

Monitoring and assessment - 2025

Vermont Secondary College (8420)



Submitted for review by Anthony Jacobs (School Principal) on 06 March, 2025 at 12:55 PM

Endorsed by Joanne Wastle (Senior Education Improvement Leader) on 07 March, 2025 at 03:41 PM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	Optimise the learning progress and achievement of every student.
12-month target 1.1 target	All Study and English Study Mean Score 32.0
12-month target 1.2 target	89% VCE/VET completion rate. Maintain 100% VCE VM completion rate.
12-month target 1.3 target	Year 9 Reading 36% Exceeding. Year 9 Numeracy 22% Exceeding. 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
12-month target 1.4 target	Year 7 and 8 students above expected growth (teacher judgement) to 30%.
12-month target 1.5 target	Differentiated Learning Challenge to 57%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Effectively differentiate learning tasks to meet the needs of all students by implementing a whole school approach to evidence-based curriculum and assessment practices.
Actions	The whole school PLC focus for 2025 is Differentiation with one cycle to focus on meeting the needs of high ability students and the other to focus on meeting the needs of students with diverse learning needs. Whole school and targeted PD to be provided around meeting the needs of a diverse array of students.

Delivery of the annual actions for this KIS				
Outcomes	<p>Evidence through PLC minutes and presentations of improved outcomes for students based on focus on differentiation through learning tasks.</p> <p>Mapping and planning of implementation of Vic Curric 2.0 with a focus on differentiation. Learning Area Teams to have developed rubrics (increasingly developmental) for reportable learning tasks.</p>			
Success indicators	<p>Vic Curric 2.0 mapped, planned and implemented.</p> <p>Updated Learning Tasks developed including rubrics.</p> <p>Partial introduction of developmental rubrics across the school.</p> <p>Individual PLCs to generate specific evidence of student learning growth through focus on differentiation.</p> <p>Improvements in Differentiated Learning Challenge and expected growth (teacher judgement).</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provision of professional development to staff on	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	differentiation and the needs of target groups (high ability and students with diverse learning needs).		to: Term 4	
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.			
Actions	School Improvement Team to review practice across the school and develop a revised instructional model to be implemented from 2026.			
Delivery of the annual actions for this KIS				
Outcomes	<p>High level of familiarity amongst the School Improvement Team with the VLTM 2.0, HIWS and HITS.</p> <p>High level of familiarity amongst the School Improvement Team of the revised Instructional Model.</p> <p>Increasing familiarity amongst all staff with the operation of the School Improvement Team and process of developing the Instructional Model (including opportunities for whole staff collaboration) as well as processes (such as Learning Walks) that drive improvements in practice.</p>			
Success indicators	Revised Instructional Model developed.			
Commentary on progress				
Enablers				

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	SIT to revise Instructional Model.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Goal 2	Enhance wellbeing outcomes for all students.
12-month target 2.1 target	Equity funded students with 30+ days absent to 23%.
12-month target 2.2 target	Respect for diversity to 43%. Teacher concern to 29%.
12-month target 2.3 target	Instructional Leadership to 65%. Staff psychological safety to 50%.
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.
Actions	Drive implementation of the HIWS. After their introduction to staff in 2024 the HIWS continue to be a focus through regular reference in Staff Meetings, the work of the SIT Team in revising the Instructional Model and the work of the Student Services Team in expanding our approach to Social & Emotional Learning, Restorative Practices and Student

	Voice.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Awareness of elements of existing teacher practice that align with the HIWS.</p> <p>Increased focus on the role of the classroom teacher in key HIWS (such as facilitating peer relationships).</p>			
Success indicators	Improvement in Teacher Concern and Respect for Diversity within the AToSS.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development and implementation of the SEL, RP and Student Voice project through the Student Services Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.			

incorporating extra-curricula programs				
Actions	<p>Increased focus on attendance for Equity funded students through the Wellbeing and House Teams.</p> <p>Implementation/review of programs 7 - 12 to improve wellbeing, social/emotional health and cohesion.</p> <p>Establishment of regular meeting between Wellbeing and Health and Physical Education teams to ensure monitoring or programs.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Improved school cohesion and respect for diversity.</p> <p>Improved interconnection between Wellbeing programs and the Health and Physical Education Curriculum.</p>			
Success indicators	<p>Attendance rate for Equity funded students.</p> <p>Improvement in Respect for Diversity result within the AToSS.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Focus on Attendance for Equity Funded students.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1	-1%

			to: Term 4	
Activity 2	Regular review meeting between Wellbeing Team and Health and Physical Education Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	Optimise the learning progress and achievement of every student.
12-month target 1.1 target	All Study and English Study Mean Score 32.0
12-month target 1.2 target	89% VCE/VET completion rate. Maintain 100% VCE VM completion rate.
12-month target 1.3 target	Year 9 Reading 36% Exceeding. Year 9 Numeracy 22% Exceeding. 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
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Outcomes	<p>Evidence through PLC minutes and presentations of improved outcomes for students based on focus on differentiation through learning tasks.</p> <p>Mapping and planning of implementation of Vic Curric 2.0 with a focus on differentiation. Learning Area Teams to have developed rubrics (increasingly developmental) for reportable learning tasks.</p>			
Success indicators	<p>Vic Curric 2.0 mapped, planned and implemented.</p> <p>Updated Learning Tasks developed including rubrics.</p> <p>Partial introduction of developmental rubrics across the school.</p> <p>Individual PLCs to generate specific evidence of student learning growth through focus on differentiation.</p> <p>Improvements in Differentiated Learning Challenge and expected growth (teacher judgement).</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provision of professional development to staff on	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	differentiation and the needs of target groups (high ability and students with diverse learning needs).		to: Term 4	
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.			
Actions	School Improvement Team to review practice across the school and develop a revised instructional model to be implemented from 2026.			
Delivery of the annual actions for this KIS				
Outcomes	<p>High level of familiarity amongst the School Improvement Team with the VLTM 2.0, HIWS and HITS.</p> <p>High level of familiarity amongst the School Improvement Team of the revised Instructional Model.</p> <p>Increasing familiarity amongst all staff with the operation of the School Improvement Team and process of developing the Instructional Model (including opportunities for whole staff collaboration) as well as processes (such as Learning Walks) that drive improvements in practice.</p>			
Success indicators	Revised Instructional Model developed.			
Commentary on progress				
Enablers				

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
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KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.
Actions	Drive implementation of the HIWS. After their introduction to staff in 2024 the HIWS continue to be a focus through regular reference in Staff Meetings, the work of the SIT Team in revising the Instructional Model and the work of the Student Services Team in expanding our approach to Social & Emotional Learning, Restorative Practices and Student

	Voice.			
Delivery of the annual actions for this KIS				
Outcomes	Awareness of elements of existing teacher practice that align with the HIWS. Increased focus on the role of the classroom teacher in key HIWS (such as facilitating peer relationships).			
Success indicators	Improvement in Teacher Concern and Respect for Diversity within the AToSS.			
Commentary on progress				
Enablers				
Barriers				
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KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.			

incorporating extra-curricula programs				
Actions	<p>Increased focus on attendance for Equity funded students through the Wellbeing and House Teams.</p> <p>Implementation/review of programs 7 - 12 to improve wellbeing, social/emotional health and cohesion.</p> <p>Establishment of regular meeting between Wellbeing and Health and Physical Education teams to ensure monitoring or programs.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Improved school cohesion and respect for diversity.</p> <p>Improved interconnection between Wellbeing programs and the Health and Physical Education Curriculum.</p>			
Success indicators	<p>Attendance rate for Equity funded students.</p> <p>Improvement in Respect for Diversity result within the AToSS.</p>			
Commentary on progress				
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Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Focus on Attendance for Equity Funded students.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1	-1%

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Activity 2	Regular review meeting between Wellbeing Team and Health and Physical Education Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	Optimise the learning progress and achievement of every student.
12-month target 1.1 target	All Study and English Study Mean Score 32.0
12-month target 1.2 target	89% VCE/VET completion rate. Maintain 100% VCE VM completion rate.
12-month target 1.3 target	Year 9 Reading 36% Exceeding. Year 9 Numeracy 22% Exceeding. 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
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Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provision of professional development to staff on	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	differentiation and the needs of target groups (high ability and students with diverse learning needs).		to: Term 4	
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.			
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Success indicators	Revised Instructional Model developed.			
Commentary on progress				
Enablers				

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	SIT to revise Instructional Model.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Goal 2	Enhance wellbeing outcomes for all students.
12-month target 2.1 target	Equity funded students with 30+ days absent to 23%.
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	Voice.			
Delivery of the annual actions for this KIS				
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Success indicators	Improvement in Teacher Concern and Respect for Diversity within the AToSS.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development and implementation of the SEL, RP and Student Voice project through the Student Services Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.			

incorporating extra-curricula programs				
Actions	<p>Increased focus on attendance for Equity funded students through the Wellbeing and House Teams.</p> <p>Implementation/review of programs 7 - 12 to improve wellbeing, social/emotional health and cohesion.</p> <p>Establishment of regular meeting between Wellbeing and Health and Physical Education teams to ensure monitoring or programs.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Improved school cohesion and respect for diversity.</p> <p>Improved interconnection between Wellbeing programs and the Health and Physical Education Curriculum.</p>			
Success indicators	<p>Attendance rate for Equity funded students.</p> <p>Improvement in Respect for Diversity result within the AToSS.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Focus on Attendance for Equity Funded students.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1	-1%

			to: Term 4	
Activity 2	Regular review meeting between Wellbeing Team and Health and Physical Education Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	Optimise the learning progress and achievement of every student.
12-month target 1.1 target	All Study and English Study Mean Score 32.0
Has this 12-month target been met	Not Met
12-month target 1.2 target	89% VCE/VET completion rate. Maintain 100% VCE VM completion rate.
Has this 12-month target been met	Not Met
12-month target 1.3 target	Year 9 Reading 36% Exceeding. Year 9 Numeracy 22% Exceeding. 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
Has this 12-month target been met	Not Met
12-month target 1.4 target	Year 7 and 8 students above expected growth (teacher judgement) to 30%.
Has this 12-month target been met	Not Met
12-month target 1.5 target	Differentiated Learning Challenge to 57%.

Has this 12-month target been met	Not Met
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Effectively differentiate learning tasks to meet the needs of all students by implementing a whole school approach to evidence-based curriculum and assessment practices.
Actions	The whole school PLC focus for 2025 is Differentiation with one cycle to focus on meeting the needs of high ability students and the other to focus on meeting the needs of students with diverse learning needs. Whole school and targeted PD to be provided around meeting the needs of a diverse array of students.
Delivery of the annual actions for this KIS	
Outcomes	<p>Evidence through PLC minutes and presentations of improved outcomes for students based on focus on differentiation through learning tasks.</p> <p>Mapping and planning of implementation of Vic Curric 2.0 with a focus on differentiation. Learning Area Teams to have developed rubrics (increasingly developmental) for reportable learning tasks.</p>
Success indicators	<p>Vic Curric 2.0 mapped, planned and implemented.</p> <p>Updated Learning Tasks developed including rubrics.</p> <p>Partial introduction of developmental rubrics across the school.</p> <p>Individual PLCs to generate specific evidence of student learning growth through focus on differentiation.</p> <p>Improvements in Differentiated Learning Challenge and expected growth (teacher judgement).</p>

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provision of professional development to staff on differentiation and the needs of target groups (high ability and students with diverse learning needs).	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.			
Actions	School Improvement Team to review practice across the school and develop a revised instructional model to be implemented from 2026.			
Delivery of the annual actions for this KIS				

Outcomes	<p>High level of familiarity amongst the School Improvement Team with the VLTM 2.0, HIWS and HITS.</p> <p>High level of familiarity amongst the School Improvement Team of the revised Instructional Model.</p> <p>Increasing familiarity amongst all staff with the operation of the School Improvement Team and process of developing the Instructional Model (including opportunities for whole staff collaboration) as well as processes (such as Learning Walks) that drive improvements in practice.</p>			
Success indicators	Revised Instructional Model developed.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	SIT to revise Instructional Model.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Goal 2	Enhance wellbeing outcomes for all students.
12-month target 2.1 target	Equity funded students with 30+ days absent to 23%.

Has this 12-month target been met	Not Met
12-month target 2.2 target	Respect for diversity to 43%. Teacher concern to 29%.
Has this 12-month target been met	Not Met
12-month target 2.3 target	Instructional Leadership to 65%. Staff psychological safety to 50%.
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KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.
Actions	Drive implementation of the HIWS. After their introduction to staff in 2024 the HIWS continue to be a focus through regular reference in Staff Meetings, the work of the SIT Team in revising the Instructional Model and the work of the Student Services Team in expanding our approach to Social & Emotional Learning, Restorative Practices and Student Voice.
Delivery of the annual actions for this KIS	
Outcomes	Awareness of elements of existing teacher practice that align with the HIWS. Increased focus on the role of the classroom teacher in key HIWS (such as facilitating peer relationships).

Success indicators	Improvement in Teacher Concern and Respect for Diversity within the AToSS.			
Commentary on progress				
Enablers				
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OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development and implementation of the SEL, RP and Student Voice project through the Student Services Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
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Actions	<p>Increased focus on attendance for Equity funded students through the Wellbeing and House Teams.</p> <p>Implementation/review of programs 7 - 12 to improve wellbeing, social/emotional health and cohesion.</p> <p>Establishment of regular meeting between Wellbeing and Health and Physical Education teams to ensure monitoring or programs.</p>			
Delivery of the annual actions for this KIS				

Outcomes	Improved school cohesion and respect for diversity. Improved interconnection between Wellbeing programs and the Health and Physical Education Curriculum.			
Success indicators	Attendance rate for Equity funded students. Improvement in Respect for Diversity result within the AToSS.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Focus on Attendance for Equity Funded students.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1 to: Term 4	-1%
Activity 2	Regular review meeting between Wellbeing Team and Health and Physical Education Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Future planning	
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Monitoring and assessment - 2025

Mid Term 1 monitoring

Goal 1	Optimise the learning progress and achievement of every student.
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KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.			

incorporating extra-curricula programs				
Actions	<p>Increased focus on attendance for Equity funded students through the Wellbeing and House Teams.</p> <p>Implementation/review of programs 7 - 12 to improve wellbeing, social/emotional health and cohesion.</p> <p>Establishment of regular meeting between Wellbeing and Health and Physical Education teams to ensure monitoring or programs.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Improved school cohesion and respect for diversity.</p> <p>Improved interconnection between Wellbeing programs and the Health and Physical Education Curriculum.</p>			
Success indicators	<p>Attendance rate for Equity funded students.</p> <p>Improvement in Respect for Diversity result within the AToSS.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Focus on Attendance for Equity Funded students.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1	-1%

			to: Term 4	
Activity 2	Regular review meeting between Wellbeing Team and Health and Physical Education Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid Term 2 monitoring

Goal 1	Optimise the learning progress and achievement of every student.
12-month target 1.1 target	All Study and English Study Mean Score 32.0
12-month target 1.2 target	89% VCE/VET completion rate. Maintain 100% VCE VM completion rate.
12-month target 1.3 target	Year 9 Reading 36% Exceeding. Year 9 Numeracy 22% Exceeding. 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
12-month target 1.4 target	Year 7 and 8 students above expected growth (teacher judgement) to 30%.
12-month target 1.5 target	Differentiated Learning Challenge to 57%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Effectively differentiate learning tasks to meet the needs of all students by implementing a whole school approach to evidence-based curriculum and assessment practices.
Actions	The whole school PLC focus for 2025 is Differentiation with one cycle to focus on meeting the needs of high ability students and the other to focus on meeting the needs of students with diverse learning needs. Whole school and targeted PD to be provided around meeting the needs of a diverse array of students.

Delivery of the annual actions for this KIS				
Outcomes	<p>Evidence through PLC minutes and presentations of improved outcomes for students based on focus on differentiation through learning tasks.</p> <p>Mapping and planning of implementation of Vic Curric 2.0 with a focus on differentiation. Learning Area Teams to have developed rubrics (increasingly developmental) for reportable learning tasks.</p>			
Success indicators	<p>Vic Curric 2.0 mapped, planned and implemented.</p> <p>Updated Learning Tasks developed including rubrics.</p> <p>Partial introduction of developmental rubrics across the school.</p> <p>Individual PLCs to generate specific evidence of student learning growth through focus on differentiation.</p> <p>Improvements in Differentiated Learning Challenge and expected growth (teacher judgement).</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provision of professional development to staff on	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	differentiation and the needs of target groups (high ability and students with diverse learning needs).		to: Term 4	
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.			
Actions	School Improvement Team to review practice across the school and develop a revised instructional model to be implemented from 2026.			
Delivery of the annual actions for this KIS				
Outcomes	<p>High level of familiarity amongst the School Improvement Team with the VLTM 2.0, HIWS and HITS.</p> <p>High level of familiarity amongst the School Improvement Team of the revised Instructional Model.</p> <p>Increasing familiarity amongst all staff with the operation of the School Improvement Team and process of developing the Instructional Model (including opportunities for whole staff collaboration) as well as processes (such as Learning Walks) that drive improvements in practice.</p>			
Success indicators	Revised Instructional Model developed.			
Commentary on progress				
Enablers				

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	SIT to revise Instructional Model.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Goal 2	Enhance wellbeing outcomes for all students.
12-month target 2.1 target	Equity funded students with 30+ days absent to 23%.
12-month target 2.2 target	Respect for diversity to 43%. Teacher concern to 29%.
12-month target 2.3 target	Instructional Leadership to 65%. Staff psychological safety to 50%.
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.
Actions	Drive implementation of the HIWS. After their introduction to staff in 2024 the HIWS continue to be a focus through regular reference in Staff Meetings, the work of the SIT Team in revising the Instructional Model and the work of the Student Services Team in expanding our approach to Social & Emotional Learning, Restorative Practices and Student

	Voice.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Awareness of elements of existing teacher practice that align with the HIWS.</p> <p>Increased focus on the role of the classroom teacher in key HIWS (such as facilitating peer relationships).</p>			
Success indicators	Improvement in Teacher Concern and Respect for Diversity within the AToSS.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development and implementation of the SEL, RP and Student Voice project through the Student Services Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.			

incorporating extra-curricula programs				
Actions	<p>Increased focus on attendance for Equity funded students through the Wellbeing and House Teams.</p> <p>Implementation/review of programs 7 - 12 to improve wellbeing, social/emotional health and cohesion.</p> <p>Establishment of regular meeting between Wellbeing and Health and Physical Education teams to ensure monitoring or programs.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Improved school cohesion and respect for diversity.</p> <p>Improved interconnection between Wellbeing programs and the Health and Physical Education Curriculum.</p>			
Success indicators	<p>Attendance rate for Equity funded students.</p> <p>Improvement in Respect for Diversity result within the AToSS.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Focus on Attendance for Equity Funded students.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1	-1%

			to: Term 4	
Activity 2	Regular review meeting between Wellbeing Team and Health and Physical Education Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid Term 3 monitoring

Goal 1	Optimise the learning progress and achievement of every student.
12-month target 1.1 target	All Study and English Study Mean Score 32.0
12-month target 1.2 target	89% VCE/VET completion rate. Maintain 100% VCE VM completion rate.
12-month target 1.3 target	Year 9 Reading 36% Exceeding. Year 9 Numeracy 22% Exceeding. 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
12-month target 1.4 target	Year 7 and 8 students above expected growth (teacher judgement) to 30%.
12-month target 1.5 target	Differentiated Learning Challenge to 57%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Effectively differentiate learning tasks to meet the needs of all students by implementing a whole school approach to evidence-based curriculum and assessment practices.
Actions	The whole school PLC focus for 2025 is Differentiation with one cycle to focus on meeting the needs of high ability students and the other to focus on meeting the needs of students with diverse learning needs. Whole school and targeted PD to be provided around meeting the needs of a diverse array of students.

Delivery of the annual actions for this KIS				
Outcomes	<p>Evidence through PLC minutes and presentations of improved outcomes for students based on focus on differentiation through learning tasks.</p> <p>Mapping and planning of implementation of Vic Curric 2.0 with a focus on differentiation. Learning Area Teams to have developed rubrics (increasingly developmental) for reportable learning tasks.</p>			
Success indicators	<p>Vic Curric 2.0 mapped, planned and implemented.</p> <p>Updated Learning Tasks developed including rubrics.</p> <p>Partial introduction of developmental rubrics across the school.</p> <p>Individual PLCs to generate specific evidence of student learning growth through focus on differentiation.</p> <p>Improvements in Differentiated Learning Challenge and expected growth (teacher judgement).</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provision of professional development to staff on	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	differentiation and the needs of target groups (high ability and students with diverse learning needs).		to: Term 4	
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.			
Actions	School Improvement Team to review practice across the school and develop a revised instructional model to be implemented from 2026.			
Delivery of the annual actions for this KIS				
Outcomes	<p>High level of familiarity amongst the School Improvement Team with the VLTM 2.0, HIWS and HITS.</p> <p>High level of familiarity amongst the School Improvement Team of the revised Instructional Model.</p> <p>Increasing familiarity amongst all staff with the operation of the School Improvement Team and process of developing the Instructional Model (including opportunities for whole staff collaboration) as well as processes (such as Learning Walks) that drive improvements in practice.</p>			
Success indicators	Revised Instructional Model developed.			
Commentary on progress				
Enablers				

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	SIT to revise Instructional Model.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Goal 2	Enhance wellbeing outcomes for all students.
12-month target 2.1 target	Equity funded students with 30+ days absent to 23%.
12-month target 2.2 target	Respect for diversity to 43%. Teacher concern to 29%.
12-month target 2.3 target	Instructional Leadership to 65%. Staff psychological safety to 50%.
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.
Actions	Drive implementation of the HIWS. After their introduction to staff in 2024 the HIWS continue to be a focus through regular reference in Staff Meetings, the work of the SIT Team in revising the Instructional Model and the work of the Student Services Team in expanding our approach to Social & Emotional Learning, Restorative Practices and Student

	Voice.			
Delivery of the annual actions for this KIS				
Outcomes	<p>Awareness of elements of existing teacher practice that align with the HIWS.</p> <p>Increased focus on the role of the classroom teacher in key HIWS (such as facilitating peer relationships).</p>			
Success indicators	Improvement in Teacher Concern and Respect for Diversity within the AToSS.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development and implementation of the SEL, RP and Student Voice project through the Student Services Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.			

incorporating extra-curricula programs				
Actions	<p>Increased focus on attendance for Equity funded students through the Wellbeing and House Teams.</p> <p>Implementation/review of programs 7 - 12 to improve wellbeing, social/emotional health and cohesion.</p> <p>Establishment of regular meeting between Wellbeing and Health and Physical Education teams to ensure monitoring or programs.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Improved school cohesion and respect for diversity.</p> <p>Improved interconnection between Wellbeing programs and the Health and Physical Education Curriculum.</p>			
Success indicators	<p>Attendance rate for Equity funded students.</p> <p>Improvement in Respect for Diversity result within the AToSS.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Focus on Attendance for Equity Funded students.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1	-1%

			to: Term 4	
Activity 2	Regular review meeting between Wellbeing Team and Health and Physical Education Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid Term 4 monitoring

Goal 1	Optimise the learning progress and achievement of every student.
12-month target 1.1 target	All Study and English Study Mean Score 32.0
12-month target 1.2 target	89% VCE/VET completion rate. Maintain 100% VCE VM completion rate.
12-month target 1.3 target	Year 9 Reading 36% Exceeding. Year 9 Numeracy 22% Exceeding. 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
12-month target 1.4 target	Year 7 and 8 students above expected growth (teacher judgement) to 30%.
12-month target 1.5 target	Differentiated Learning Challenge to 57%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Effectively differentiate learning tasks to meet the needs of all students by implementing a whole school approach to evidence-based curriculum and assessment practices.
Actions	The whole school PLC focus for 2025 is Differentiation with one cycle to focus on meeting the needs of high ability students and the other to focus on meeting the needs of students with diverse learning needs. Whole school and targeted PD to be provided around meeting the needs of a diverse array of students.

Delivery of the annual actions for this KIS				
Outcomes	<p>Evidence through PLC minutes and presentations of improved outcomes for students based on focus on differentiation through learning tasks.</p> <p>Mapping and planning of implementation of Vic Curric 2.0 with a focus on differentiation. Learning Area Teams to have developed rubrics (increasingly developmental) for reportable learning tasks.</p>			
Success indicators	<p>Vic Curric 2.0 mapped, planned and implemented.</p> <p>Updated Learning Tasks developed including rubrics.</p> <p>Partial introduction of developmental rubrics across the school.</p> <p>Individual PLCs to generate specific evidence of student learning growth through focus on differentiation.</p> <p>Improvements in Differentiated Learning Challenge and expected growth (teacher judgement).</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Provision of professional development to staff on	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	differentiation and the needs of target groups (high ability and students with diverse learning needs).		to: Term 4	
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Support consistent, high-quality instructional classroom practices by revising the Vermont Secondary College instructional model in line with the VTLM 2.0.			
Actions	School Improvement Team to review practice across the school and develop a revised instructional model to be implemented from 2026.			
Delivery of the annual actions for this KIS				
Outcomes	<p>High level of familiarity amongst the School Improvement Team with the VLTM 2.0, HIWS and HITS.</p> <p>High level of familiarity amongst the School Improvement Team of the revised Instructional Model.</p> <p>Increasing familiarity amongst all staff with the operation of the School Improvement Team and process of developing the Instructional Model (including opportunities for whole staff collaboration) as well as processes (such as Learning Walks) that drive improvements in practice.</p>			
Success indicators	Revised Instructional Model developed.			
Commentary on progress				
Enablers				

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	SIT to revise Instructional Model.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Goal 2	Enhance wellbeing outcomes for all students.
12-month target 2.1 target	Equity funded students with 30+ days absent to 23%.
12-month target 2.2 target	Respect for diversity to 43%. Teacher concern to 29%.
12-month target 2.3 target	Instructional Leadership to 65%. Staff psychological safety to 50%.
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Implement the High Impact Wellbeing Strategies (HIWS) within the curriculum and embed in all classrooms.
Actions	Drive implementation of the HIWS. After their introduction to staff in 2024 the HIWS continue to be a focus through regular reference in Staff Meetings, the work of the SIT Team in revising the Instructional Model and the work of the Student Services Team in expanding our approach to Social & Emotional Learning, Restorative Practices and Student

	Voice.			
Delivery of the annual actions for this KIS				
Outcomes	Awareness of elements of existing teacher practice that align with the HIWS. Increased focus on the role of the classroom teacher in key HIWS (such as facilitating peer relationships).			
Success indicators	Improvement in Teacher Concern and Respect for Diversity within the AToSS.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Development and implementation of the SEL, RP and Student Voice project through the Student Services Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
KIS 2.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Implement and monitor whole-school and targeted wellbeing programs with fidelity and impact.			

incorporating extra-curricula programs				
Actions	<p>Increased focus on attendance for Equity funded students through the Wellbeing and House Teams.</p> <p>Implementation/review of programs 7 - 12 to improve wellbeing, social/emotional health and cohesion.</p> <p>Establishment of regular meeting between Wellbeing and Health and Physical Education teams to ensure monitoring or programs.</p>			
Delivery of the annual actions for this KIS				
Outcomes	<p>Improved school cohesion and respect for diversity.</p> <p>Improved interconnection between Wellbeing programs and the Health and Physical Education Curriculum.</p>			
Success indicators	<p>Attendance rate for Equity funded students.</p> <p>Improvement in Respect for Diversity result within the AToSS.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Focus on Attendance for Equity Funded students.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 1	-1%

			to: Term 4	
Activity 2	Regular review meeting between Wellbeing Team and Health and Physical Education Team.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and Self-assessment - 2025

SEIL Feedback