brain Breaks
Delivery of the annual actions for this KIS	Completed

Outcomes	Teachers understand some elements of the Berry Street model and how it benefits students Teachers incorporate all elements of the welcome circle in their practice Students			
Success indicators	Classroom observations of Welcome Circle Westall Student Survey data Attitudes to School Survey			
Reflection on progress	The Berry Street roll out of Brain Breaks and Welcome Circles has seen improved transitioning in the morning and improved student behaviour/focus in morning sessions this was noted in Westall's Leadership Obs. rounds of all staff. Wellbeing meeting minutes reflected that staff feel confident in the process of Welcome Circles and Brain Breaks. Local student surveys showed that a majority of students found the new strategies helpful for their well-being or learning,			
Enablers • What enablers are supporting/supported the delivery of this KIS?	<input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> The school was able to prioritise well <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"/> Time constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Introduce the model and strategies to staff - Welcome Circle, Brain Breaks	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1	100%

		<input checked="" type="checkbox"/> Wellbeing team	to: Term 1	
Activity 2	Provide appropriate resources *Create a poster for entire classroom that articulates our school values, behaviour norms, and learning norms * Brain Beak books for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 1	100%
Activity 3	Implement Welcome Circle every morning and Brain breaks as needed	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 4	Review implementation of Welcome Circle and Brain Breaks	<input checked="" type="checkbox"/> Wellbeing team	from: Term 4 to: Term 4	100%

Future planning	Progress of the Year 1 roll out of our Wellbeing initiative into Berry Street has been highly successful. Future Planning involves Year 2 of the Berry Street rollout including Ready to Learn Scales and Plans with the key elements of allowing time, professional learning and resources to contribute to its successful implementation in 2026.
------------------------	---

Monitoring and Self-assessment - 2025

SEIL Feedback