

## Monitoring and assessment - 2025

Prahran High School (8231)

**PRAHRAN  
HIGH  
SCHOOL**  
MAKE AN IMPACT



Submitted for review by Nathan Chisholm (School Principal) on 17 March, 2025 at 06:34 PM  
Endorsed by Kevin Murphy (Senior Education Improvement Leader) on 18 March, 2025 at 08:48 AM

## Monitoring and assessment - 2025

### Term 1 monitoring (optional)

<b>Goal 1</b>	Improve learning for all students
<b>12-month target 1.1 target</b>	<ul style="list-style-type: none"> <li>Numeracy from 9% (2024) to 10%</li> <li>Writing from 17% (2024) to 18%</li> <li>Reading from 20% (2024) to 21%</li> </ul>
<b>12-month target 1.2 target</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
<b>12-month target 1.3 target</b>	TBC
<b>12-month target 1.4 target</b>	TBC
<b>12-month target 1.5 target</b>	<ul style="list-style-type: none"> <li>Differentiated learning challenge from 58% (2024) to 59%</li> <li>Stimulated learning from 52% (2024) to 53%</li> </ul>
<b>12-month target 1.6 target</b>	<ul style="list-style-type: none"> <li>Academic emphasis from 33% (2024) to 35%</li> <li>Collective efficacy 51% (2024) to 53%</li> <li>Collective participation 50% (2024) to 52%</li> </ul>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
Actions	<p>Develop an Instructional Model 2.0 implementation team</p> <p>Lead professional learning for staff, aligning with the VTLM, to implement the Instructional Model 2.0</p> <p>All staff will participate in instructional coaching in alignment with the VTLM and the instructional model</p> <p>Develop a whole-school professional learning/ PLC focus on improving outcomes for high-ability students</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Students can describe how the Instructional Model 2.0 supports their learning</p> <p>A significantly higher proportion of students will reach 'Extension' level on learning tasks and will be assessed 'well above the standard' on the Victorian curriculum.</p> <p>Teachers will have a stronger understanding of the Instructional Model 2.0, including the evidence base and the alignment with the VTLM 2.0</p> <p>Teachers will plan for differentiation in their learning sessions, through effective use of the Instructional Model 2.0 and VTLM</p> <p>Leaders will support all teaching staff to build their capacity as effective practitioners who use the Instructional Model 2.0 to plan and teach their classes</p> <p>Leaders will support teaching staff to revise and strengthen units of work, which will begin to be built around the Instructional Model 2.0 and the VTLM</p>
Success indicators	<p>The school will have developed a range of scaffolds to support teachers with implementation</p> <p>The school will have developed a range of film clips of teacher practice to support implementation</p> <p>Curriculum/unit design templates will show clear alignment with the Instructional Model</p> <p>Teachers' lesson plans will be build around the clear stages of learning built into the Instructional Model 2.0</p>

	We hope to demonstrate improvement in the AToSS factors of Differentiated learning challenge and Stimulated learning			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deploy a team of coaches to support the implementation of the Instructional Model 2.0 and overall teacher practice improvement	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	The Instructional Model 2.0 implementation team to develop scaffolds, clips and other resources to support implementation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 4	PLC teams will have a shared focus on extending and challenging high ability students, and will engage in professional learning relating to differentiated instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Refresh our approach to coaching, peer observations/feedback with a specific focus on the different stages of the learning process which the Instructional Model 2.0 is built around	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Implementation of the instructional model will be reviewed through the use of PIVOT surveys, student focus groups and observations. Teachers will use this feedback to reflect on and improve their practice.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed assessment practices and curriculum design, planning and documentation.			

Actions	<p>Review the PHS curriculum 7-12 to ensure cohesion and design fidelity</p> <p>Lead professional learning for staff, aligning with the VTLM, to ensure consistent implementation of our PHS curriculum and assessment design principles</p> <p>Embed literacy, numeracy and EAL structures to improve and enhance support for students with additional needs</p> <p>Establish and embed structures to support the use of VCE, PAT and NAPLAN data in teacher reflection, planning and preparation</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Clear and consistent understanding of the PHS Curriculum model across the school</p> <p>Teachers in class are differentiating learning more consistently and effectively</p> <p>Teachers are responding to patterns emerging in VCE or PAT data and making changes that lead to improved student outcomes</p> <p>Students are challenging themselves and seeking extension opportunities more independently, both in class and via extracurricular activities</p>			
Success indicators	<p>A single, cohesive 'PHS Curriculum' model will be in place that links learning from Year 7 to Year 12</p> <p>ATOSS data for differentiated learning challenge, stimulated learning and academic emphasis show measurable improvement</p> <p>Teachers report more confidence in their ability to extend and challenge students, and to differentiate across the range of learners in their class</p>			
Commentary on progress				
Enablers				
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<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Plan and develop a Curriculum Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Embed PLC structures to support teacher collaboration and strengthen teaching practice with a focus on challenge and extension	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 4	Develop and implement our whole school Literacy and Numeracy Improvement Plan.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

<b>Goal 2</b>	Enhance student wellbeing and connectedness.
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12-month target 2.1 target	To maintain: <ul style="list-style-type: none"> <li>• Student connectedness at 86%</li> <li>• Student motivation and support at 69%</li> <li>• Respect for diversity at 91%</li> </ul>			
12-month target 2.2 target	<ul style="list-style-type: none"> <li>• Sense of connectedness from 50% (2024) to 52%</li> <li>• Respect for diversity from 43% (2024) to 45%</li> </ul>			
12-month target 2.3 target	TBC			
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student connectedness through improvement of wellbeing and engagement strategies.			
Actions	Review our whole school approach to students' connection to their school, each other and the community Strengthen the whole school approach towards social and emotional learning			
Delivery of the annual actions for this KIS				
Outcomes	Students will report an improved sense of connection to their school and their peers Students will report improved emotional awareness and resilience Students can explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within Mentor Group and their Victorian Curriculum Learning Areas Leaders will support the continuous development, documentation and revision of whole school wellbeing, engagement and connection approaches			
Success indicators	The Mentor Group curriculum will be revised, completed and shared with all stakeholders The school has developed a structured Student Connection Improvement Plan Curriculum documentation will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support  Late indicators: Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion			
Commentary on progress				
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Activities	Activity	Who	When	Percentage complete

Activity 1	Plan and develop a Mentor Group Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Collaboratively develop a structured Student Connection Improvement Plan	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 3	Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 4	Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 5	Review the role of our Leading Teacher, Head of Inclusion, to ensure adequate time and resources to complete the scale of work which is presenting; review the Learning Support workforce as the year begins and our incoming students are better known, recruiting as required.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	-1%

## Monitoring and assessment - 2025

### Mid-year monitoring

<b>Goal 1</b>	Improve learning for all students
<b>12-month target 1.1 target</b>	<ul style="list-style-type: none"> <li>Numeracy from 9% (2024) to 10%</li> <li>Writing from 17% (2024) to 18%</li> <li>Reading from 20% (2024) to 21%</li> </ul>
<b>12-month target 1.2 target</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
<b>12-month target 1.3 target</b>	TBC
<b>12-month target 1.4 target</b>	TBC
<b>12-month target 1.5 target</b>	<ul style="list-style-type: none"> <li>Differentiated learning challenge from 58% (2024) to 59%</li> <li>Stimulated learning from 52% (2024) to 53%</li> </ul>
<b>12-month target 1.6 target</b>	<ul style="list-style-type: none"> <li>Academic emphasis from 33% (2024) to 35%</li> <li>Collective efficacy 51% (2024) to 53%</li> <li>Collective participation 50% (2024) to 52%</li> </ul>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
Actions	<p>Develop an Instructional Model 2.0 implementation team</p> <p>Lead professional learning for staff, aligning with the VTLM, to implement the Instructional Model 2.0</p> <p>All staff will participate in instructional coaching in alignment with the VTLM and the instructional model</p> <p>Develop a whole-school professional learning/ PLC focus on improving outcomes for high-ability students</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Students can describe how the Instructional Model 2.0 supports their learning</p> <p>A significantly higher proportion of students will reach 'Extension' level on learning tasks and will be assessed 'well above the standard' on the Victorian curriculum.</p> <p>Teachers will have a stronger understanding of the Instructional Model 2.0, including the evidence base and the alignment with the VTLM 2.0</p> <p>Teachers will plan for differentiation in their learning sessions, through effective use of the Instructional Model 2.0 and VTLM</p> <p>Leaders will support all teaching staff to build their capacity as effective practitioners who use the Instructional Model 2.0 to plan and teach their classes</p> <p>Leaders will support teaching staff to revise and strengthen units of work, which will begin to be built around the Instructional Model 2.0 and the VTLM</p>
Success indicators	<p>The school will have developed a range of scaffolds to support teachers with implementation</p> <p>The school will have developed a range of film clips of teacher practice to support implementation</p> <p>Curriculum/unit design templates will show clear alignment with the Instructional Model</p> <p>Teachers' lesson plans will be build around the clear stages of learning built into the Instructional Model 2.0</p>



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Activity 2	The Instructional Model 2.0 implementation team to develop scaffolds, clips and other resources to support implementation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
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Activity 4	PLC teams will have a shared focus on extending and challenging high ability students, and will engage in professional learning relating to differentiated instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Refresh our approach to coaching, peer observations/feedback with a specific focus on the different stages of the learning process which the Instructional Model 2.0 is built around	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Implementation of the instructional model will be reviewed through the use of PIVOT surveys, student focus groups and observations. Teachers will use this feedback to reflect on and improve their practice.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed assessment practices and curriculum design, planning and documentation.			



Actions	<p>Review the PHS curriculum 7-12 to ensure cohesion and design fidelity</p> <p>Lead professional learning for staff, aligning with the VTLM, to ensure consistent implementation of our PHS curriculum and assessment design principles</p> <p>Embed literacy, numeracy and EAL structures to improve and enhance support for students with additional needs</p> <p>Establish and embed structures to support the use of VCE, PAT and NAPLAN data in teacher reflection, planning and preparation</p>			
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Activity 2	Embed PLC structures to support teacher collaboration and strengthen teaching practice with a focus on challenge and extension	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 4	Develop and implement our whole school Literacy and Numeracy Improvement Plan.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

<b>Goal 2</b>	Enhance student wellbeing and connectedness.
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12-month target 2.3 target	TBC			
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student connectedness through improvement of wellbeing and engagement strategies.			
Actions	Review our whole school approach to students' connection to their school, each other and the community Strengthen the whole school approach towards social and emotional learning			
Delivery of the annual actions for this KIS				
Outcomes	Students will report an improved sense of connection to their school and their peers Students will report improved emotional awareness and resilience Students can explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within Mentor Group and their Victorian Curriculum Learning Areas Leaders will support the continuous development, documentation and revision of whole school wellbeing, engagement and connection approaches			
Success indicators	The Mentor Group curriculum will be revised, completed and shared with all stakeholders The school has developed a structured Student Connection Improvement Plan Curriculum documentation will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support  Late indicators: Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion			
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Activities	Activity	Who	When	Percentage complete

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Activity 4	Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 5	Review the role of our Leading Teacher, Head of Inclusion, to ensure adequate time and resources to complete the scale of work which is presenting; review the Learning Support workforce as the year begins and our incoming students are better known, recruiting as required.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	-1%

## Monitoring and assessment - 2025

### Term 3 monitoring (optional)

<b>Goal 1</b>	Improve learning for all students
<b>12-month target 1.1 target</b>	<ul style="list-style-type: none"> <li>Numeracy from 9% (2024) to 10%</li> <li>Writing from 17% (2024) to 18%</li> <li>Reading from 20% (2024) to 21%</li> </ul>
<b>12-month target 1.2 target</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
<b>12-month target 1.3 target</b>	TBC
<b>12-month target 1.4 target</b>	TBC
<b>12-month target 1.5 target</b>	<ul style="list-style-type: none"> <li>Differentiated learning challenge from 58% (2024) to 59%</li> <li>Stimulated learning from 52% (2024) to 53%</li> </ul>
<b>12-month target 1.6 target</b>	<ul style="list-style-type: none"> <li>Academic emphasis from 33% (2024) to 35%</li> <li>Collective efficacy 51% (2024) to 53%</li> <li>Collective participation 50% (2024) to 52%</li> </ul>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
Actions	<p>Develop an Instructional Model 2.0 implementation team</p> <p>Lead professional learning for staff, aligning with the VTLM, to implement the Instructional Model 2.0</p> <p>All staff will participate in instructional coaching in alignment with the VTLM and the instructional model</p> <p>Develop a whole-school professional learning/ PLC focus on improving outcomes for high-ability students</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Students can describe how the Instructional Model 2.0 supports their learning</p> <p>A significantly higher proportion of students will reach 'Extension' level on learning tasks and will be assessed 'well above the standard' on the Victorian curriculum.</p> <p>Teachers will have a stronger understanding of the Instructional Model 2.0, including the evidence base and the alignment with the VTLM 2.0</p> <p>Teachers will plan for differentiation in their learning sessions, through effective use of the Instructional Model 2.0 and VTLM</p> <p>Leaders will support all teaching staff to build their capacity as effective practitioners who use the Instructional Model 2.0 to plan and teach their classes</p> <p>Leaders will support teaching staff to revise and strengthen units of work, which will begin to be built around the Instructional Model 2.0 and the VTLM</p>
Success indicators	<p>The school will have developed a range of scaffolds to support teachers with implementation</p> <p>The school will have developed a range of film clips of teacher practice to support implementation</p> <p>Curriculum/unit design templates will show clear alignment with the Instructional Model</p> <p>Teachers' lesson plans will be build around the clear stages of learning built into the Instructional Model 2.0</p>

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<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student connectedness through improvement of wellbeing and engagement strategies.			
Actions	Review our whole school approach to students' connection to their school, each other and the community Strengthen the whole school approach towards social and emotional learning			
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Outcomes	Students will report an improved sense of connection to their school and their peers Students will report improved emotional awareness and resilience Students can explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within Mentor Group and their Victorian Curriculum Learning Areas Leaders will support the continuous development, documentation and revision of whole school wellbeing, engagement and connection approaches			
Success indicators	The Mentor Group curriculum will be revised, completed and shared with all stakeholders The school has developed a structured Student Connection Improvement Plan Curriculum documentation will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support  Late indicators: Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete



Activity 1	Plan and develop a Mentor Group Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Collaboratively develop a structured Student Connection Improvement Plan	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 3	Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 4	Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 5	Review the role of our Leading Teacher, Head of Inclusion, to ensure adequate time and resources to complete the scale of work which is presenting; review the Learning Support workforce as the year begins and our incoming students are better known, recruiting as required.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	-1%

## Monitoring and assessment - 2025

### End-of-year monitoring

<b>Goal 1</b>	Improve learning for all students
<b>12-month target 1.1 target</b>	<ul style="list-style-type: none"> <li>Numeracy from 9% (2024) to 10%</li> <li>Writing from 17% (2024) to 18%</li> <li>Reading from 20% (2024) to 21%</li> </ul>
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 1.2 target</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 1.3 target</b>	TBC
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 1.4 target</b>	TBC
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 1.5 target</b>	<ul style="list-style-type: none"> <li>Differentiated learning challenge from 58% (2024) to 59%</li> <li>Stimulated learning from 52% (2024) to 53%</li> </ul>
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 1.6 target</b>	<ul style="list-style-type: none"> <li>Academic emphasis from 33% (2024) to 35%</li> <li>Collective efficacy 51% (2024) to 53%</li> <li>Collective participation 50% (2024) to 52%</li> </ul>
<b>Has this 12-month target been met</b>	Not Met
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
<b>Actions</b>	<ul style="list-style-type: none"> <li>Develop an Instructional Model 2.0 implementation team</li> <li>Lead professional learning for staff, aligning with the VTLM, to implement the Instructional Model 2.0</li> </ul>

	All staff will participate in instructional coaching in alignment with the VTLM and the instructional model Develop a whole-school professional learning/ PLC focus on improving outcomes for high-ability students			
Delivery of the annual actions for this KIS				
Outcomes	Students can describe how the Instructional Model 2.0 supports their learning A significantly higher proportion of students will reach 'Extension' level on learning tasks and will be assessed 'well above the standard' on the Victorian curriculum. Teachers will have a stronger understanding of the Instructional Model 2.0, including the evidence base and the alignment with the VTLM 2.0 Teachers will plan for differentiation in their learning sessions, through effective use of the Instructional Model 2.0 and VTLM Leaders will support all teaching staff to build their capacity as effective practitioners who use the Instructional Model 2.0 to plan and teach their classes Leaders will support teaching staff to revise and strengthen units of work, which will begin to be built around the Instructional Model 2.0 and the VTLM			
Success indicators	The school will have developed a range of scaffolds to support teachers with implementation The school will have developed a range of film clips of teacher practice to support implementation Curriculum/unit design templates will show clear alignment with the Instructional Model Teachers' lesson plans will be build around the clear stages of learning built into the Instructional Model 2.0 We hope to demonstrate improvement in the AToSS factors of Differentiated learning challenge and Stimulated learning			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Deploy a team of coaches to support the implementation of the Instructional Model 2.0 and overall teacher practice improvement	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	The Instructional Model 2.0 implementation team to develop scaffolds, clips and other resources to support implementation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 4	PLC teams will have a shared focus on extending and challenging high ability students, and will engage in professional learning relating to differentiated instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%

Activity 5	Refresh our approach to coaching, peer observations/feedback with a specific focus on the different stages of the learning process which the Instructional Model 2.0 is built around	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Implementation of the instructional model will be reviewed through the use of PIVOT surveys, student focus groups and observations. Teachers will use this feedback to reflect on and improve their practice.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed assessment practices and curriculum design, planning and documentation.			
Actions	Review the PHS curriculum 7-12 to ensure cohesion and design fidelity Lead professional learning for staff, aligning with the VTLM, to ensure consistent implementation of our PHS curriculum and assessment design principles Embed literacy, numeracy and EAL structures to improve and enhance support for students with additional needs Establish and embed structures to support the use of VCE, PAT and NAPLAN data in teacher reflection, planning and preparation			
Delivery of the annual actions for this KIS				
Outcomes	Clear and consistent understanding of the PHS Curriculum model across the school Teachers in class are differentiating learning more consistently and effectively Teachers are responding to patterns emerging in VCE or PAT data and making changes that lead to improved student outcomes Students are challenging themselves and seeking extension opportunities more independently, both in class and via extracurricular activities			
Success indicators	A single, cohesive 'PHS Curriculum' model will be in place that links learning from Year 7 to Year 12 ATOSS data for differentiated learning challenge, stimulated learning and academic emphasis show measurable improvement Teachers report more confidence in their ability to extend and challenge students, and to differentiate across the range of learners in their class			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Plan and develop a Curriculum Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%

Activity 2	Embed PLC structures to support teacher collaboration and strengthen teaching practice with a focus on challenge and extension	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 4	Develop and implement our whole school Literacy and Numeracy Improvement Plan.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

<b>Goal 2</b>	Enhance student wellbeing and connectedness.
<b>12-month target 2.1 target</b>	To maintain: <ul style="list-style-type: none"> <li>• Student connectedness at 86%</li> <li>• Student motivation and support at 69%</li> <li>• Respect for diversity at 91%</li> </ul>
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 2.2 target</b>	<ul style="list-style-type: none"> <li>• Sense of connectedness from 50% (2024) to 52%</li> <li>• Respect for diversity from 43% (2024) to 45%</li> </ul>
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 2.3 target</b>	TBC
<b>Has this 12-month target been met</b>	Not Met
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student connectedness through improvement of wellbeing and engagement strategies.
Actions	Review our whole school approach to students' connection to their school, each other and the community Strengthen the whole school approach towards social and emotional learning
Delivery of the annual actions for this KIS	

Outcomes	<p>Students will report an improved sense of connection to their school and their peers</p> <p>Students will report improved emotional awareness and resilience</p> <p>Students can explain what positive mental health means and where they can seek support at school</p> <p>Teachers will plan for and implement social and emotional learning within Mentor Group and their Victorian Curriculum Learning Areas</p> <p>Leaders will support the continuous development, documentation and revision of whole school wellbeing, engagement and connection approaches</p>			
Success indicators	<p>The Mentor Group curriculum will be revised, completed and shared with all stakeholders</p> <p>The school has developed a structured Student Connection Improvement Plan</p> <p>Curriculum documentation will show plans for social and emotional learning ?</p> <p>Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ?</p> <p>Student support resources displayed around the school will show how students can seek support</p> <p>Late indicators:</p> <p>Victorian Curriculum: Personal and Social Capability ?</p> <p>SSS factors: instructional leadership, collective efficacy, trust in colleagues ?</p> <p>AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Plan and develop a Mentor Group Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Collaboratively develop a structured Student Connection Improvement Plan	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 3	Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 4	Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 5	Review the role of our Leading Teacher, Head of Inclusion, to ensure adequate time and resources to complete the scale of work which is	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1	-1%

	presenting; review the Learning Support workforce as the year begins and our incoming students are better known, recruiting as required.	<input checked="" type="checkbox"/> Principal	to: Term 3	
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Future planning	
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## Monitoring and assessment - 2025

### Mid Term 1 monitoring

<b>Goal 1</b>	Improve learning for all students
<b>12-month target 1.1 target</b>	<ul style="list-style-type: none"> <li>Numeracy from 9% (2024) to 10%</li> <li>Writing from 17% (2024) to 18%</li> <li>Reading from 20% (2024) to 21%</li> </ul>
<b>12-month target 1.2 target</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
<b>12-month target 1.3 target</b>	TBC
<b>12-month target 1.4 target</b>	TBC
<b>12-month target 1.5 target</b>	<ul style="list-style-type: none"> <li>Differentiated learning challenge from 58% (2024) to 59%</li> <li>Stimulated learning from 52% (2024) to 53%</li> </ul>
<b>12-month target 1.6 target</b>	<ul style="list-style-type: none"> <li>Academic emphasis from 33% (2024) to 35%</li> <li>Collective efficacy 51% (2024) to 53%</li> <li>Collective participation 50% (2024) to 52%</li> </ul>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
Actions	<p>Develop an Instructional Model 2.0 implementation team</p> <p>Lead professional learning for staff, aligning with the VTLM, to implement the Instructional Model 2.0</p> <p>All staff will participate in instructional coaching in alignment with the VTLM and the instructional model</p> <p>Develop a whole-school professional learning/ PLC focus on improving outcomes for high-ability students</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Students can describe how the Instructional Model 2.0 supports their learning</p> <p>A significantly higher proportion of students will reach 'Extension' level on learning tasks and will be assessed 'well above the standard' on the Victorian curriculum.</p> <p>Teachers will have a stronger understanding of the Instructional Model 2.0, including the evidence base and the alignment with the VTLM 2.0</p> <p>Teachers will plan for differentiation in their learning sessions, through effective use of the Instructional Model 2.0 and VTLM</p> <p>Leaders will support all teaching staff to build their capacity as effective practitioners who use the Instructional Model 2.0 to plan and teach their classes</p> <p>Leaders will support teaching staff to revise and strengthen units of work, which will begin to be built around the Instructional Model 2.0 and the VTLM</p>
Success indicators	<p>The school will have developed a range of scaffolds to support teachers with implementation</p> <p>The school will have developed a range of film clips of teacher practice to support implementation</p> <p>Curriculum/unit design templates will show clear alignment with the Instructional Model</p> <p>Teachers' lesson plans will be build around the clear stages of learning built into the Instructional Model 2.0</p>

	We hope to demonstrate improvement in the AToSS factors of Differentiated learning challenge and Stimulated learning			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deploy a team of coaches to support the implementation of the Instructional Model 2.0 and overall teacher practice improvement	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	The Instructional Model 2.0 implementation team to develop scaffolds, clips and other resources to support implementation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 4	PLC teams will have a shared focus on extending and challenging high ability students, and will engage in professional learning relating to differentiated instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Refresh our approach to coaching, peer observations/feedback with a specific focus on the different stages of the learning process which the Instructional Model 2.0 is built around	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Implementation of the instructional model will be reviewed through the use of PIVOT surveys, student focus groups and observations. Teachers will use this feedback to reflect on and improve their practice.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed assessment practices and curriculum design, planning and documentation.			

Actions	<p>Review the PHS curriculum 7-12 to ensure cohesion and design fidelity</p> <p>Lead professional learning for staff, aligning with the VTLM, to ensure consistent implementation of our PHS curriculum and assessment design principles</p> <p>Embed literacy, numeracy and EAL structures to improve and enhance support for students with additional needs</p> <p>Establish and embed structures to support the use of VCE, PAT and NAPLAN data in teacher reflection, planning and preparation</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Clear and consistent understanding of the PHS Curriculum model across the school</p> <p>Teachers in class are differentiating learning more consistently and effectively</p> <p>Teachers are responding to patterns emerging in VCE or PAT data and making changes that lead to improved student outcomes</p> <p>Students are challenging themselves and seeking extension opportunities more independently, both in class and via extracurricular activities</p>			
Success indicators	<p>A single, cohesive 'PHS Curriculum' model will be in place that links learning from Year 7 to Year 12</p> <p>ATOSS data for differentiated learning challenge, stimulated learning and academic emphasis show measurable improvement</p> <p>Teachers report more confidence in their ability to extend and challenge students, and to differentiate across the range of learners in their class</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Plan and develop a Curriculum Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Embed PLC structures to support teacher collaboration and strengthen teaching practice with a focus on challenge and extension	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 4	Develop and implement our whole school Literacy and Numeracy Improvement Plan.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

<b>Goal 2</b>	Enhance student wellbeing and connectedness.
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12-month target 2.1 target	To maintain: <ul style="list-style-type: none"> <li>• Student connectedness at 86%</li> <li>• Student motivation and support at 69%</li> <li>• Respect for diversity at 91%</li> </ul>			
12-month target 2.2 target	<ul style="list-style-type: none"> <li>• Sense of connectedness from 50% (2024) to 52%</li> <li>• Respect for diversity from 43% (2024) to 45%</li> </ul>			
12-month target 2.3 target	TBC			
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student connectedness through improvement of wellbeing and engagement strategies.			
Actions	Review our whole school approach to students' connection to their school, each other and the community Strengthen the whole school approach towards social and emotional learning			
Delivery of the annual actions for this KIS				
Outcomes	Students will report an improved sense of connection to their school and their peers Students will report improved emotional awareness and resilience Students can explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within Mentor Group and their Victorian Curriculum Learning Areas Leaders will support the continuous development, documentation and revision of whole school wellbeing, engagement and connection approaches			
Success indicators	The Mentor Group curriculum will be revised, completed and shared with all stakeholders The school has developed a structured Student Connection Improvement Plan Curriculum documentation will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support  Late indicators: Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Plan and develop a Mentor Group Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Collaboratively develop a structured Student Connection Improvement Plan	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 3	Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 4	Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 5	Review the role of our Leading Teacher, Head of Inclusion, to ensure adequate time and resources to complete the scale of work which is presenting; review the Learning Support workforce as the year begins and our incoming students are better known, recruiting as required.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	-1%

## Monitoring and assessment - 2025

### Mid Term 2 monitoring

<b>Goal 1</b>	Improve learning for all students
<b>12-month target 1.1 target</b>	<ul style="list-style-type: none"> <li>Numeracy from 9% (2024) to 10%</li> <li>Writing from 17% (2024) to 18%</li> <li>Reading from 20% (2024) to 21%</li> </ul>
<b>12-month target 1.2 target</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
<b>12-month target 1.3 target</b>	TBC
<b>12-month target 1.4 target</b>	TBC
<b>12-month target 1.5 target</b>	<ul style="list-style-type: none"> <li>Differentiated learning challenge from 58% (2024) to 59%</li> <li>Stimulated learning from 52% (2024) to 53%</li> </ul>
<b>12-month target 1.6 target</b>	<ul style="list-style-type: none"> <li>Academic emphasis from 33% (2024) to 35%</li> <li>Collective efficacy 51% (2024) to 53%</li> <li>Collective participation 50% (2024) to 52%</li> </ul>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
Actions	<p>Develop an Instructional Model 2.0 implementation team</p> <p>Lead professional learning for staff, aligning with the VTLM, to implement the Instructional Model 2.0</p> <p>All staff will participate in instructional coaching in alignment with the VTLM and the instructional model</p> <p>Develop a whole-school professional learning/ PLC focus on improving outcomes for high-ability students</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Students can describe how the Instructional Model 2.0 supports their learning</p> <p>A significantly higher proportion of students will reach 'Extension' level on learning tasks and will be assessed 'well above the standard' on the Victorian curriculum.</p> <p>Teachers will have a stronger understanding of the Instructional Model 2.0, including the evidence base and the alignment with the VTLM 2.0</p> <p>Teachers will plan for differentiation in their learning sessions, through effective use of the Instructional Model 2.0 and VTLM</p> <p>Leaders will support all teaching staff to build their capacity as effective practitioners who use the Instructional Model 2.0 to plan and teach their classes</p> <p>Leaders will support teaching staff to revise and strengthen units of work, which will begin to be built around the Instructional Model 2.0 and the VTLM</p>
Success indicators	<p>The school will have developed a range of scaffolds to support teachers with implementation</p> <p>The school will have developed a range of film clips of teacher practice to support implementation</p> <p>Curriculum/unit design templates will show clear alignment with the Instructional Model</p> <p>Teachers' lesson plans will be build around the clear stages of learning built into the Instructional Model 2.0</p>

We hope to demonstrate improvement in the AToSS factors of Differentiated learning challenge and Stimulated learning				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deploy a team of coaches to support the implementation of the Instructional Model 2.0 and overall teacher practice improvement	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	The Instructional Model 2.0 implementation team to develop scaffolds, clips and other resources to support implementation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 4	PLC teams will have a shared focus on extending and challenging high ability students, and will engage in professional learning relating to differentiated instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Refresh our approach to coaching, peer observations/feedback with a specific focus on the different stages of the learning process which the Instructional Model 2.0 is built around	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Implementation of the instructional model will be reviewed through the use of PIVOT surveys, student focus groups and observations. Teachers will use this feedback to reflect on and improve their practice.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed assessment practices and curriculum design, planning and documentation.			



Actions	<p>Review the PHS curriculum 7-12 to ensure cohesion and design fidelity</p> <p>Lead professional learning for staff, aligning with the VTLM, to ensure consistent implementation of our PHS curriculum and assessment design principles</p> <p>Embed literacy, numeracy and EAL structures to improve and enhance support for students with additional needs</p> <p>Establish and embed structures to support the use of VCE, PAT and NAPLAN data in teacher reflection, planning and preparation</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Clear and consistent understanding of the PHS Curriculum model across the school</p> <p>Teachers in class are differentiating learning more consistently and effectively</p> <p>Teachers are responding to patterns emerging in VCE or PAT data and making changes that lead to improved student outcomes</p> <p>Students are challenging themselves and seeking extension opportunities more independently, both in class and via extracurricular activities</p>			
Success indicators	<p>A single, cohesive 'PHS Curriculum' model will be in place that links learning from Year 7 to Year 12</p> <p>ATOSS data for differentiated learning challenge, stimulated learning and academic emphasis show measurable improvement</p> <p>Teachers report more confidence in their ability to extend and challenge students, and to differentiate across the range of learners in their class</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Plan and develop a Curriculum Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Embed PLC structures to support teacher collaboration and strengthen teaching practice with a focus on challenge and extension	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 4	Develop and implement our whole school Literacy and Numeracy Improvement Plan.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

<b>Goal 2</b>	Enhance student wellbeing and connectedness.
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12-month target 2.1 target	To maintain: <ul style="list-style-type: none"> <li>• Student connectedness at 86%</li> <li>• Student motivation and support at 69%</li> <li>• Respect for diversity at 91%</li> </ul>			
12-month target 2.2 target	<ul style="list-style-type: none"> <li>• Sense of connectedness from 50% (2024) to 52%</li> <li>• Respect for diversity from 43% (2024) to 45%</li> </ul>			
12-month target 2.3 target	TBC			
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student connectedness through improvement of wellbeing and engagement strategies.			
Actions	Review our whole school approach to students' connection to their school, each other and the community Strengthen the whole school approach towards social and emotional learning			
Delivery of the annual actions for this KIS				
Outcomes	Students will report an improved sense of connection to their school and their peers Students will report improved emotional awareness and resilience Students can explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within Mentor Group and their Victorian Curriculum Learning Areas Leaders will support the continuous development, documentation and revision of whole school wellbeing, engagement and connection approaches			
Success indicators	The Mentor Group curriculum will be revised, completed and shared with all stakeholders The school has developed a structured Student Connection Improvement Plan Curriculum documentation will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support  Late indicators: Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	Plan and develop a Mentor Group Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Collaboratively develop a structured Student Connection Improvement Plan	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 3	Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 4	Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 5	Review the role of our Leading Teacher, Head of Inclusion, to ensure adequate time and resources to complete the scale of work which is presenting; review the Learning Support workforce as the year begins and our incoming students are better known, recruiting as required.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	-1%

## Monitoring and assessment - 2025

### Mid Term 3 monitoring

<b>Goal 1</b>	Improve learning for all students
<b>12-month target 1.1 target</b>	<ul style="list-style-type: none"> <li>Numeracy from 9% (2024) to 10%</li> <li>Writing from 17% (2024) to 18%</li> <li>Reading from 20% (2024) to 21%</li> </ul>
<b>12-month target 1.2 target</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
<b>12-month target 1.3 target</b>	TBC
<b>12-month target 1.4 target</b>	TBC
<b>12-month target 1.5 target</b>	<ul style="list-style-type: none"> <li>Differentiated learning challenge from 58% (2024) to 59%</li> <li>Stimulated learning from 52% (2024) to 53%</li> </ul>
<b>12-month target 1.6 target</b>	<ul style="list-style-type: none"> <li>Academic emphasis from 33% (2024) to 35%</li> <li>Collective efficacy 51% (2024) to 53%</li> <li>Collective participation 50% (2024) to 52%</li> </ul>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
Actions	<p>Develop an Instructional Model 2.0 implementation team</p> <p>Lead professional learning for staff, aligning with the VTLM, to implement the Instructional Model 2.0</p> <p>All staff will participate in instructional coaching in alignment with the VTLM and the instructional model</p> <p>Develop a whole-school professional learning/ PLC focus on improving outcomes for high-ability students</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Students can describe how the Instructional Model 2.0 supports their learning</p> <p>A significantly higher proportion of students will reach 'Extension' level on learning tasks and will be assessed 'well above the standard' on the Victorian curriculum.</p> <p>Teachers will have a stronger understanding of the Instructional Model 2.0, including the evidence base and the alignment with the VTLM 2.0</p> <p>Teachers will plan for differentiation in their learning sessions, through effective use of the Instructional Model 2.0 and VTLM</p> <p>Leaders will support all teaching staff to build their capacity as effective practitioners who use the Instructional Model 2.0 to plan and teach their classes</p> <p>Leaders will support teaching staff to revise and strengthen units of work, which will begin to be built around the Instructional Model 2.0 and the VTLM</p>
Success indicators	<p>The school will have developed a range of scaffolds to support teachers with implementation</p> <p>The school will have developed a range of film clips of teacher practice to support implementation</p> <p>Curriculum/unit design templates will show clear alignment with the Instructional Model</p> <p>Teachers' lesson plans will be build around the clear stages of learning built into the Instructional Model 2.0</p>

We hope to demonstrate improvement in the AToSS factors of Differentiated learning challenge and Stimulated learning				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deploy a team of coaches to support the implementation of the Instructional Model 2.0 and overall teacher practice improvement	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	The Instructional Model 2.0 implementation team to develop scaffolds, clips and other resources to support implementation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 4	PLC teams will have a shared focus on extending and challenging high ability students, and will engage in professional learning relating to differentiated instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Refresh our approach to coaching, peer observations/feedback with a specific focus on the different stages of the learning process which the Instructional Model 2.0 is built around	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Implementation of the instructional model will be reviewed through the use of PIVOT surveys, student focus groups and observations. Teachers will use this feedback to reflect on and improve their practice.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed assessment practices and curriculum design, planning and documentation.			

Actions	<p>Review the PHS curriculum 7-12 to ensure cohesion and design fidelity</p> <p>Lead professional learning for staff, aligning with the VTLM, to ensure consistent implementation of our PHS curriculum and assessment design principles</p> <p>Embed literacy, numeracy and EAL structures to improve and enhance support for students with additional needs</p> <p>Establish and embed structures to support the use of VCE, PAT and NAPLAN data in teacher reflection, planning and preparation</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Clear and consistent understanding of the PHS Curriculum model across the school</p> <p>Teachers in class are differentiating learning more consistently and effectively</p> <p>Teachers are responding to patterns emerging in VCE or PAT data and making changes that lead to improved student outcomes</p> <p>Students are challenging themselves and seeking extension opportunities more independently, both in class and via extracurricular activities</p>			
Success indicators	<p>A single, cohesive 'PHS Curriculum' model will be in place that links learning from Year 7 to Year 12</p> <p>ATOSS data for differentiated learning challenge, stimulated learning and academic emphasis show measurable improvement</p> <p>Teachers report more confidence in their ability to extend and challenge students, and to differentiate across the range of learners in their class</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Plan and develop a Curriculum Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Embed PLC structures to support teacher collaboration and strengthen teaching practice with a focus on challenge and extension	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 4	Develop and implement our whole school Literacy and Numeracy Improvement Plan.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

<b>Goal 2</b>	Enhance student wellbeing and connectedness.
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12-month target 2.1 target	To maintain: <ul style="list-style-type: none"> <li>• Student connectedness at 86%</li> <li>• Student motivation and support at 69%</li> <li>• Respect for diversity at 91%</li> </ul>			
12-month target 2.2 target	<ul style="list-style-type: none"> <li>• Sense of connectedness from 50% (2024) to 52%</li> <li>• Respect for diversity from 43% (2024) to 45%</li> </ul>			
12-month target 2.3 target	TBC			
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student connectedness through improvement of wellbeing and engagement strategies.			
Actions	Review our whole school approach to students' connection to their school, each other and the community Strengthen the whole school approach towards social and emotional learning			
Delivery of the annual actions for this KIS				
Outcomes	Students will report an improved sense of connection to their school and their peers Students will report improved emotional awareness and resilience Students can explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within Mentor Group and their Victorian Curriculum Learning Areas Leaders will support the continuous development, documentation and revision of whole school wellbeing, engagement and connection approaches			
Success indicators	The Mentor Group curriculum will be revised, completed and shared with all stakeholders The school has developed a structured Student Connection Improvement Plan Curriculum documentation will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support  Late indicators: Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>



Activity 1	Plan and develop a Mentor Group Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Collaboratively develop a structured Student Connection Improvement Plan	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 3	Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 4	Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 5	Review the role of our Leading Teacher, Head of Inclusion, to ensure adequate time and resources to complete the scale of work which is presenting; review the Learning Support workforce as the year begins and our incoming students are better known, recruiting as required.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	-1%

## Monitoring and assessment - 2025

### Mid Term 4 monitoring

<b>Goal 1</b>	Improve learning for all students
<b>12-month target 1.1 target</b>	<ul style="list-style-type: none"> <li>Numeracy from 9% (2024) to 10%</li> <li>Writing from 17% (2024) to 18%</li> <li>Reading from 20% (2024) to 21%</li> </ul>
<b>12-month target 1.2 target</b>	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024
<b>12-month target 1.3 target</b>	TBC
<b>12-month target 1.4 target</b>	TBC
<b>12-month target 1.5 target</b>	<ul style="list-style-type: none"> <li>Differentiated learning challenge from 58% (2024) to 59%</li> <li>Stimulated learning from 52% (2024) to 53%</li> </ul>
<b>12-month target 1.6 target</b>	<ul style="list-style-type: none"> <li>Academic emphasis from 33% (2024) to 35%</li> <li>Collective efficacy 51% (2024) to 53%</li> <li>Collective participation 50% (2024) to 52%</li> </ul>
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's instructional model across all areas of the curriculum.
Actions	<p>Develop an Instructional Model 2.0 implementation team</p> <p>Lead professional learning for staff, aligning with the VTLM, to implement the Instructional Model 2.0</p> <p>All staff will participate in instructional coaching in alignment with the VTLM and the instructional model</p> <p>Develop a whole-school professional learning/ PLC focus on improving outcomes for high-ability students</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Students can describe how the Instructional Model 2.0 supports their learning</p> <p>A significantly higher proportion of students will reach 'Extension' level on learning tasks and will be assessed 'well above the standard' on the Victorian curriculum.</p> <p>Teachers will have a stronger understanding of the Instructional Model 2.0, including the evidence base and the alignment with the VTLM 2.0</p> <p>Teachers will plan for differentiation in their learning sessions, through effective use of the Instructional Model 2.0 and VTLM</p> <p>Leaders will support all teaching staff to build their capacity as effective practitioners who use the Instructional Model 2.0 to plan and teach their classes</p> <p>Leaders will support teaching staff to revise and strengthen units of work, which will begin to be built around the Instructional Model 2.0 and the VTLM</p>
Success indicators	<p>The school will have developed a range of scaffolds to support teachers with implementation</p> <p>The school will have developed a range of film clips of teacher practice to support implementation</p> <p>Curriculum/unit design templates will show clear alignment with the Instructional Model</p> <p>Teachers' lesson plans will be build around the clear stages of learning built into the Instructional Model 2.0</p>

We hope to demonstrate improvement in the AToSS factors of Differentiated learning challenge and Stimulated learning				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deploy a team of coaches to support the implementation of the Instructional Model 2.0 and overall teacher practice improvement	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	The Instructional Model 2.0 implementation team to develop scaffolds, clips and other resources to support implementation	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 4	PLC teams will have a shared focus on extending and challenging high ability students, and will engage in professional learning relating to differentiated instruction.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 5	Refresh our approach to coaching, peer observations/feedback with a specific focus on the different stages of the learning process which the Instructional Model 2.0 is built around	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Implementation of the instructional model will be reviewed through the use of PIVOT surveys, student focus groups and observations. Teachers will use this feedback to reflect on and improve their practice.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
<b>KIS 1.c</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine and embed assessment practices and curriculum design, planning and documentation.			

Actions	<p>Review the PHS curriculum 7-12 to ensure cohesion and design fidelity</p> <p>Lead professional learning for staff, aligning with the VTLM, to ensure consistent implementation of our PHS curriculum and assessment design principles</p> <p>Embed literacy, numeracy and EAL structures to improve and enhance support for students with additional needs</p> <p>Establish and embed structures to support the use of VCE, PAT and NAPLAN data in teacher reflection, planning and preparation</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Clear and consistent understanding of the PHS Curriculum model across the school</p> <p>Teachers in class are differentiating learning more consistently and effectively</p> <p>Teachers are responding to patterns emerging in VCE or PAT data and making changes that lead to improved student outcomes</p> <p>Students are challenging themselves and seeking extension opportunities more independently, both in class and via extracurricular activities</p>			
Success indicators	<p>A single, cohesive 'PHS Curriculum' model will be in place that links learning from Year 7 to Year 12</p> <p>ATOSS data for differentiated learning challenge, stimulated learning and academic emphasis show measurable improvement</p> <p>Teachers report more confidence in their ability to extend and challenge students, and to differentiate across the range of learners in their class</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Plan and develop a Curriculum Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Embed PLC structures to support teacher collaboration and strengthen teaching practice with a focus on challenge and extension	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	-1%
Activity 3	Professional learning strategy to be developed for the whole year and communicated to all staff	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 4	Develop and implement our whole school Literacy and Numeracy Improvement Plan.	<input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%

<b>Goal 2</b>	Enhance student wellbeing and connectedness.
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12-month target 2.1 target	To maintain: <ul style="list-style-type: none"> <li>• Student connectedness at 86%</li> <li>• Student motivation and support at 69%</li> <li>• Respect for diversity at 91%</li> </ul>			
12-month target 2.2 target	<ul style="list-style-type: none"> <li>• Sense of connectedness from 50% (2024) to 52%</li> <li>• Respect for diversity from 43% (2024) to 45%</li> </ul>			
12-month target 2.3 target	TBC			
<b>KIS 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Enhance student connectedness through improvement of wellbeing and engagement strategies.			
Actions	Review our whole school approach to students' connection to their school, each other and the community Strengthen the whole school approach towards social and emotional learning			
Delivery of the annual actions for this KIS				
Outcomes	Students will report an improved sense of connection to their school and their peers Students will report improved emotional awareness and resilience Students can explain what positive mental health means and where they can seek support at school Teachers will plan for and implement social and emotional learning within Mentor Group and their Victorian Curriculum Learning Areas Leaders will support the continuous development, documentation and revision of whole school wellbeing, engagement and connection approaches			
Success indicators	The Mentor Group curriculum will be revised, completed and shared with all stakeholders The school has developed a structured Student Connection Improvement Plan Curriculum documentation will show plans for social and emotional learning ? Notes from learning walks and peer observation will show how staff are embedding social and emotional learning ? Student support resources displayed around the school will show how students can seek support  Late indicators: Victorian Curriculum: Personal and Social Capability ? SSS factors: instructional leadership, collective efficacy, trust in colleagues ? AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	Plan and develop a Mentor Group Review Action Team	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 3	-1%
Activity 2	Collaboratively develop a structured Student Connection Improvement Plan	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	-1%
Activity 3	Review current practices using the Schools Mental Health Fund Menu and Planning tool to explore current understandings of social emotional learning and student mental health	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 4	Audit current curriculum documents to identify gaps and overlaps in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 3	-1%
Activity 5	Review the role of our Leading Teacher, Head of Inclusion, to ensure adequate time and resources to complete the scale of work which is presenting; review the Learning Support workforce as the year begins and our incoming students are better known, recruiting as required.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	-1%

## Monitoring and Self-assessment - 2025

SEIL Feedback