Monitoring and assessment - 2024

Prahran High School (8231)

PRAHRAN
HIGH
SCHOOL

MAKE AN IMPACT

Submitted for review by Nathan Chisholm (School Principal) on 11 December, 2023 at 02:46 PM
Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 22 December, 2023 at 11:26 AM
Endorsed by Michelle Osborne (School Council President) on 30 January, 2024 at 08:41 AM

VICTORIA
State
Government

Department
of Education

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Learning Goals Numeracy -By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 9 Numeracy from 7% to 12%. -By the end of 2024 decrease the percentage of students for Year 9 Numeracy for the category of 'needs additional support' from 16% to 12%. Reading -By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 9 Reading from 20% to 25%. -By the end of 2024 decrease the percentage of students for Year 9 Reading for the category of 'needs additional support' from 16% to 12%. Wellbeing Goal -By the end of 2024 increase the percentage of students with Positive edorsement for the following variables: 1. Respect for Diversity - from 47% - 55% 2. Sense of Connectedness - from 52% - 60% 3. Student Voice and Agency - from 46% - 50%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Actions	As measured by NAPLAN, PAT and Teacher Judgements, students in need of targeted Numeracy and Reading academic support or intervention will be identified and intensively supported We will refine and implement our whole-school Numeracy and Reading Improvement plans We will embed Numeracy and Reading pedagogical strategy development as part of the PLC process Teachers will identify student learning needs in Numeracy and Reading based on diagnostic assessment data (PATR and PATN) Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Delivery of the annual actions for this KIS	
Outcomes	PHS curriculum documentation will be in line with our PHS curriculum design principles, will be consistently used and will show plans for differentiation in Numeracy and Reading Our PHS learning trackers will be used effectively to track student learning growth and inform next steps Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning An assessment schedule will be in place for the school - what we collect, why we collect it and how we use it Our Maths 'mild' and 'spicy' approach to differentiation will be consolidated at Years 7 and 8 and will evidence improved student learning outcomes Small group literacy intervention classes will be planned, timetabled and making a demonstrable difference to student learning
Success indicators	Victorian Curriculum teacher judgements will show increased learning growth in Number, Algebra and Reading The percentage of students in the Exceeding NAPLAN group for Numeracy and Reading will increase The percentage of students in the Needs Additional Support NAPLAN group for Numeracy and Reading will decrease Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Students will know what the next steps are to progress their learning in Numeracy and Literacy Students will display an increased use of Numeracy-specific vocabulary in Maths classes
Enablers	
Barriers	

Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	We will map and plan effective instruction for teaching reading, numeracy and writing skills across the curriculum 7 -12	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	We will introduce small-group Literacy intervention programs for all year levels 7-10, establish an English after school support/tutoring program and expand MacqLIT, EAL support and other existing programs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	We will continue, review and expand support programs which are currently operating in Maths - GRIN numeracy, Maths Homework Club and other small group intervention programs	☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Participate actively in the Network Secondary Schools Numeracy Community of Practice.	☑ Leading teacher(s) ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 5	Teachers will provide targeted academic support to students through Numeracy and Reading goals in IEPs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	

KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen the whole school approach towards social and emotional learning Embed our multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice Embed our whole school approach to the implementation of School Wide Positive Behaviour management
Delivery of the annual actions for this KIS	
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health, connection to school and overall positive wellbeing Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Student Wellbeing and Engagement team will directly support students' mental health and/or provide referrals
Success indicators	Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from our approach to coaching, observations and feedback will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				

Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	☑ Assistant principal	from: Term 1 to: Term 2	-1%
Activity 2	Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	☑ Wellbeing team	from: Term 1 to: Term 3	-1%
Activity 3	Embed our tiered Schoolwide Positive Behaviour Support (SWPBS) framework and Respectful Relationships curriculum	☑ Assistant principal ☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 4	Provide a range of supports, services and opportunities for students to boost their mental health. (E.g. Art Therapy, Youth Worker, mindfulness meditation, martial arts)	☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

Goal 3	To embed a safe, positive, and inclusive school environment in which students have significant voice and agency.
12-month target 3.1 target	-By the end of 2024 increase the percentage of students with Positive edorsement for the following variables: 1. Respect for Diversity - from 47% - 55%

	2. Sense of Connectedness - from 52% - 60% 3. Student Voice and Agency - from 46% - 50%
12-month target 3.2 target	Target is to be measured by ATOSS
12-month target 3.3 target	Target is to be measured by ATOSS
KIS 3.b Setting expectations and promoting inclusion	Ensure the ongoing development and review of the whole school approach to building positive behaviour and relationships
Actions	Strengthen and embed our Model for a Positive Climate for Learning, and weave it cohesively with our Model of Learning. We will develop and provide leadership training for Student Mentor Leaders, and enhance their role within the school community. We will develop additional Committees reporting to the SRC on matters impacting specific cohorts. We will continue to develop our school House system to build school pride through the creation of artefacts, additional House events, realignment of Mentor Groups and considerations around the use of Compass.
Delivery of the annual actions for this KIS	
Outcomes	Student involvement in decision making in all areas of the school- student voice evident in curriculum documentation, policy making, program delivery. Student Mentor Leaders assisting with new enrolments, running incentives with classes and reporting to Principal Team on regular basis. Increase in staff using Restorative Process to address student behaviour Wider range of additional clubs and programs being offered to students, with an increase of students being involved in at least one co-curricular activity. Participation in professional learning by staff through community partnerships on supporting students from diverse backgrounds, our Empowerment Pillar and Restorative Practices.
Success indicators	Improvements in SATS data related to 'respect for diversity', 'school connectedness' and 'student voice and agency'. Reduction in high level behaviour management An increase of students being involved in at least one co-curricular activity.

	Increased participation by students from diverse cohorts in leadership positions within our school. Documentation of our Student Voice and Agency strategy. Documentation of our Student Mentor Leader roles and training program
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	We will develop a Student Voice and Engagement strategy that identifies and activates opportunities for student contribution to decision making across the school.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	We will co-create, source and deliver targeted programs to specific student cohorts in a planned and systematic way that promote leadership, such as neuro-divergence, students of colour and students belonging to the LGBTIQ+ community, and additional clubs will be offered through Life@PHS.	☑ Assistant principal ☑ Wellbeing team ☑ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%
Activity 3	We will continue to develop our school House system to build school pride through the creation of artefacts, additional House events, realignment of	☑ Assistant principal	from: Term 1 to: Term 3	-1%

	Mentor Groups and considerations around the use of Compass.			

Monitoring and assessment - 2024

Mid-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Learning Goals Numeracy -By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 9 Numeracy from 7% to 12%. -By the end of 2024 decrease the percentage of students for Year 9 Numeracy for the category of 'needs additional support' from 16% to 12%. Reading -By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 9 Reading from 20% to 25%. -By the end of 2024 decrease the percentage of students for Year 9 Reading for the category of 'needs additional support' from 16% to 12%. Wellbeing Goal -By the end of 2024 increase the percentage of students with Positive edorsement for the following variables: 1. Respect for Diversity - from 47% - 55% 2. Sense of Connectedness - from 52% - 60% 3. Student Voice and Agency - from 46% - 50%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Actions	As measured by NAPLAN, PAT and Teacher Judgements, students in need of targeted Numeracy and Reading academic support or intervention will be identified and intensively supported We will refine and implement our whole-school Numeracy and Reading Improvement plans We will embed Numeracy and Reading pedagogical strategy development as part of the PLC process Teachers will identify student learning needs in Numeracy and Reading based on diagnostic assessment data (PATR and PATN) Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Delivery of the annual actions for this KIS	
Outcomes	PHS curriculum documentation will be in line with our PHS curriculum design principles, will be consistently used and will show plans for differentiation in Numeracy and Reading Our PHS learning trackers will be used effectively to track student learning growth and inform next steps Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning An assessment schedule will be in place for the school - what we collect, why we collect it and how we use it Our Maths 'mild' and 'spicy' approach to differentiation will be consolidated at Years 7 and 8 and will evidence improved student learning outcomes Small group literacy intervention classes will be planned, timetabled and making a demonstrable difference to student learning
Success indicators	Victorian Curriculum teacher judgements will show increased learning growth in Number, Algebra and Reading The percentage of students in the Exceeding NAPLAN group for Numeracy and Reading will increase The percentage of students in the Needs Additional Support NAPLAN group for Numeracy and Reading will decrease Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Students will know what the next steps are to progress their learning in Numeracy and Literacy Students will display an increased use of Numeracy-specific vocabulary in Maths classes
Enablers	
Barriers	

Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	We will map and plan effective instruction for teaching reading, numeracy and writing skills across the curriculum 7 -12	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	We will introduce small-group Literacy intervention programs for all year levels 7-10, establish an English after school support/tutoring program and expand MacqLIT, EAL support and other existing programs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	We will continue, review and expand support programs which are currently operating in Maths - GRIN numeracy, Maths Homework Club and other small group intervention programs	☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Participate actively in the Network Secondary Schools Numeracy Community of Practice.	☑ Leading teacher(s) ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 5	Teachers will provide targeted academic support to students through Numeracy and Reading goals in IEPs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	

KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen the whole school approach towards social and emotional learning Embed our multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice Embed our whole school approach to the implementation of School Wide Positive Behaviour management
Delivery of the annual actions for this KIS	
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health, connection to school and overall positive wellbeing Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Student Wellbeing and Engagement team will directly support students' mental health and/or provide referrals
Success indicators	Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from our approach to coaching, observations and feedback will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	☑ Assistant principal	from: Term 1 to: Term 2	-1%
Activity 2	Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	☑ Wellbeing team	from: Term 1 to: Term 3	-1%
Activity 3	Embed our tiered Schoolwide Positive Behaviour Support (SWPBS) framework and Respectful Relationships curriculum	☑ Assistant principal ☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 4	Provide a range of supports, services and opportunities for students to boost their mental health. (E.g. Art Therapy, Youth Worker, mindfulness meditation, martial arts)	☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

Goal 3	To embed a safe, positive, and inclusive school environment in which students have significant voice and agency.
12-month target 3.1 target	-By the end of 2024 increase the percentage of students with Positive edorsement for the following variables: 1. Respect for Diversity - from 47% - 55%

	2. Sense of Connectedness - from 52% - 60% 3. Student Voice and Agency - from 46% - 50%
12-month target 3.2 target	Target is to be measured by ATOSS
12-month target 3.3 target	Target is to be measured by ATOSS
KIS 3.b Setting expectations and promoting inclusion	Ensure the ongoing development and review of the whole school approach to building positive behaviour and relationships
Actions	Strengthen and embed our Model for a Positive Climate for Learning, and weave it cohesively with our Model of Learning. We will develop and provide leadership training for Student Mentor Leaders, and enhance their role within the school community. We will develop additional Committees reporting to the SRC on matters impacting specific cohorts. We will continue to develop our school House system to build school pride through the creation of artefacts, additional House events, realignment of Mentor Groups and considerations around the use of Compass.
Delivery of the annual actions for this KIS	
Outcomes	Student involvement in decision making in all areas of the school- student voice evident in curriculum documentation, policy making, program delivery. Student Mentor Leaders assisting with new enrolments, running incentives with classes and reporting to Principal Team on regular basis. Increase in staff using Restorative Process to address student behaviour Wider range of additional clubs and programs being offered to students, with an increase of students being involved in at least one co-curricular activity. Participation in professional learning by staff through community partnerships on supporting students from diverse backgrounds, our Empowerment Pillar and Restorative Practices.
Success indicators	Improvements in SATS data related to 'respect for diversity', 'school connectedness' and 'student voice and agency'. Reduction in high level behaviour management An increase of students being involved in at least one co-curricular activity.

	Increased participation by students from diverse cohorts in leadership positions within our school. Documentation of our Student Voice and Agency strategy. Documentation of our Student Mentor Leader roles and training program
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	We will develop a Student Voice and Engagement strategy that identifies and activates opportunities for student contribution to decision making across the school.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	We will co-create, source and deliver targeted programs to specific student cohorts in a planned and systematic way that promote leadership, such as neuro-divergence, students of colour and students belonging to the LGBTIQ+ community, and additional clubs will be offered through Life@PHS.	☑ Assistant principal ☑ Wellbeing team ☑ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%
Activity 3	We will continue to develop our school House system to build school pride through the creation of artefacts, additional House events, realignment of	☑ Assistant principal	from: Term 1 to: Term 3	-1%

	Mentor Groups and considerations around the use of Compass.			

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Learning Goals Numeracy -By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 9 Numeracy from 7% to 12%. -By the end of 2024 decrease the percentage of students for Year 9 Numeracy for the category of 'needs additional support' from 16% to 12%. Reading -By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 9 Reading from 20% to 25%. -By the end of 2024 decrease the percentage of students for Year 9 Reading for the category of 'needs additional support' from 16% to 12%. Wellbeing Goal -By the end of 2024 increase the percentage of students with Positive edorsement for the following variables: 1. Respect for Diversity - from 47% - 55% 2. Sense of Connectedness - from 52% - 60% 3. Student Voice and Agency - from 46% - 50%
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

Actions	As measured by NAPLAN, PAT and Teacher Judgements, students in need of targeted Numeracy and Reading academic support or intervention will be identified and intensively supported We will refine and implement our whole-school Numeracy and Reading Improvement plans We will embed Numeracy and Reading pedagogical strategy development as part of the PLC process Teachers will identify student learning needs in Numeracy and Reading based on diagnostic assessment data (PATR and PATN) Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Delivery of the annual actions for this KIS	
Outcomes	PHS curriculum documentation will be in line with our PHS curriculum design principles, will be consistently used and will show plans for differentiation in Numeracy and Reading Our PHS learning trackers will be used effectively to track student learning growth and inform next steps Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning An assessment schedule will be in place for the school - what we collect, why we collect it and how we use it Our Maths 'mild' and 'spicy' approach to differentiation will be consolidated at Years 7 and 8 and will evidence improved student learning outcomes Small group literacy intervention classes will be planned, timetabled and making a demonstrable difference to student learning
Success indicators	Victorian Curriculum teacher judgements will show increased learning growth in Number, Algebra and Reading The percentage of students in the Exceeding NAPLAN group for Numeracy and Reading will increase The percentage of students in the Needs Additional Support NAPLAN group for Numeracy and Reading will decrease Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Students will know what the next steps are to progress their learning in Numeracy and Literacy Students will display an increased use of Numeracy-specific vocabulary in Maths classes
Enablers	
Barriers	

Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	We will map and plan effective instruction for teaching reading, numeracy and writing skills across the curriculum 7 -12	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	We will introduce small-group Literacy intervention programs for all year levels 7-10, establish an English after school support/tutoring program and expand MacqLIT, EAL support and other existing programs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	We will continue, review and expand support programs which are currently operating in Maths - GRIN numeracy, Maths Homework Club and other small group intervention programs	☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Participate actively in the Network Secondary Schools Numeracy Community of Practice.	☑ Leading teacher(s) ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 5	Teachers will provide targeted academic support to students through Numeracy and Reading goals in IEPs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%

KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
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	
Actions	Strengthen the whole school approach towards social and emotional learning Embed our multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice Embed our whole school approach to the implementation of School Wide Positive Behaviour management
Delivery of the annual actions for this KIS	
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health, connection to school and overall positive wellbeing Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Student Wellbeing and Engagement team will directly support students' mental health and/or provide referrals
Success indicators	Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from our approach to coaching, observations and feedback will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	☑ Assistant principal	from: Term 1 to: Term 2	-1%
Activity 2	Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	☑ Wellbeing team	from: Term 1 to: Term 3	-1%
Activity 3	Embed our tiered Schoolwide Positive Behaviour Support (SWPBS) framework and Respectful Relationships curriculum	☑ Assistant principal ☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 4	Provide a range of supports, services and opportunities for students to boost their mental health. (E.g. Art Therapy, Youth Worker, mindfulness meditation, martial arts)	☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

Goal 3	To embed a safe, positive, and inclusive school environment in which students have significant voice and agency.
12-month target 3.1 target	-By the end of 2024 increase the percentage of students with Positive edorsement for the following variables: 1. Respect for Diversity - from 47% - 55%

	2. Sense of Connectedness - from 52% - 60% 3. Student Voice and Agency - from 46% - 50%
12-month target 3.2 target	Target is to be measured by ATOSS
12-month target 3.3 target	Target is to be measured by ATOSS
KIS 3.b Setting expectations and promoting inclusion	Ensure the ongoing development and review of the whole school approach to building positive behaviour and relationships
Actions	Strengthen and embed our Model for a Positive Climate for Learning, and weave it cohesively with our Model of Learning. We will develop and provide leadership training for Student Mentor Leaders, and enhance their role within the school community. We will develop additional Committees reporting to the SRC on matters impacting specific cohorts. We will continue to develop our school House system to build school pride through the creation of artefacts, additional House events, realignment of Mentor Groups and considerations around the use of Compass.
Delivery of the annual actions for this KIS	
Outcomes	Student involvement in decision making in all areas of the school- student voice evident in curriculum documentation, policy making, program delivery. Student Mentor Leaders assisting with new enrolments, running incentives with classes and reporting to Principal Team on regular basis. Increase in staff using Restorative Process to address student behaviour Wider range of additional clubs and programs being offered to students, with an increase of students being involved in at least one co-curricular activity. Participation in professional learning by staff through community partnerships on supporting students from diverse backgrounds, our Empowerment Pillar and Restorative Practices.
Success indicators	Improvements in SATS data related to 'respect for diversity', 'school connectedness' and 'student voice and agency'. Reduction in high level behaviour management An increase of students being involved in at least one co-curricular activity.

	Increased participation by students from diverse cohorts in leadership positions within our school. Documentation of our Student Voice and Agency strategy. Documentation of our Student Mentor Leader roles and training program
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	We will develop a Student Voice and Engagement strategy that identifies and activates opportunities for student contribution to decision making across the school.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	We will co-create, source and deliver targeted programs to specific student cohorts in a planned and systematic way that promote leadership, such as neuro-divergence, students of colour and students belonging to the LGBTIQ+ community, and additional clubs will be offered through Life@PHS.	☑ Assistant principal ☑ Wellbeing team ☑ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%
Activity 3	We will continue to develop our school House system to build school pride through the creation of artefacts, additional House events, realignment of	☑ Assistant principal	from: Term 1 to: Term 3	-1%

	Mentor Groups and considerations around the use of Compass.			

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Learning Goals Numeracy -By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 9 Numeracy from 7% to 12%. -By the end of 2024 decrease the percentage of students for Year 9 Numeracy for the category of 'needs additional support' from 16% to 12%. Reading -By the end of 2024 increase the percentage of students for the category of 'Exceeding' for Year 9 Reading from 20% to 25%. -By the end of 2024 decrease the percentage of students for Year 9 Reading for the category of 'needs additional support' from 16% to 12%. Wellbeing Goal -By the end of 2024 increase the percentage of students with Positive edorsement for the following variables: 1. Respect for Diversity - from 47% - 55% 2. Sense of Connectedness - from 52% - 60% 3. Student Voice and Agency - from 46% - 50%
Has this 12-month target been met	Not Met
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy

and a positive, safe and orderly learning environment	
Actions	As measured by NAPLAN, PAT and Teacher Judgements, students in need of targeted Numeracy and Reading academic support or intervention will be identified and intensively supported We will refine and implement our whole-school Numeracy and Reading Improvement plans We will embed Numeracy and Reading pedagogical strategy development as part of the PLC process Teachers will identify student learning needs in Numeracy and Reading based on diagnostic assessment data (PATR and PATN) Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning
Delivery of the annual actions for this KIS	
Outcomes	PHS curriculum documentation will be in line with our PHS curriculum design principles, will be consistently used and will show plans for differentiation in Numeracy and Reading Our PHS learning trackers will be used effectively to track student learning growth and inform next steps Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning An assessment schedule will be in place for the school - what we collect, why we collect it and how we use it Our Maths 'mild' and 'spicy' approach to differentiation will be consolidated at Years 7 and 8 and will evidence improved student learning outcomes Small group literacy intervention classes will be planned, timetabled and making a demonstrable difference to student learning
Success indicators	Victorian Curriculum teacher judgements will show increased learning growth in Number, Algebra and Reading The percentage of students in the Exceeding NAPLAN group for Numeracy and Reading will increase The percentage of students in the Needs Additional Support NAPLAN group for Numeracy and Reading will decrease Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. Students will know what the next steps are to progress their learning in Numeracy and Literacy Students will display an increased use of Numeracy-specific vocabulary in Maths classes
Commentary on progress	

Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	We will map and plan effective instruction for teaching reading, numeracy and writing skills across the curriculum 7 -12	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	We will introduce small-group Literacy intervention programs for all year levels 7-10, establish an English after school support/tutoring program and expand MacqLIT, EAL support and other existing programs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	We will continue, review and expand support programs which are currently operating in Maths - GRIN numeracy, Maths Homework Club and other small group intervention programs	☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 4	Participate actively in the Network Secondary Schools Numeracy Community of Practice.	☑ Leading teacher(s) ☑ Numeracy leader ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 5	Teachers will provide targeted academic support to students through Numeracy and Reading goals in IEPs	☑ Assistant principal ☑ Leading teacher(s) ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%

KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	Strengthen the whole school approach towards social and emotional learning Embed our multi-tiered response model to support students' mental health Embed positive mental health approaches in staff professional practice Embed our whole school approach to the implementation of School Wide Positive Behaviour management
Delivery of the annual actions for this KIS	
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health, connection to school and overall positive wellbeing Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Student Wellbeing and Engagement team will directly support students' mental health and/or provide referrals
Success indicators	Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from our approach to coaching, observations and feedback will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience
Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop and document policies and processes to enable a multi-tiered response model to support student mental health, including how student data will be collected and managed	☑ Assistant principal	from: Term 1 to: Term 2	-1%
Activity 2	Provide the wellbeing team with additional coaching to build capacity and streamline the referral process	☑ Wellbeing team	from: Term 1 to: Term 3	-1%
Activity 3	Embed our tiered Schoolwide Positive Behaviour Support (SWPBS) framework and Respectful Relationships curriculum	☑ Assistant principal ☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 4	Provide a range of supports, services and opportunities for students to boost their mental health. (E.g. Art Therapy, Youth Worker, mindfulness meditation, martial arts)	☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

Goal 3	To embed a safe, positive, and inclusive school environment in which students have significant voice and agency.
12-month target 3.1 target	-By the end of 2024 increase the percentage of students with Positive edorsement for the following variables: 1. Respect for Diversity - from 47% - 55% 2. Sense of Connectedness - from 52% - 60% 3. Student Voice and Agency - from 46% - 50%

Has this 12-month target been met	Not Met
12-month target 3.2 target	Target is to be measured by ATOSS
Has this 12-month target been met	Not Met
12-month target 3.3 target	Target is to be measured by ATOSS
Has this 12-month target been met	Not Met
KIS 3.b Setting expectations and promoting inclusion	Ensure the ongoing development and review of the whole school approach to building positive behaviour and relationships
Actions	Strengthen and embed our Model for a Positive Climate for Learning, and weave it cohesively with our Model of Learning. We will develop and provide leadership training for Student Mentor Leaders, and enhance their role within the school community. We will develop additional Committees reporting to the SRC on matters impacting specific cohorts. We will continue to develop our school House system to build school pride through the creation of artefacts, additional House events, realignment of Mentor Groups and considerations around the use of Compass.
Delivery of the annual actions for this KIS	
Outcomes	Student involvement in decision making in all areas of the school- student voice evident in curriculum documentation, policy making, program delivery. Student Mentor Leaders assisting with new enrolments, running incentives with classes and reporting to Principal Team on regular basis. Increase in staff using Restorative Process to address student behaviour Wider range of additional clubs and programs being offered to students, with an increase of students being involved in at least one co-curricular activity.

	Participation in professional learning by staff through community partnerships on supporting students from diverse backgrounds, our Empowerment Pillar and Restorative Practices.
Success indicators	Improvements in SATS data related to 'respect for diversity', 'school connectedness' and 'student voice and agency'. Reduction in high level behaviour management An increase of students being involved in at least one co-curricular activity. Increased participation by students from diverse cohorts in leadership positions within our school. Documentation of our Student Voice and Agency strategy. Documentation of our Student Mentor Leader roles and training program
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	We will develop a Student Voice and Engagement strategy that identifies and activates opportunities for student contribution to decision making across the school.	☑ Assistant principal ☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 2	We will co-create, source and deliver targeted programs to specific student cohorts in a planned and systematic way that promote leadership, such as neuro-divergence, students of colour and students belonging to the LGBTIQ+ community, and additional clubs will be offered through Life@PHS.	☑ Assistant principal ☑ Wellbeing team ☑ Disability inclusion coordinator	from: Term 1 to: Term 4	-1%

| Activity 3 | We will continue to develop our school House system to build school pride through the creation of artefacts, additional House events, realignment of Mentor Groups and considerations around the use of Compass. | ☑ Assistant principal | from: Term 1 to: Term 3 | -1% |

Future planning	

Monitoring and Self-assessment - 2024

SEIL Feedback