

Monitoring and assessment - 2024

Montague Continuing Education Centre (2784)



Submitted for review by David Casas (School Principal) on 03 March, 2024 at 08:46 PM

Endorsed by Rachel George (Senior Education Improvement Leader) on 04 March, 2024 at 08:08 AM

Endorsed by christopher belden (School Council President) on 12 March, 2024 at 11:46 AM

Term 2 Monitoring submitted by David Casas (School Principal) on 15 November, 2024 at 01:02 PM

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	Effectively mobilise available resources to support students' learning, wellbeing and mental health.
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	Launch the school's transition to the Universal Design for Learning (UDL) framework to create equitable, inclusive, and accessible environments and experiences for all learners specific to our school community.
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> • Students will experience greater variability in curriculum and lesson delivery to address individual variability and reduce barriers to content, learning and assessment. • Staff will gather baseline data about the status of the school's UDL implementation related to the certification domains phased rollout. • Inclusion Coaches will model, mentor and coach staff towards instructional excellence through evidence-informed lesson demonstrations, instructional coaching, observations and feedback consistent with UDL. • Principal Team will set goals and develop a plan to develop UDL implementation in the school related to the

	certification domains and as needed, establish new systems that support implementation initiatives. • Organisational Structures and Processes will align to assist the implementation and transition to the UDL framework.			
Success indicators	<ul style="list-style-type: none"> • School evaluation for UDL will provide evidence to inform the level of implementation required. • Staff self-evaluation for UDL will provide evidence of individual readiness to assist with the school's professional learning plan. • Student needs analysis for UDL will provide evidence of student variability in planning the UDL implementation. • Structured professional learning (PLT/PLC) will provide evidence of the four phases of UDL implementation. • Student IEPs will provide evidence of UDL inclusion to support learner variability. • Meeting observations and discussions will provide evidence of collaboration, evaluation and feedback in monitoring the transition to adopting the UDL framework. • Instructional coaching (IOC) will provide evidence of targeted professional teacher development in implementation the UDL framework. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Assess the current state of teaching and learning in the school, including curriculum, instructional practices, and assessment methods against UDL.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	-1%

Activity 2	Identify strengths and areas for improvement in supporting diverse learners.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	-1%
Activity 3	Establish a leadership team or committee to guide the implementation process.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	-1%
Activity 4	Develop a vision and goals for implementing UDL throughout the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	-1%
Activity 5	Provide training and professional development opportunities for teachers and staff on the principles and practices of UDL.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 6	Develop an implement a meeting schedule that allows for professional learning, curriculum planning and collaboration.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%
Activity 7	Review and revise curriculum to ensure alignment with UDL principles, including flexibility, multiple means of representation, engagement, and expression.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	-1%

Activity 8	Develop or adapt instructional materials and resources that provide multiple means of access and engagement for all students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	-1%
Activity 9	Implement instructional strategies that provide multiple means of representation, engagement, and expression to meet the diverse needs of learners.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	-1%
Activity 10	Use differentiated instruction to tailor learning experiences to individual student needs and preferences.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 3 to: Term 4	-1%
Activity 11	Embed UDL principles into the school culture and policies to ensure sustainability over time.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	-1%
Activity 12	Continuously evaluate and reflect on the effectiveness of UDL practices and make adjustments as needed to improve outcomes for all students.	<input checked="" type="checkbox"/> All staff	from: Term 3 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,	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

safe and orderly learning environment	
Actions	Prioritise the school's Learner-Care Program with a clear mandate to coordinate meaningful wellbeing initiatives to address student wellbeing and mental health.
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> • Students will demonstrate a sense of connectedness, effective social functioning and health, curiosity and resilience and improved help-seeking by students. • Staff will deliver school-based interventions aimed at promoting wellbeing embedded within the curriculum. • Wellbeing Team will track mental health and wellbeing metrics through Compass chronicle. • Principal Team will develop Communities of Wellbeing Practice (CoWP) to grow staff capacity and provide opportunities to review exemplar policies and practices to determine the relevant actions needed, tailored to wellbeing resource strengths and needs of the school community. • Organisational Structures and Processes will align to assist the implementation and monitoring of the Learner-Care Program.
Success indicators	<ul style="list-style-type: none"> • Explicit wellbeing-related professional learning will provide evidence of improved skills, and strategies necessary to support students' social, emotional, and mental health needs effectively. • Communities of Wellbeing Practice (CoWP) will provide evidence of measures of student wellbeing. • Mental Health Planning Tool will provide evidence of the school's current processes and practices. • Student Wellbeing Data Project will provide evidence of measures that appropriately represent the school's conceptualisations of wellbeing. • Student attendance data will provide evidence of improved student wellbeing and a stronger sense of belonging. • Instructional coaching – Inclusion Outreach Coach (IOC) will provide evidence of teacher collaboration in planning and monitoring student engagement through inclusive practices.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Establish agreed school expectations and behaviours to support learning.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 2	-1%
Activity 2	Conduct comprehensive assessments to identify students with complex needs, such as mental health disorders, significant trauma, or behavior challenges.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	-1%
Activity 3	Develop individualised education or support plans (IEPs) that outline specific goals, interventions, and accommodations to address student needs.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 2	-1%
Activity 4	Provide access to interventions and supports, such as counseling, therapy, behavior intervention plans, or specialised academic instruction.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	-1%
Activity 5	Foster collaboration among educators, support staff, administrators, and community partners to ensure a coordinated	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

	and holistic approach to supporting student well-being.			
Activity 6	Provide professional development opportunities for staff members to build their capacity for collaborative problem-solving, trauma-informed care, and culturally responsive practices.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	-1%

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	Effectively mobilise available resources to support students' learning, wellbeing and mental health.
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	Launch the school's transition to the Universal Design for Learning (UDL) framework to create equitable, inclusive, and accessible environments and experiences for all learners specific to our school community.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<ul style="list-style-type: none"> • Students will experience greater variability in curriculum and lesson delivery to address individual variability and reduce barriers to content, learning and assessment. • Staff will gather baseline data about the status of the school's UDL implementation related to the certification domains phased rollout. • Inclusion Coaches will model, mentor and coach staff towards instructional excellence through evidence-informed lesson demonstrations, instructional coaching, observations and feedback consistent with UDL. • Principal Team will set goals and develop a plan to develop UDL implementation in the school related to the

	<p>certification domains and as needed, establish new systems that support implementation initiatives.</p> <ul style="list-style-type: none"> • Organisational Structures and Processes will align to assist the implementation and transition to the UDL framework.
Success indicators	<ul style="list-style-type: none"> • School evaluation for UDL will provide evidence to inform the level of implementation required. • Staff self-evaluation for UDL will provide evidence of individual readiness to assist with the school's professional learning plan. • Student needs analysis for UDL will provide evidence of student variability in planning the UDL implementation. • Structured professional learning (PLT/PLC) will provide evidence of the four phases of UDL implementation. • Student IEPs will provide evidence of UDL inclusion to support learner variability. • Meeting observations and discussions will provide evidence of collaboration, evaluation and feedback in monitoring the transition to adopting the UDL framework. • Instructional coaching (IOC) will provide evidence of targeted professional teacher development in implementation the UDL framework.
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<p><input checked="" type="checkbox"/> Workforce stability and effective change management practices</p>
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<p><input checked="" type="checkbox"/> Other</p> <p>Ongoing construction works during semester one have impeded staff professional grow in this area due to environmental factors.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress 	<ol style="list-style-type: none"> 1. What's changed/grown? (knowledge, skills and practises) (how?) 2. What strat did team implement with greatest impact? 3. How do you know?

<p>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 	4. What's next...?			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Assess the current state of teaching and learning in the school, including curriculum, instructional practices, and assessment methods against UDL.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%

Activity 2	Identify strengths and areas for improvement in supporting diverse learners.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 3	Establish a leadership team or committee to guide the implementation process.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 4	Develop a vision and goals for implementing UDL throughout the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	50%
Activity 5	Provide training and professional development opportunities for teachers and staff on the principles and practices of UDL.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	50%
Activity 6	Develop an implement a meeting schedule that allows for professional learning, curriculum planning and collaboration.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	50%
Activity 7	Review and revise curriculum to ensure alignment with UDL principles, including flexibility, multiple means of representation, engagement, and expression.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%

Activity 8	Develop or adapt instructional materials and resources that provide multiple means of access and engagement for all students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%
Activity 9	Implement instructional strategies that provide multiple means of representation, engagement, and expression to meet the diverse needs of learners.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%
Activity 10	Use differentiated instruction to tailor learning experiences to individual student needs and preferences.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 3 to: Term 4	25%
Activity 11	Embed UDL principles into the school culture and policies to ensure sustainability over time.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	25%
Activity 12	Continuously evaluate and reflect on the effectiveness of UDL practices and make adjustments as needed to improve outcomes for all students.	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	25%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

safe and orderly learning environment	
Actions	Prioritise the school's Learner-Care Program with a clear mandate to coordinate meaningful wellbeing initiatives to address student wellbeing and mental health.
Delivery of the annual actions for this KIS	Completed
Outcomes	<ul style="list-style-type: none"> • Students will demonstrate a sense of connectedness, effective social functioning and health, curiosity and resilience and improved help-seeking by students. • Staff will deliver school-based interventions aimed at promoting wellbeing embedded within the curriculum. • Wellbeing Team will track mental health and wellbeing metrics through Compass chronicle. • Principal Team will develop Communities of Wellbeing Practice (CoWP) to grow staff capacity and provide opportunities to review exemplar policies and practices to determine the relevant actions needed, tailored to wellbeing resource strengths and needs of the school community. • Organisational Structures and Processes will align to assist the implementation and monitoring of the Learner-Care Program.
Success indicators	<ul style="list-style-type: none"> • Explicit wellbeing-related professional learning will provide evidence of improved skills, and strategies necessary to support students' social, emotional, and mental health needs effectively. • Communities of Wellbeing Practice (CoWP) will provide evidence of measures of student wellbeing. • Mental Health Planning Tool will provide evidence of the school's current processes and practices. • Student Wellbeing Data Project will provide evidence of measures that appropriately represent the school's conceptualisations of wellbeing. • Student attendance data will provide evidence of improved student wellbeing and a stronger sense of belonging. • Instructional coaching – Inclusion Outreach Coach (IOC) will provide evidence of teacher collaboration in planning and monitoring student engagement through inclusive practices.
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change ☑ Workforce stability and effective change management practices

<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<p><input checked="" type="checkbox"/> Budget constraints</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	<ol style="list-style-type: none"> 1. What's changed/grown? (knowledge, skills and practises) (how?) 2. What strat did team implement with greatest impact? 3. How do you know?
<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 	<ol style="list-style-type: none"> 4. What's next...?

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Establish agreed school expectations and behaviours to support learning.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 2	50%
Activity 2	Conduct comprehensive assessments to identify students with complex needs, such as mental health disorders, significant trauma, or behavior challenges.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	75%
Activity 3	Develop individualised education or support plans (IEPs) that outline specific goals, interventions, and accommodations to address student needs.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 2	50%
Activity 4	Provide access to interventions and supports, such as counseling, therapy, behavior intervention plans, or specialised academic instruction.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	50%
Activity 5	Foster collaboration among educators, support staff, administrators, and community partners to ensure a coordinated	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%

	and holistic approach to supporting student well-being.			
Activity 6	Provide professional development opportunities for staff members to build their capacity for collaborative problem-solving, trauma-informed care, and culturally responsive practices.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	75%

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	Effectively mobilise available resources to support students' learning, wellbeing and mental health.
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	Launch the school's transition to the Universal Design for Learning (UDL) framework to create equitable, inclusive, and accessible environments and experiences for all learners specific to our school community.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	<ul style="list-style-type: none"> • Students will experience greater variability in curriculum and lesson delivery to address individual variability and reduce barriers to content, learning and assessment. • Staff will gather baseline data about the status of the school's UDL implementation related to the certification domains phased rollout. • Inclusion Coaches will model, mentor and coach staff towards instructional excellence through evidence-informed lesson demonstrations, instructional coaching, observations and feedback consistent with UDL. • Principal Team will set goals and develop a plan to develop UDL implementation in the school related to the

	<p>certification domains and as needed, establish new systems that support implementation initiatives.</p> <ul style="list-style-type: none"> • Organisational Structures and Processes will align to assist the implementation and transition to the UDL framework.
Success indicators	<ul style="list-style-type: none"> • School evaluation for UDL will provide evidence to inform the level of implementation required. • Staff self-evaluation for UDL will provide evidence of individual readiness to assist with the school's professional learning plan. • Student needs analysis for UDL will provide evidence of student variability in planning the UDL implementation. • Structured professional learning (PLT/PLC) will provide evidence of the four phases of UDL implementation. • Student IEPs will provide evidence of UDL inclusion to support learner variability. • Meeting observations and discussions will provide evidence of collaboration, evaluation and feedback in monitoring the transition to adopting the UDL framework. • Instructional coaching (IOC) will provide evidence of targeted professional teacher development in implementation the UDL framework.
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
Commentary on progress <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress 	

<p>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Assess the current state of teaching and learning in the school, including curriculum, instructional practices, and assessment methods against UDL.</p>	<p><input checked="" type="checkbox"/> All staff</p>	<p>from: Term 1 to: Term 2</p>	<p>50%</p>

Activity 2	Identify strengths and areas for improvement in supporting diverse learners.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 3	Establish a leadership team or committee to guide the implementation process.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 4	Develop a vision and goals for implementing UDL throughout the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	50%
Activity 5	Provide training and professional development opportunities for teachers and staff on the principles and practices of UDL.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	50%
Activity 6	Develop an implement a meeting schedule that allows for professional learning, curriculum planning and collaboration.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	50%
Activity 7	Review and revise curriculum to ensure alignment with UDL principles, including flexibility, multiple means of representation, engagement, and expression.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%

Activity 8	Develop or adapt instructional materials and resources that provide multiple means of access and engagement for all students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%
Activity 9	Implement instructional strategies that provide multiple means of representation, engagement, and expression to meet the diverse needs of learners.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%
Activity 10	Use differentiated instruction to tailor learning experiences to individual student needs and preferences.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 3 to: Term 4	25%
Activity 11	Embed UDL principles into the school culture and policies to ensure sustainability over time.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	25%
Activity 12	Continuously evaluate and reflect on the effectiveness of UDL practices and make adjustments as needed to improve outcomes for all students.	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	25%
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive,	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

safe and orderly learning environment	
Actions	Prioritise the school's Learner-Care Program with a clear mandate to coordinate meaningful wellbeing initiatives to address student wellbeing and mental health.
Delivery of the annual actions for this KIS	Completed
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Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	

<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	
<p>Future planning</p> <ul style="list-style-type: none"> • What action will be taken next? • What support is required? • What adjustments or additions will you make to your AIP to document these next steps? 	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
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Activity 2	Conduct comprehensive assessments to identify students with complex needs, such as mental health disorders, significant trauma, or behavior challenges.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	75%
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Activity 4	Provide access to interventions and supports, such as counseling, therapy, behavior intervention plans, or specialised academic instruction.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	50%
Activity 5	Foster collaboration among educators, support staff, administrators, and community partners to ensure a coordinated	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%

	and holistic approach to supporting student well-being.			
Activity 6	Provide professional development opportunities for staff members to build their capacity for collaborative problem-solving, trauma-informed care, and culturally responsive practices.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	75%

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	Effectively mobilise available resources to support students' learning, wellbeing and mental health.
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; 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	Launch the school's transition to the Universal Design for Learning (UDL) framework to create equitable, inclusive, and accessible environments and experiences for all learners specific to our school community.
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Outcomes	<ul style="list-style-type: none"> • Students will experience greater variability in curriculum and lesson delivery to address individual variability and reduce barriers to content, learning and assessment. • Staff will gather baseline data about the status of the school's UDL implementation related to the certification domains phased rollout.

	<ul style="list-style-type: none"> • Inclusion Coaches will model, mentor and coach staff towards instructional excellence through evidence-informed lesson demonstrations, instructional coaching, observations and feedback consistent with UDL. • Principal Team will set goals and develop a plan to develop UDL implementation in the school related to the certification domains and as needed, establish new systems that support implementation initiatives. • Organisational Structures and Processes will align to assist the implementation and transition to the UDL framework.
Success indicators	<ul style="list-style-type: none"> • School evaluation for UDL will provide evidence to inform the level of implementation required. • Staff self-evaluation for UDL will provide evidence of individual readiness to assist with the school's professional learning plan. • Student needs analysis for UDL will provide evidence of student variability in planning the UDL implementation. • Structured professional learning (PLT/PLC) will provide evidence of the four phases of UDL implementation. • Student IEPs will provide evidence of UDL inclusion to support learner variability. • Meeting observations and discussions will provide evidence of collaboration, evaluation and feedback in monitoring the transition to adopting the UDL framework. • Instructional coaching (IOC) will provide evidence of targeted professional teacher development in implementation the UDL framework.
Reflection on progress	
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Assess the current state of teaching and learning in the school, including curriculum, instructional practices, and assessment methods against UDL.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 2	Identify strengths and areas for improvement in supporting diverse learners.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 3	Establish a leadership team or committee to guide the implementation process.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 4	Develop a vision and goals for implementing UDL throughout the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	50%
Activity 5	Provide training and professional development opportunities for teachers and staff on the principles and practices of UDL.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	50%
Activity 6	Develop an implement a meeting schedule that allows for professional	<input checked="" type="checkbox"/> Principal	from: Term 1	50%

	learning, curriculum planning and collaboration.		to: Term 2	
Activity 7	Review and revise curriculum to ensure alignment with UDL principles, including flexibility, multiple means of representation, engagement, and expression.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%
Activity 8	Develop or adapt instructional materials and resources that provide multiple means of access and engagement for all students.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%
Activity 9	Implement instructional strategies that provide multiple means of representation, engagement, and expression to meet the diverse needs of learners.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders	from: Term 3 to: Term 4	50%
Activity 10	Use differentiated instruction to tailor learning experiences to individual student needs and preferences.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support	from: Term 3 to: Term 4	25%
Activity 11	Embed UDL principles into the school culture and policies to ensure sustainability over time.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	25%

Activity 12	Continuously evaluate and reflect on the effectiveness of UDL practices and make adjustments as needed to improve outcomes for all students.	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	25%
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	Prioritise the school's Learner-Care Program with a clear mandate to coordinate meaningful wellbeing initiatives to address student wellbeing and mental health.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	<ul style="list-style-type: none"> • Students will demonstrate a sense of connectedness, effective social functioning and health, curiosity and resilience and improved help-seeking by students. • Staff will deliver school-based interventions aimed at promoting wellbeing embedded within the curriculum. • Wellbeing Team will track mental health and wellbeing metrics through Compass chronicle. • Principal Team will develop Communities of Wellbeing Practice (CoWP) to grow staff capacity and provide opportunities to review exemplar policies and practices to determine the relevant actions needed, tailored to wellbeing resource strengths and needs of the school community. • Organisational Structures and Processes will align to assist the implementation and monitoring of the Learner-Care Program. 			
Success indicators	<ul style="list-style-type: none"> • Explicit wellbeing-related professional learning will provide evidence of improved skills, and strategies necessary to support students' social, emotional, and mental health needs effectively. • Communities of Wellbeing Practice (CoWP) will provide evidence of measures of student wellbeing. • Mental Health Planning Tool will provide evidence of the school's current processes and practices. 			

	<ul style="list-style-type: none"> • Student Wellbeing Data Project will provide evidence of measures that appropriately represent the school's conceptualisations of wellbeing. • Student attendance data will provide evidence of improved student wellbeing and a stronger sense of belonging. • Instructional coaching – Inclusion Outreach Coach (IOC) will provide evidence of teacher collaboration in planning and monitoring student engagement through inclusive practices. 			
Reflection on progress				
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Establish agreed school expectations and behaviours to support learning.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 2	50%

Activity 2	Conduct comprehensive assessments to identify students with complex needs, such as mental health disorders, significant trauma, or behavior challenges.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	75%
Activity 3	Develop individualised education or support plans (IEPs) that outline specific goals, interventions, and accommodations to address student needs.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Disability inclusion coordinator	from: Term 1 to: Term 2	50%
Activity 4	Provide access to interventions and supports, such as counseling, therapy, behavior intervention plans, or specialised academic instruction.	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	50%
Activity 5	Foster collaboration among educators, support staff, administrators, and community partners to ensure a coordinated and holistic approach to supporting student well-being.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%
Activity 6	Provide professional development opportunities for staff members to build their capacity for collaborative problem-solving, trauma-informed care, and culturally responsive practices.	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 3	75%

Future planning

Monitoring and Self-assessment - 2024

SEIL Feedback