Monitoring and assessment - 2024

Lalor North Primary School (5035)

Submitted for review by Elizabeth Bryan (School Principal) on 07 March, 2024 at 06:17 PM
Endorsed by Anthony Simone (Senior Education Improvement Leader) on 07 March, 2024 at 06:18 PM
Endorsed by Leah Gregory (School Council President) on 11 March, 2024 at 09:38 AM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	By the end of the year, the NAPLAN comparison to Teacher Judgement will show greater alignment in Number and Algebra. Pat Growth Data in Mathematics will show growth in grades 1 to 6 from the baseline data collected in 2023
12-month target 2.2 target	Improve the proportion of students in the exceeding, strong and developing proficiency in numeracy for: -Year 3 from 62% to 70% -Year 5 from 50% to 60%
12-month target 2.3 target	By the end of the year, the School Staff Survey will increase in positive endorsement for the following factors: -Instructional Leadership from 78% to 80% -Moderate assessment tasks together from 71% to 75%
KIS 2.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	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
Actions	Develop a Whole School Approach to Planning and Teaching Numeracy Strengthen the knowledge of staff to implement the Victorian Curriculum for Mathematics 2.0
Delivery of the annual actions for this KIS	

Outcomes	• Students will feel a greater sense of engagement during numeracy lessons. • Students will report higher levels of confidence with their numeracy skills. • Teachers will build their knowledge of the Mathematics Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key mathematics resources and use evidence based practices. • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop rich units of work using the Mathematics Victorian Curriculum 2.0. • Leaders will support the implementation of planning processes and monitor its effectiveness. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy. • Leaders will document a whole school approach to teaching mathematics for Lalor North Primary School.
Success indicators	Early indicators: • Curriculum documentation will be aligned across the school. • Planning processes will be used in term and weekly planning meetings. • New numeracy resources in classroom spaces will be used maximising student engagement. • Rich units of work for Additive and Multiplicative Strategies will be developed as we double loop the learning. • Weekly planning documentation will show engaging mathematics lessons with evidence based learning. Late Indicators: • Teacher confidence in using the Victorian Curriculum (mathematics) and key resources will be evident. • Sequences of learning for mathematics documented for all levels across the school. • Evidence based units of work developed for mathematics for all year levels. • Whole School Numeracy Strategy will be documented. • Greater consistency in Numeracy pedagogical practices being evident across the school.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Whole staff Curriculum Day planned with a focus on Victorian Curriculum Mathematics 2.0	☑ All staff ☑ Leadership team	from: Term 2 to: Term 3	-1%
Activity 2	Develop Whole School Curriculum Area Planning sequences with key knowledge and skills.	☑ Learning specialist(s) ☑ School improvement team	from: Term 2 to: Term 3	-1%
Activity 3	Review the professional learning schedule and update to prioritise collaboration time in PLC to deepen their knowledge of the Mathematics Curriculum 2.0.	☑ School improvement team ☑ PLT leaders ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Review planning documentation to include unit and weekly planners and develop consistency across the school.	☑ School improvement team ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist participation in the Whittlesea network Communities of Practice prioritised.	☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Principal Class participation in Communities of Practice with a focus on Victorian Curriculum Mathematics 2.0	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 7	Build the capabilities of the middle leaders to collaboratively support, model and lead professional learning in mathematics	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Purchase numeracy resources for teaching and assessment. Professional learning planned to increase the use of mathematics resources.	☑ Learning specialist(s) ☑ Assistant principal ☑ Principal	from: Term 2 to: Term 4	-1%

KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build assessment practices to inform differentiated teaching.
Actions	Build staff capacity in assessment and differentiation in Mathematics to identify and meet students' individual learning needs.
Delivery of the annual actions for this KIS	
Outcomes	• Students will be identified and supported for targeted academic support. • Students will be taught at the point of need. • Students will be challenged and engaged in their learning. • Education Support Staff will experience greater success and engagement of the students they support. • Education Support Staff provide high quality support to students in the classroom based on differentiated planning. • Teachers will have weekly planners that clearly demonstrated differentiated learning for all students. • Teachers will consistency implement the new agreed assessment schedule. • Teachers will use the PLC cycle to plan rich numeracy units of work. • Teachers will plan tasks that enable each student to be challenged and engaged. • Teachers will use a much greater proportion of 'hands on' tasks when teaching numeracy.

	• Teachers will be more responsive to students and their leanring needs. • Leaders will use whole school and cohort data to track and monitor progress at the SIT meetings. • Leaders will support the development and implementation of a Whole School Assessment Schedule. • Leaders will have a greater understanding and knowledge of how to use formative assessment to inform teaching and learning. • Leaders will develop whole school moderation practices.
Success indicators	Early indicators: • Year Level curriculum documentation will show plans for differentiation in each numeracy lesson. • Weekly classroom planning documents will show plans for differentiation for each classroom. • Increased problem solving and hands on activities used in classrooms. • Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry. • Documentation and data from formative assessment collected for all students to inform next steps. • Classroom tracking documents established and used in each classroom. • A documented whole school assessment schedule finalised and includes formative assessment and moderation practices. • Formative assessment resources developed and stored on google drive. • Student feedback is positive. Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth in number and algebra. • Increase in AToSS factors for stimulated learning. • Semester 2 teacher judgements reflect confidence in assigning a progression point. • Progress against IEPs is evidence based. • NAPLAN Results show improvement • Student, Staff and Parent Perception Surveys show increase in positive endorsement. • Post test results from assessments eg Pat Data and DAL. • PLC Celebration slides offering data and reflective practices. • Panorama – Teacher Judgement/NAPLAN Comparison are more aligned.
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop a Whole School Assessment Schedule	☑ Leadership team ☑ School improvement team ☑ All staff	from: Term 1 to: Term 1	-1%
Activity 2	Prioitise PLC Inquiry time on the professional learning schedule for a mathematics focus.	☑ PLC leaders ☑ School improvement team ☑ Leadership team	from: Term 2 to: Term 4	-1%
Activity 3	Develop and implement new planning documentation to align all staff to include differentiation in units planners and weekly planners.	☑ Learning specialist(s) ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Develop and implement tracking documents to monitor student progress at the classroom level.	☑ School leadership team ☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Reintroduce moderation practices to build consistency in assessment across the school.	☑ Principal ☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 6	Schedule professional learning for MOI and purchase kits for assessment.	☑ Leadership team ☑ Learning specialist(s)	from: Term 2	-1%

		to: Term 4	

Goal 4	Maximise wellbeing outcomes for every student.
12-month target 4.1 target	By the end of the year, increase the positive endorsement by students -Attitudes to School Survey for factors: -Attitudes to attendance from 82% to 85%
12-month target 4.2 target	By the end of the year, reduce the overall percentage of students Prep to 6 with 20 or more absence days from 57% to 45% Reduce the percentage of equity funded students with 20 or more absent days from 71% to 60%
12-month target 4.3 target	By the end of the year, increase the percentage of positive endorsement in the Parent Opinion Survey for factors of: -Student motivation and support from 74% to 77% -Confidence and resiliency skills from 79% to 82%
KIS 4.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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.
Actions	Establish a Whole School Approach to Student Attendance & Punctuality
Delivery of the annual actions for this KIS	
Outcomes	• Students at risk will be identified and recieve targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships.

	• Staff will identifiy students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will be aware of the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at regular intervals. • Leaders will develop tiered interventions and processes to improve attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage in key stakeholders for student re engagement strategies.
Success indicators	Early Indicators • Attendance data used to identify students at risk at the begining of the year. • Engagement data from Compass and Panarama will be used to track and monitor student absences. • Internal professional learning related to attendance to raise awareness at the individual student level. Late Indicators • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement. • Student perception data - positive endorsement • Whole school process for managing and responding to attendance will be documented.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Actively promote the importance of attendance and punctuality to families	☑ All staff	from: Term 1	-1%

	and through the school platforms to the school community.		to: Term 4	
Activity 2	Plan professional learning to use data to identify students at risk of disengagement with poor attendance on the first curriculum day and then monitor it through out the year.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Develop a documented whole school approach to track, monitor and respond to attandance data twice termly.	☑ Allied health ☑ Disability inclusion coordinator ☑ Principal ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
KIS 4.c 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	Strengthen inclusion practices to support student wellbeing.			
Actions	Strengthen the whole school approaches to student wellbeing in classrooms to support all students at their point of need. Develop a school wide approach to wellbeing and establish processes and protocols to support all students.			
Delivery of the annual actions for this KIS				
Outcomes	• Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. • Students will have a great sense of choice and agency as they learn to regulate their own behaviours. • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside			

	in the playground.
	• Teachers will have a more welcoming and inclusive environment which supports student learning. • Teachers will share a common understanding of the whole school approach to support students feel included. • Teachers will document and make adjustments to support students at their individual point of need. • Teacher will feel greater confidence in managing and support student needs in the classroom. • Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments. • Leaders will establish agreed processes and ensure that these are visible for staff. • Leaders will actively work with staff to develop welcoming and inclusive environment which supports student learning. • Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers.
Success indicators	Early Indicators • Observation of changes to classroom practices. • Enthusiasm to participate in internal and external professional learning opportunities and shared readings. • Teachers report students wellbeing concerns and plan adjustments to support them in the classroom. • New and improved planning documents will identify adjustments for students' individual point of need. • Student engagement and assessment data. • Feedback from teachers, students and families is positive. Late Indicators • Student, Staff and Parent perception survey results. • Attendance data has improved. • Documented processes, procedures and tracking of student at risk data is in place. • Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Engage Education Support Staff in trauma informed practice training	☑ Education support ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 2	Develop folder structure and whole school tracking processes and procedures for students at risk to provide visibility and consistency.	☑ Disability inclusion coordinator ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Staff to engage in Learning Walks and document our school non negotiables for classroom spaces.	☑ All staff	from: Term 1 to: Term 1	-1%
Activity 4	Complete racism professional learning and plan for whole staff PL	☑ Leadership team ☑ All staff	from: Term 1 to: Term 2	-1%
Activity 5	Invest in technology to support student individual needs for learning and engagement.	☑ Information Technology leader/team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Re-design classroom spaces to promote greater inclusivity with improved flexible learning opportunities to support engagement and self regulation.	☑ Assistant principal ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%

		☑ All staff		
Activity 7	Employ a Speech Pathologist.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Engage staff in Autism Training.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 9	Plan professional learning for Disability Inclusion through Arc and onsite.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 10	Prioritise weekly Education Support PLC meetings to provide professional learning and opportunitiess to learn for each other.	☑ Education support ☑ Wellbeing team	from: Term 1 to: Term 4	

Monitoring and assessment - 2024

Mid-year monitoring

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	By the end of the year, the NAPLAN comparison to Teacher Judgement will show greater alignment in Number and Algebra. Pat Growth Data in Mathematics will show growth in grades 1 to 6 from the baseline data collected in 2023
12-month target 2.2 target	Improve the proportion of students in the exceeding, strong and developing proficiency in numeracy for: -Year 3 from 62% to 70% -Year 5 from 50% to 60%
12-month target 2.3 target	By the end of the year, the School Staff Survey will increase in positive endorsement for the following factors: -Instructional Leadership from 78% to 80% -Moderate assessment tasks together from 71% to 75%
KIS 2.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	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
Actions	Develop a Whole School Approach to Planning and Teaching Numeracy Strengthen the knowledge of staff to implement the Victorian Curriculum for Mathematics 2.0
Delivery of the annual actions for this KIS	

Outcomes	• Students will feel a greater sense of engagement during numeracy lessons. • Students will report higher levels of confidence with their numeracy skills. • Teachers will build their knowledge of the Mathematics Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key mathematics resources and use evidence based practices. • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop rich units of work using the Mathematics Victorian Curriculum 2.0. • Leaders will support the implementation of planning processes and monitor its effectiveness. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy. • Leaders will document a whole school approach to teaching mathematics for Lalor North Primary School.
Success indicators	Early indicators: • Curriculum documentation will be aligned across the school. • Planning processes will be used in term and weekly planning meetings. • New numeracy resources in classroom spaces will be used maximising student engagement. • Rich units of work for Additive and Multiplicative Strategies will be developed as we double loop the learning. • Weekly planning documentation will show engaging mathematics lessons with evidence based learning. Late Indicators: • Teacher confidence in using the Victorian Curriculum (mathematics) and key resources will be evident. • Sequences of learning for mathematics documented for all levels across the school. • Evidence based units of work developed for mathematics for all year levels. • Whole School Numeracy Strategy will be documented. • Greater consistency in Numeracy pedagogical practices being evident across the school.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Whole staff Curriculum Day planned with a focus on Victorian Curriculum Mathematics 2.0	☑ All staff ☑ Leadership team	from: Term 2 to: Term 3	-1%
Activity 2	Develop Whole School Curriculum Area Planning sequences with key knowledge and skills.	☑ Learning specialist(s) ☑ School improvement team	from: Term 2 to: Term 3	-1%
Activity 3	Review the professional learning schedule and update to prioritise collaboration time in PLC to deepen their knowledge of the Mathematics Curriculum 2.0.	☑ School improvement team ☑ PLT leaders ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Review planning documentation to include unit and weekly planners and develop consistency across the school.	☑ School improvement team ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist participation in the Whittlesea network Communities of Practice prioritised.	☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Principal Class participation in Communities of Practice with a focus on Victorian Curriculum Mathematics 2.0	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 7	Build the capabilities of the middle leaders to collaboratively support, model and lead professional learning in mathematics	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Purchase numeracy resources for teaching and assessment. Professional learning planned to increase the use of mathematics resources.	☑ Learning specialist(s) ☑ Assistant principal ☑ Principal	from: Term 2 to: Term 4	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build assessment practices to inform differentiated teaching.			
Actions	Build staff capacity in assessment and differentiation in Mathematics to identify and meet students' individual learning needs.			
Delivery of the annual actions for this KIS				
Outcomes	• Students will be identified and supported for targeted academic support. • Students will be taught at the point of need. • Students will be challenged and engaged in their learning. • Education Support Staff will experience greater success and engagement of the students they support. • Education Support Staff provide high quality support to students in the classroom based on differentiated planning. • Teachers will have weekly planners that clearly demonstrated differentiated learning for all students. • Teachers will consistency implement the new agreed assessment schedule. • Teachers will use the PLC cycle to plan rich numeracy units of work. • Teachers will plan tasks that enable each student to be challenged and engaged. • Teachers will use a much greater proportion of 'hands on' tasks when teaching numeracy.			

	• Teachers will be more responsive to students and their leanring needs. • Leaders will use whole school and cohort data to track and monitor progress at the SIT meetings. • Leaders will support the development and implementation of a Whole School Assessment Schedule. • Leaders will have a greater understanding and knowledge of how to use formative assessment to inform teaching and learning. • Leaders will develop whole school moderation practices.
Success indicators	Early indicators: • Year Level curriculum documentation will show plans for differentiation in each numeracy lesson. • Weekly classroom planning documents will show plans for differentiation for each classroom. • Increased problem solving and hands on activities used in classrooms. • Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry. • Documentation and data from formative assessment collected for all students to inform next steps. • Classroom tracking documents established and used in each classroom. • A documented whole school assessment schedule finalised and includes formative assessment and moderation practices. • Formative assessment resources developed and stored on google drive. • Student feedback is positive. Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth in number and algebra. • Increase in AToSS factors for stimulated learning. • Semester 2 teacher judgements reflect confidence in assigning a progression point. • Progress against IEPs is evidence based. • NAPLAN Results show improvement • Student, Staff and Parent Perception Surveys show increase in positive endorsement. • Post test results from assessments eg Pat Data and DAL. • PLC Celebration slides offering data and reflective practices. • Panorama – Teacher Judgement/NAPLAN Comparison are more aligned.
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop a Whole School Assessment Schedule	☑ Leadership team ☑ School improvement team ☑ All staff	from: Term 1 to: Term 1	-1%
Activity 2	Prioitise PLC Inquiry time on the professional learning schedule for a mathematics focus.	☑ PLC leaders ☑ School improvement team ☑ Leadership team	from: Term 2 to: Term 4	-1%
Activity 3	Develop and implement new planning documentation to align all staff to include differentiation in units planners and weekly planners.	☑ Learning specialist(s) ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Develop and implement tracking documents to monitor student progress at the classroom level.	☑ School leadership team ☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Reintroduce moderation practices to build consistency in assessment across the school.	☑ Principal ☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 6	Schedule professional learning for MOI and purchase kits for assessment.	☑ Leadership team ☑ Learning specialist(s)	from: Term 2	-1%

		to: Term 4	

Goal 4	Maximise wellbeing outcomes for every student.
12-month target 4.1 target	By the end of the year, increase the positive endorsement by students -Attitudes to School Survey for factors: -Attitudes to attendance from 82% to 85%
12-month target 4.2 target	By the end of the year, reduce the overall percentage of students Prep to 6 with 20 or more absence days from 57% to 45% Reduce the percentage of equity funded students with 20 or more absent days from 71% to 60%
12-month target 4.3 target	By the end of the year, increase the percentage of positive endorsement in the Parent Opinion Survey for factors of: -Student motivation and support from 74% to 77% -Confidence and resiliency skills from 79% to 82%
KIS 4.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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.
Actions	Establish a Whole School Approach to Student Attendance & Punctuality
Delivery of the annual actions for this KIS	
Outcomes	• Students at risk will be identified and recieve targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships.

	• Staff will identifiy students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will be aware of the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at regular intervals. • Leaders will develop tiered interventions and processes to improve attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage in key stakeholders for student re engagement strategies.
Success indicators	Early Indicators • Attendance data used to identify students at risk at the begining of the year. • Engagement data from Compass and Panarama will be used to track and monitor student absences. • Internal professional learning related to attendance to raise awareness at the individual student level. Late Indicators • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement. • Student perception data - positive endorsement • Whole school process for managing and responding to attendance will be documented.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Actively promote the importance of attendance and punctuality to families	☑ All staff	from: Term 1	-1%

	and through the school platforms to the school community.		to: Term 4	
Activity 2	Plan professional learning to use data to identify students at risk of disengagement with poor attendance on the first curriculum day and then monitor it through out the year.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Develop a documented whole school approach to track, monitor and respond to attandance data twice termly.	☑ Allied health ☑ Disability inclusion coordinator ☑ Principal ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

KIS 4.c 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	Strengthen inclusion practices to support student wellbeing.
Actions	Strengthen the whole school approaches to student wellbeing in classrooms to support all students at their point of need. Develop a school wide approach to wellbeing and establish processes and protocols to support all students.
Delivery of the annual actions for this KIS	
Outcomes	• Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. • Students will have a great sense of choice and agency as they learn to regulate their own behaviours. • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside

	in the playground.
	• Teachers will have a more welcoming and inclusive environment which supports student learning.
	• Teachers will share a common understanding of the whole school approach to support students feel included.
	• Teachers will document and make adjustments to support students at their individual point of need.
	• Teacher will feel greater confidence in managing and support student needs in the classroom.
	• Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments.
	• Leaders will establish agreed processes and ensure that these are visible for staff.
	• Leaders will actively work with staff to develop welcoming and inclusive environment which supports student learning.
	• Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers.
Success indicators	Early Indicators • Observation of changes to classroom practices. • Enthusiasm to participate in internal and external professional learning opportunities and shared readings. • Teachers report students wellbeing concerns and plan adjustments to support them in the classroom. • New and improved planning documents will identify adjustments for students' individual point of need. • Student engagement and assessment data. • Feedback from teachers, students and families is positive. Late Indicators • Student, Staff and Parent perception survey results. • Attendance data has improved. • Documented processes, procedures and tracking of student at risk data is in place. • Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
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Activity 2	Develop folder structure and whole school tracking processes and procedures for students at risk to provide visibility and consistency.	☑ Disability inclusion coordinator ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Staff to engage in Learning Walks and document our school non negotiables for classroom spaces.	☑ All staff	from: Term 1 to: Term 1	-1%
Activity 4	Complete racism professional learning and plan for whole staff PL	☑ Leadership team ☑ All staff	from: Term 1 to: Term 2	-1%
Activity 5	Invest in technology to support student individual needs for learning and engagement.	☑ Information Technology leader/team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Re-design classroom spaces to promote greater inclusivity with improved flexible learning opportunities to support engagement and self regulation.	☑ Assistant principal ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%

		☑ All staff		
Activity 7	Employ a Speech Pathologist.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Engage staff in Autism Training.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 9	Plan professional learning for Disability Inclusion through Arc and onsite.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 10	Prioritise weekly Education Support PLC meetings to provide professional learning and opportunitiess to learn for each other.	☑ Education support ☑ Wellbeing team	from: Term 1 to: Term 4	

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	By the end of the year, the NAPLAN comparison to Teacher Judgement will show greater alignment in Number and Algebra. Pat Growth Data in Mathematics will show growth in grades 1 to 6 from the baseline data collected in 2023
12-month target 2.2 target	Improve the proportion of students in the exceeding, strong and developing proficiency in numeracy for: -Year 3 from 62% to 70% -Year 5 from 50% to 60%
12-month target 2.3 target	By the end of the year, the School Staff Survey will increase in positive endorsement for the following factors: -Instructional Leadership from 78% to 80% -Moderate assessment tasks together from 71% to 75%
KIS 2.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	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
Actions	Develop a Whole School Approach to Planning and Teaching Numeracy Strengthen the knowledge of staff to implement the Victorian Curriculum for Mathematics 2.0
Delivery of the annual actions for this KIS	

Outcomes	• Students will feel a greater sense of engagement during numeracy lessons. • Students will report higher levels of confidence with their numeracy skills. • Teachers will build their knowledge of the Mathematics Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key mathematics resources and use evidence based practices. • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop rich units of work using the Mathematics Victorian Curriculum 2.0. • Leaders will support the implementation of planning processes and monitor its effectiveness. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy. • Leaders will document a whole school approach to teaching mathematics for Lalor North Primary School.
Success indicators	Early indicators: • Curriculum documentation will be aligned across the school. • Planning processes will be used in term and weekly planning meetings. • New numeracy resources in classroom spaces will be used maximising student engagement. • Rich units of work for Additive and Multiplicative Strategies will be developed as we double loop the learning. • Weekly planning documentation will show engaging mathematics lessons with evidence based learning. Late Indicators: • Teacher confidence in using the Victorian Curriculum (mathematics) and key resources will be evident. • Sequences of learning for mathematics documented for all levels across the school. • Evidence based units of work developed for mathematics for all year levels. • Whole School Numeracy Strategy will be documented. • Greater consistency in Numeracy pedagogical practices being evident across the school.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Whole staff Curriculum Day planned with a focus on Victorian Curriculum Mathematics 2.0	☑ All staff ☑ Leadership team	from: Term 2 to: Term 3	-1%
Activity 2	Develop Whole School Curriculum Area Planning sequences with key knowledge and skills.	☑ Learning specialist(s) ☑ School improvement team	from: Term 2 to: Term 3	-1%
Activity 3	Review the professional learning schedule and update to prioritise collaboration time in PLC to deepen their knowledge of the Mathematics Curriculum 2.0.	☑ School improvement team ☑ PLT leaders ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Review planning documentation to include unit and weekly planners and develop consistency across the school.	☑ School improvement team ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist participation in the Whittlesea network Communities of Practice prioritised.	☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Principal Class participation in Communities of Practice with a focus on Victorian Curriculum Mathematics 2.0	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 7	Build the capabilities of the middle leaders to collaboratively support, model and lead professional learning in mathematics	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Purchase numeracy resources for teaching and assessment. Professional learning planned to increase the use of mathematics resources.	☑ Learning specialist(s) ☑ Assistant principal ☑ Principal	from: Term 2 to: Term 4	-1%

KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build assessment practices to inform differentiated teaching.
Actions	Build staff capacity in assessment and differentiation in Mathematics to identify and meet students' individual learning needs.
Delivery of the annual actions for this KIS	
Outcomes	• Students will be identified and supported for targeted academic support. • Students will be taught at the point of need. • Students will be challenged and engaged in their learning. • Education Support Staff will experience greater success and engagement of the students they support. • Education Support Staff provide high quality support to students in the classroom based on differentiated planning. • Teachers will have weekly planners that clearly demonstrated differentiated learning for all students. • Teachers will consistency implement the new agreed assessment schedule. • Teachers will use the PLC cycle to plan rich numeracy units of work. • Teachers will plan tasks that enable each student to be challenged and engaged. • Teachers will use a much greater proportion of 'hands on' tasks when teaching numeracy.

	• Teachers will be more responsive to students and their leanring needs. • Leaders will use whole school and cohort data to track and monitor progress at the SIT meetings. • Leaders will support the development and implementation of a Whole School Assessment Schedule. • Leaders will have a greater understanding and knowledge of how to use formative assessment to inform teaching and learning. • Leaders will develop whole school moderation practices.
Success indicators	Early indicators: • Year Level curriculum documentation will show plans for differentiation in each numeracy lesson. • Weekly classroom planning documents will show plans for differentiation for each classroom. • Increased problem solving and hands on activities used in classrooms. • Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry. • Documentation and data from formative assessment collected for all students to inform next steps. • Classroom tracking documents established and used in each classroom. • A documented whole school assessment schedule finalised and includes formative assessment and moderation practices. • Formative assessment resources developed and stored on google drive. • Student feedback is positive. Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth in number and algebra. • Increase in AToSS factors for stimulated learning. • Semester 2 teacher judgements reflect confidence in assigning a progression point. • Progress against IEPs is evidence based. • NAPLAN Results show improvement • Student, Staff and Parent Perception Surveys show increase in positive endorsement. • Post test results from assessments eg Pat Data and DAL. • PLC Celebration slides offering data and reflective practices. • Panorama – Teacher Judgement/NAPLAN Comparison are more aligned.
Enablers	
Barriers	
Commentary on progress	

Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Whole School Assessment Schedule	☑ Leadership team ☑ School improvement team ☑ All staff	from: Term 1 to: Term 1	-1%
Activity 2	Prioitise PLC Inquiry time on the professional learning schedule for a mathematics focus.	☑ PLC leaders ☑ School improvement team ☑ Leadership team	from: Term 2 to: Term 4	-1%
Activity 3	Develop and implement new planning documentation to align all staff to include differentiation in units planners and weekly planners.	☑ Learning specialist(s) ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Develop and implement tracking documents to monitor student progress at the classroom level.	☑ School leadership team ☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Reintroduce moderation practices to build consistency in assessment across the school.	☑ Principal ☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 6	Schedule professional learning for MOI and purchase kits for assessment.	☑ Leadership team ☑ Learning specialist(s)	from: Term 2	-1%

		to: Term 4	

Goal 4	Maximise wellbeing outcomes for every student.
12-month target 4.1 target	By the end of the year, increase the positive endorsement by students -Attitudes to School Survey for factors: -Attitudes to attendance from 82% to 85%
12-month target 4.2 target	By the end of the year, reduce the overall percentage of students Prep to 6 with 20 or more absence days from 57% to 45% Reduce the percentage of equity funded students with 20 or more absent days from 71% to 60%
12-month target 4.3 target	By the end of the year, increase the percentage of positive endorsement in the Parent Opinion Survey for factors of: -Student motivation and support from 74% to 77% -Confidence and resiliency skills from 79% to 82%
KIS 4.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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.
Actions	Establish a Whole School Approach to Student Attendance & Punctuality
Delivery of the annual actions for this KIS	
Outcomes	• Students at risk will be identified and recieve targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships.

	• Staff will identifiy students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will be aware of the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at regular intervals. • Leaders will develop tiered interventions and processes to improve attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage in key stakeholders for student re engagement strategies.
Success indicators	Early Indicators • Attendance data used to identify students at risk at the begining of the year. • Engagement data from Compass and Panarama will be used to track and monitor student absences. • Internal professional learning related to attendance to raise awareness at the individual student level. Late Indicators • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement. • Student perception data - positive endorsement • Whole school process for managing and responding to attendance will be documented.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Actively promote the importance of attendance and punctuality to families	☑ All staff	from: Term 1	-1%

	and through the school platforms to the school community.		to: Term 4	
Activity 2	Plan professional learning to use data to identify students at risk of disengagement with poor attendance on the first curriculum day and then monitor it through out the year.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Develop a documented whole school approach to track, monitor and respond to attandance data twice termly.	☑ Allied health ☑ Disability inclusion coordinator ☑ Principal ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
KIS 4.c 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	Strengthen inclusion practices to support student wellbeing.			
Actions	Strengthen the whole school approaches to student wellbeing in classrooms to support all students at their point of need. Develop a school wide approach to wellbeing and establish processes and protocols to support all students.			
Delivery of the annual actions for this KIS				
Outcomes	• Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. • Students will have a great sense of choice and agency as they learn to regulate their own behaviours. • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside			

	in the playground.
	• Teachers will have a more welcoming and inclusive environment which supports student learning. • Teachers will share a common understanding of the whole school approach to support students feel included. • Teachers will document and make adjustments to support students at their individual point of need. • Teacher will feel greater confidence in managing and support student needs in the classroom. • Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments. • Leaders will establish agreed processes and ensure that these are visible for staff. • Leaders will actively work with staff to develop welcoming and inclusive environment which supports student learning. • Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers.
Success indicators	Early Indicators • Observation of changes to classroom practices. • Enthusiasm to participate in internal and external professional learning opportunities and shared readings. • Teachers report students wellbeing concerns and plan adjustments to support them in the classroom. • New and improved planning documents will identify adjustments for students' individual point of need. • Student engagement and assessment data. • Feedback from teachers, students and families is positive. Late Indicators • Student, Staff and Parent perception survey results. • Attendance data has improved. • Documented processes, procedures and tracking of student at risk data is in place. • Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Engage Education Support Staff in trauma informed practice training	☑ Education support ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 2	Develop folder structure and whole school tracking processes and procedures for students at risk to provide visibility and consistency.	☑ Disability inclusion coordinator ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Staff to engage in Learning Walks and document our school non negotiables for classroom spaces.	☑ All staff	from: Term 1 to: Term 1	-1%
Activity 4	Complete racism professional learning and plan for whole staff PL	☑ Leadership team ☑ All staff	from: Term 1 to: Term 2	-1%
Activity 5	Invest in technology to support student individual needs for learning and engagement.	☑ Information Technology leader/team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Re-design classroom spaces to promote greater inclusivity with improved flexible learning opportunities to support engagement and self regulation.	☑ Assistant principal ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%

		☑ All staff		
Activity 7	Employ a Speech Pathologist.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Engage staff in Autism Training.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 9	Plan professional learning for Disability Inclusion through Arc and onsite.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 10	Prioritise weekly Education Support PLC meetings to provide professional learning and opportunitiess to learn for each other.	☑ Education support ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	By the end of the year, the NAPLAN comparison to Teacher Judgement will show greater alignment in Number and Algebra. Pat Growth Data in Mathematics will show growth in grades 1 to 6 from the baseline data collected in 2023
Has this 12-month target been met	Not Met
12-month target 2.2 target	Improve the proportion of students in the exceeding, strong and developing proficiency in numeracy for: -Year 3 from 62% to 70% -Year 5 from 50% to 60%
Has this 12-month target been met	Not Met
12-month target 2.3 target	By the end of the year, the School Staff Survey will increase in positive endorsement for the following factors: -Instructional Leadership from 78% to 80% -Moderate assessment tasks together from 71% to 75%
Has this 12-month target been met	Not Met
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations;	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.

and a positive, safe and orderly learning environment	
Actions	Develop a Whole School Approach to Planning and Teaching Numeracy Strengthen the knowledge of staff to implement the Victorian Curriculum for Mathematics 2.0
Delivery of the annual actions for this KIS	
Outcomes	• Students will feel a greater sense of engagement during numeracy lessons. • Students will report higher levels of confidence with their numeracy skills. • Teachers will build their knowledge of the Mathematics Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key mathematics resources and use evidence based practices. • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop rich units of work using the Mathematics Victorian Curriculum 2.0. • Leaders will support the implementation of planning processes and monitor its effectiveness. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy. • Leaders will document a whole school approach to teaching mathematics for Lalor North Primary School.
Success indicators	Early indicators: • Curriculum documentation will be aligned across the school. • Planning processes will be used in term and weekly planning meetings. • New numeracy resources in classroom spaces will be used maximising student engagement. • Rich units of work for Additive and Multiplicative Strategies will be developed as we double loop the learning. • Weekly planning documentation will show engaging mathematics lessons with evidence based learning. Late Indicators: • Teacher confidence in using the Victorian Curriculum (mathematics) and key resources will be evident. • Sequences of learning for mathematics documented for all levels across the school. • Evidence based units of work developed for mathematics for all year levels. • Whole School Numeracy Strategy will be documented.

	• Greater consistency in Numeracy pedagogical practices being evident across the school.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Whole staff Curriculum Day planned with a focus on Victorian Curriculum Mathematics 2.0	☑ All staff ☑ Leadership team	from: Term 2 to: Term 3	-1%
Activity 2	Develop Whole School Curriculum Area Planning sequences with key knowledge and skills.	☑ Learning specialist(s) ☑ School improvement team	from: Term 2 to: Term 3	-1%
Activity 3	Review the professional learning schedule and update to prioritise collaboration time in PLC to deepen their knowledge of the Mathematics Curriculum 2.0.	☑ School improvement team ☑ PLT leaders ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Review planning documentation to include unit and weekly planners and develop consistency across the school.	☑ School improvement team ☑ Leadership team	from: Term 1 to: Term 2	-1%

Activity 5	Learning Specialist participation in the Whittlesea network Communities of Practice prioritised.	☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Principal Class participation in Communities of Practice with a focus on Victorian Curriculum Mathematics 2.0	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 7	Build the capabilities of the middle leaders to collaboratively support, model and lead professional learning in mathematics	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Purchase numeracy resources for teaching and assessment. Professional learning planned to increase the use of mathematics resources.	☑ Learning specialist(s) ☑ Assistant principal ☑ Principal	from: Term 2 to: Term 4	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build assessment practices to inform differentiated teaching.			
Actions	Build staff capacity in assessment and differentiation in Mathematics to identify and meet students' individual learning needs.			
Delivery of the annual actions for this KIS				

Outcomes	• Students will be identified and supported for targeted academic support. • Students will be taught at the point of need. • Students will be challenged and engaged in their learning. • Education Support Staff will experience greater success and engagement of the students they support. • Education Support Staff provide high quality support to students in the classroom based on differentiated planning. • Teachers will have weekly planners that clearly demonstrated differentiated learning for all students. • Teachers will consistency implement the new agreed assessment schedule. • Teachers will use the PLC cycle to plan rich numeracy units of work. • Teachers will plan tasks that enable each student to be challenged and engaged. • Teachers will use a much greater proportion of 'hands on' tasks when teaching numeracy. • Teachers will be more responsive to students and their leanring needs. • Leaders will use whole school and cohort data to track and monitor progress at the SIT meetings. • Leaders will support the development and implementation of a Whole School Assessment Schedule. • Leaders will have a greater understanding and knowledge of how to use formative assessment to inform teaching and learning. • Leaders will develop whole school moderation practices.
Success indicators	Early indicators: • Year Level curriculum documentation will show plans for differentiation in each numeracy lesson. • Weekly classroom planning documents will show plans for differentiation for each classroom. • Increased problem solving and hands on activities used in classrooms. • Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry. • Documentation and data from formative assessment collected for all students to inform next steps. • Classroom tracking documents established and used in each classroom. • A documented whole school assessment schedule finalised and includes formative assessment and moderation practices. • Formative assessment resources developed and stored on google drive. • Student feedback is positive. Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth in number and algebra. • Increase in AToSS factors for stimulated learning. • Semester 2 teacher judgements reflect confidence in assigning a progression point. • Progress against IEPs is evidence based.

	• NAPLAN Results show improvement
	• Student, Staff and Parent Perception Surveys show increase in positive endorsement.
	• Post test results from assessments eg Pat Data and DAL.
	• PLC Celebration slides offering data and reflective practices.
	• Panorama – Teacher Judgement/NAPLAN Comparison are more aligned.

Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Whole School Assessment Schedule	☑ Leadership team ☑ School improvement team ☑ All staff	from: Term 1 to: Term 1	-1%
Activity 2	Prioitise PLC Inquiry time on the professional learning schedule for a mathematics focus.	☑ PLC leaders ☑ School improvement team ☑ Leadership team	from: Term 2 to: Term 4	-1%
Activity 3	Develop and implement new planning documentation to align all staff to include differentiation in units planners and weekly planners.	☑ Learning specialist(s) ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Develop and implement tracking documents to monitor student progress at the classroom level.	☑ School leadership team ☑ Principal	from: Term 1	-1%

		☑ Assistant principal	to: Term 4	
Activity 5	Reintroduce moderation practices to build consistency in assessment across the school.	☑ Principal ☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 6	Schedule professional learning for MOI and purchase kits for assessment.	☑ Leadership team ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%

Goal 4	Maximise wellbeing outcomes for every student.
12-month target 4.1 target	By the end of the year, increase the positive endorsement by students -Attitudes to School Survey for factors: -Attitudes to attendance from 82% to 85%
Has this 12-month target been met	Not Met
12-month target 4.2 target	By the end of the year, reduce the overall percentage of students Prep to 6 with 20 or more absence days from 57% to 45% Reduce the percentage of equity funded students with 20 or more absent days from 71% to 60%
Has this 12-month target been met	Not Met
12-month target 4.3 target	By the end of the year, increase the percentage of positive endorsement in the Parent Opinion Survey for factors of: -Student motivation and support from 74% to 77% -Confidence and resiliency skills from 79% to 82%

Has this 12-month target been met	Not Met
KIS 4.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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.
Actions	Establish a Whole School Approach to Student Attendance & Punctuality
Delivery of the annual actions for this KIS	
Outcomes	• Students at risk will be identified and recieve targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships. • Staff will identifiy students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will be aware of the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at regular intervals. • Leaders will develop tiered interventions and processes to improve attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage in key stakeholders for student re engagement strategies.
Success indicators	Early Indicators • Attendance data used to identify students at risk at the begining of the year. • Engagement data from Compass and Panarama will be used to track and monitor student absences. • Internal professional learning related to attendance to raise awareness at the individual student level. Late Indicators • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement.

	• Student perception data - positive endorsement • Whole school process for managing and responding to attendance will be documented.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Actively promote the importance of attendance and punctuality to families and through the school platforms to the school community.	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 2	Plan professional learning to use data to identify students at risk of disengagement with poor attendance on the first curriculum day and then monitor it through out the year.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Develop a documented whole school approach to track, monitor and respond to attandance data twice termly.	☑ Allied health ☑ Disability inclusion coordinator ☑ Principal ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
KIS 4.c The strategic direction and deployment of resources to	Strengthen inclusion practices to support student wellbeing.			

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	Strengthen the whole school approaches to student wellbeing in classrooms to support all students at their point of need. Develop a school wide approach to wellbeing and establish processes and protocols to support all students.
Delivery of the annual actions for this KIS	
Outcomes	• Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. • Students will have a great sense of choice and agency as they learn to regulate their own behaviours. • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside in the playground. • Teachers will have a more welcoming and inclusive environment which supports student learning. • Teachers will share a common understanding of the whole school approach to support students feel included. • Teachers will document and make adjustments to support students at their individual point of need. • Teacher will feel greater confidence in managing and support student needs in the classroom. • Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments. • Leaders will establish agreed processes and ensure that these are visible for staff. • Leaders will actively work with staff to develop welcoming and inclusive environment which supports student learning. • Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers.
Success indicators	Early Indicators • Observation of changes to classroom practices. • Enthusiasm to participate in internal and external professional learning opportunities and shared readings. • Teachers report students wellbeing concerns and plan adjustments to support them in the classroom. • New and improved planning documents will identify adjustments for students' individual point of need. • Student engagement and assessment data.

<table>
<tr><td rowspan="2"></td><td colspan="4">•   Feedback from teachers, students and families is positive.

Late Indicators
•   Student, Staff and Parent perception survey results.
•   Attendance data has improved.
•   Documented processes, procedures and tracking of student at risk data is in place.
•   Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities.</td></tr>
<tr style="display:none"></tr>
<tr><td>Commentary on progress</td><td colspan="4"></td></tr>
<tr><td>Enablers</td><td colspan="4"></td></tr>
<tr><td>Barriers</td><td colspan="4"></td></tr>
<tr><td>OPTIONAL: Upload evidence</td><td colspan="4"></td></tr>
<tr><td>Activities</td><td>Activity</td><td>Who</td><td>When</td><td>Percentage complete</td></tr>
<tr><td>Activity 1</td><td>Engage Education Support Staff in trauma informed practice training</td><td>☑ Education support
☑ Leadership team</td><td>from:
Term 1
to:
Term 2</td><td>-1%</td></tr>
<tr><td>Activity 2</td><td>Develop folder structure and whole school tracking processes and procedures for students at risk to provide visibility and consistency.</td><td>☑ Disability inclusion coordinator
☑ Assistant principal
☑ Wellbeing team</td><td>from:
Term 1
to:
Term 4</td><td>-1%</td></tr>
<tr><td>Activity 3</td><td>Staff to engage in Learning Walks and document our school non negotiables for classroom spaces.</td><td>☑ All staff</td><td>from:
Term 1
to:
Term 1</td><td>-1%</td></tr>
</table>

Activity 4	Complete racism professional learning and plan for whole staff PL	☑ Leadership team ☑ All staff	from: Term 1 to: Term 2	-1%
Activity 5	Invest in technology to support student individual needs for learning and engagement.	☑ Information Technology leader/team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Re-design classroom spaces to promote greater inclusivity with improved flexible learning opportunities to support engagement and self regulation.	☑ Assistant principal ☑ Leadership team ☑ Principal ☑ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Employ a Speech Pathologist.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Engage staff in Autism Training.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 9	Plan professional learning for Disability Inclusion through Arc and onsite.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%

Activity 10	Prioritise weekly Education Support PLC meetings to provide professional learning and opportunitiess to learn for each other.	☑ Education support ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

Future planning	

Monitoring and assessment - 2024

Mid Term 1 monitoring

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	By the end of the year, the NAPLAN comparison to Teacher Judgement will show greater alignment in Number and Algebra. Pat Growth Data in Mathematics will show growth in grades 1 to 6 from the baseline data collected in 2023
12-month target 2.2 target	Improve the proportion of students in the exceeding, strong and developing proficiency in numeracy for: -Year 3 from 62% to 70% -Year 5 from 50% to 60%
12-month target 2.3 target	By the end of the year, the School Staff Survey will increase in positive endorsement for the following factors: -Instructional Leadership from 78% to 80% -Moderate assessment tasks together from 71% to 75%
KIS 2.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	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
Actions	Develop a Whole School Approach to Planning and Teaching Numeracy Strengthen the knowledge of staff to implement the Victorian Curriculum for Mathematics 2.0
Delivery of the annual actions for this KIS	

Outcomes	• Students will feel a greater sense of engagement during numeracy lessons. • Students will report higher levels of confidence with their numeracy skills. • Teachers will build their knowledge of the Mathematics Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key mathematics resources and use evidence based practices. • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop rich units of work using the Mathematics Victorian Curriculum 2.0. • Leaders will support the implementation of planning processes and monitor its effectiveness. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy. • Leaders will document a whole school approach to teaching mathematics for Lalor North Primary School.
Success indicators	Early indicators: • Curriculum documentation will be aligned across the school. • Planning processes will be used in term and weekly planning meetings. • New numeracy resources in classroom spaces will be used maximising student engagement. • Rich units of work for Additive and Multiplicative Strategies will be developed as we double loop the learning. • Weekly planning documentation will show engaging mathematics lessons with evidence based learning. Late Indicators: • Teacher confidence in using the Victorian Curriculum (mathematics) and key resources will be evident. • Sequences of learning for mathematics documented for all levels across the school. • Evidence based units of work developed for mathematics for all year levels. • Whole School Numeracy Strategy will be documented. • Greater consistency in Numeracy pedagogical practices being evident across the school.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Whole staff Curriculum Day planned with a focus on Victorian Curriculum Mathematics 2.0	☑ All staff ☑ Leadership team	from: Term 2 to: Term 3	-1%
Activity 2	Develop Whole School Curriculum Area Planning sequences with key knowledge and skills.	☑ Learning specialist(s) ☑ School improvement team	from: Term 2 to: Term 3	-1%
Activity 3	Review the professional learning schedule and update to prioritise collaboration time in PLC to deepen their knowledge of the Mathematics Curriculum 2.0.	☑ School improvement team ☑ PLT leaders ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Review planning documentation to include unit and weekly planners and develop consistency across the school.	☑ School improvement team ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist participation in the Whittlesea network Communities of Practice prioritised.	☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Principal Class participation in Communities of Practice with a focus on Victorian Curriculum Mathematics 2.0	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 7	Build the capabilities of the middle leaders to collaboratively support, model and lead professional learning in mathematics	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Purchase numeracy resources for teaching and assessment. Professional learning planned to increase the use of mathematics resources.	☑ Learning specialist(s) ☑ Assistant principal ☑ Principal	from: Term 2 to: Term 4	-1%

KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build assessment practices to inform differentiated teaching.
Actions	Build staff capacity in assessment and differentiation in Mathematics to identify and meet students' individual learning needs.
Delivery of the annual actions for this KIS	
Outcomes	• Students will be identified and supported for targeted academic support. • Students will be taught at the point of need. • Students will be challenged and engaged in their learning. • Education Support Staff will experience greater success and engagement of the students they support. • Education Support Staff provide high quality support to students in the classroom based on differentiated planning. • Teachers will have weekly planners that clearly demonstrated differentiated learning for all students. • Teachers will consistency implement the new agreed assessment schedule. • Teachers will use the PLC cycle to plan rich numeracy units of work. • Teachers will plan tasks that enable each student to be challenged and engaged. • Teachers will use a much greater proportion of 'hands on' tasks when teaching numeracy.

	• Teachers will be more responsive to students and their leanring needs. • Leaders will use whole school and cohort data to track and monitor progress at the SIT meetings. • Leaders will support the development and implementation of a Whole School Assessment Schedule. • Leaders will have a greater understanding and knowledge of how to use formative assessment to inform teaching and learning. • Leaders will develop whole school moderation practices.
Success indicators	Early indicators: • Year Level curriculum documentation will show plans for differentiation in each numeracy lesson. • Weekly classroom planning documents will show plans for differentiation for each classroom. • Increased problem solving and hands on activities used in classrooms. • Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry. • Documentation and data from formative assessment collected for all students to inform next steps. • Classroom tracking documents established and used in each classroom. • A documented whole school assessment schedule finalised and includes formative assessment and moderation practices. • Formative assessment resources developed and stored on google drive. • Student feedback is positive. Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth in number and algebra. • Increase in AToSS factors for stimulated learning. • Semester 2 teacher judgements reflect confidence in assigning a progression point. • Progress against IEPs is evidence based. • NAPLAN Results show improvement • Student, Staff and Parent Perception Surveys show increase in positive endorsement. • Post test results from assessments eg Pat Data and DAL. • PLC Celebration slides offering data and reflective practices. • Panorama – Teacher Judgement/NAPLAN Comparison are more aligned.
Enablers	
Barriers	
Commentary on progress	

	Future planning				
	OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**	
Activity 1	Develop a Whole School Assessment Schedule	☑ Leadership team ☑ School improvement team ☑ All staff	from: Term 1 to: Term 1	-1%	
Activity 2	Prioitise PLC Inquiry time on the professional learning schedule for a mathematics focus.	☑ PLC leaders ☑ School improvement team ☑ Leadership team	from: Term 2 to: Term 4	-1%	
Activity 3	Develop and implement new planning documentation to align all staff to include differentiation in units planners and weekly planners.	☑ Learning specialist(s) ☑ Leadership team	from: Term 1 to: Term 4	-1%	
Activity 4	Develop and implement tracking documents to monitor student progress at the classroom level.	☑ School leadership team ☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%	
Activity 5	Reintroduce moderation practices to build consistency in assessment across the school.	☑ Principal ☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%	
Activity 6	Schedule professional learning for MOI and purchase kits for assessment.	☑ Leadership team ☑ Learning specialist(s)	from: Term 2	-1%	

		to: Term 4	

Goal 4	Maximise wellbeing outcomes for every student.
12-month target 4.1 target	By the end of the year, increase the positive endorsement by students -Attitudes to School Survey for factors: -Attitudes to attendance from 82% to 85%
12-month target 4.2 target	By the end of the year, reduce the overall percentage of students Prep to 6 with 20 or more absence days from 57% to 45% Reduce the percentage of equity funded students with 20 or more absent days from 71% to 60%
12-month target 4.3 target	By the end of the year, increase the percentage of positive endorsement in the Parent Opinion Survey for factors of: -Student motivation and support from 74% to 77% -Confidence and resiliency skills from 79% to 82%
KIS 4.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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.
Actions	Establish a Whole School Approach to Student Attendance & Punctuality
Delivery of the annual actions for this KIS	
Outcomes	• Students at risk will be identified and recieve targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships.

	• Staff will identifiy students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will be aware of the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at regular intervals. • Leaders will develop tiered interventions and processes to improve attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage in key stakeholders for student re engagement strategies.
Success indicators	Early Indicators • Attendance data used to identify students at risk at the begining of the year. • Engagement data from Compass and Panarama will be used to track and monitor student absences. • Internal professional learning related to attendance to raise awareness at the individual student level. Late Indicators • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement. • Student perception data - positive endorsement • Whole school process for managing and responding to attendance will be documented.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Actively promote the importance of attendance and punctuality to families	☑ All staff	from: Term 1	-1%

	and through the school platforms to the school community.		to: Term 4	
Activity 2	Plan professional learning to use data to identify students at risk of disengagement with poor attendance on the first curriculum day and then monitor it through out the year.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Develop a documented whole school approach to track, monitor and respond to attandance data twice termly.	☑ Allied health ☑ Disability inclusion coordinator ☑ Principal ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
KIS 4.c 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	Strengthen inclusion practices to support student wellbeing.			
Actions	Strengthen the whole school approaches to student wellbeing in classrooms to support all students at their point of need. Develop a school wide approach to wellbeing and establish processes and protocols to support all students.			
Delivery of the annual actions for this KIS				
Outcomes	• Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. • Students will have a great sense of choice and agency as they learn to regulate their own behaviours. • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside			

	in the playground. • Teachers will have a more welcoming and inclusive environment which supports student learning. • Teachers will share a common understanding of the whole school approach to support students feel included. • Teachers will document and make adjustments to support students at their individual point of need. • Teacher will feel greater confidence in managing and support student needs in the classroom. • Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments. • Leaders will establish agreed processes and ensure that these are visible for staff. • Leaders will actively work with staff to develop welcoming and inclusive environment which supports student learning. • Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers.
Success indicators	Early Indicators • Observation of changes to classroom practices. • Enthusiasm to participate in internal and external professional learning opportunities and shared readings. • Teachers report students wellbeing concerns and plan adjustments to support them in the classroom. • New and improved planning documents will identify adjustments for students' individual point of need. • Student engagement and assessment data. • Feedback from teachers, students and families is positive. Late Indicators • Student, Staff and Parent perception survey results. • Attendance data has improved. • Documented processes, procedures and tracking of student at risk data is in place. • Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Engage Education Support Staff in trauma informed practice training	☑ Education support ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 2	Develop folder structure and whole school tracking processes and procedures for students at risk to provide visibility and consistency.	☑ Disability inclusion coordinator ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Staff to engage in Learning Walks and document our school non negotiables for classroom spaces.	☑ All staff	from: Term 1 to: Term 1	-1%
Activity 4	Complete racism professional learning and plan for whole staff PL	☑ Leadership team ☑ All staff	from: Term 1 to: Term 2	-1%
Activity 5	Invest in technology to support student individual needs for learning and engagement.	☑ Information Technology leader/team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Re-design classroom spaces to promote greater inclusivity with improved flexible learning opportunities to support engagement and self regulation.	☑ Assistant principal ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%

		☑ All staff		
Activity 7	Employ a Speech Pathologist.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Engage staff in Autism Training.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 9	Plan professional learning for Disability Inclusion through Arc and onsite.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 10	Prioritise weekly Education Support PLC meetings to provide professional learning and opportunitiess to learn for each other.	☑ Education support ☑ Wellbeing team	from: Term 1 to: Term 4	

Monitoring and assessment - 2024

Mid Term 2 monitoring

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	By the end of the year, the NAPLAN comparison to Teacher Judgement will show greater alignment in Number and Algebra. Pat Growth Data in Mathematics will show growth in grades 1 to 6 from the baseline data collected in 2023
12-month target 2.2 target	Improve the proportion of students in the exceeding, strong and developing proficiency in numeracy for: -Year 3 from 62% to 70% -Year 5 from 50% to 60%
12-month target 2.3 target	By the end of the year, the School Staff Survey will increase in positive endorsement for the following factors: -Instructional Leadership from 78% to 80% -Moderate assessment tasks together from 71% to 75%
KIS 2.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	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
Actions	Develop a Whole School Approach to Planning and Teaching Numeracy Strengthen the knowledge of staff to implement the Victorian Curriculum for Mathematics 2.0
Delivery of the annual actions for this KIS	

Outcomes	• Students will feel a greater sense of engagement during numeracy lessons. • Students will report higher levels of confidence with their numeracy skills. • Teachers will build their knowledge of the Mathematics Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key mathematics resources and use evidence based practices. • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop rich units of work using the Mathematics Victorian Curriculum 2.0. • Leaders will support the implementation of planning processes and monitor its effectiveness. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy. • Leaders will document a whole school approach to teaching mathematics for Lalor North Primary School.
Success indicators	Early indicators: • Curriculum documentation will be aligned across the school. • Planning processes will be used in term and weekly planning meetings. • New numeracy resources in classroom spaces will be used maximising student engagement. • Rich units of work for Additive and Multiplicative Strategies will be developed as we double loop the learning. • Weekly planning documentation will show engaging mathematics lessons with evidence based learning. Late Indicators: • Teacher confidence in using the Victorian Curriculum (mathematics) and key resources will be evident. • Sequences of learning for mathematics documented for all levels across the school. • Evidence based units of work developed for mathematics for all year levels. • Whole School Numeracy Strategy will be documented. • Greater consistency in Numeracy pedagogical practices being evident across the school.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Whole staff Curriculum Day planned with a focus on Victorian Curriculum Mathematics 2.0	☑ All staff ☑ Leadership team	from: Term 2 to: Term 3	-1%
Activity 2	Develop Whole School Curriculum Area Planning sequences with key knowledge and skills.	☑ Learning specialist(s) ☑ School improvement team	from: Term 2 to: Term 3	-1%
Activity 3	Review the professional learning schedule and update to prioritise collaboration time in PLC to deepen their knowledge of the Mathematics Curriculum 2.0.	☑ School improvement team ☑ PLT leaders ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Review planning documentation to include unit and weekly planners and develop consistency across the school.	☑ School improvement team ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist participation in the Whittlesea network Communities of Practice prioritised.	☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Principal Class participation in Communities of Practice with a focus on Victorian Curriculum Mathematics 2.0	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 7	Build the capabilities of the middle leaders to collaboratively support, model and lead professional learning in mathematics	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Purchase numeracy resources for teaching and assessment. Professional learning planned to increase the use of mathematics resources.	☑ Learning specialist(s) ☑ Assistant principal ☑ Principal	from: Term 2 to: Term 4	-1%
KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build assessment practices to inform differentiated teaching.			
Actions	Build staff capacity in assessment and differentiation in Mathematics to identify and meet students' individual learning needs.			
Delivery of the annual actions for this KIS				
Outcomes	- Students will be identified and supported for targeted academic support. - Students will be taught at the point of need. - Students will be challenged and engaged in their learning. - Education Support Staff will experience greater success and engagement of the students they support. - Education Support Staff provide high quality support to students in the classroom based on differentiated planning. - Teachers will have weekly planners that clearly demonstrated differentiated learning for all students. - Teachers will consistency implement the new agreed assessment schedule. - Teachers will use the PLC cycle to plan rich numeracy units of work. - Teachers will plan tasks that enable each student to be challenged and engaged. - Teachers will use a much greater proportion of 'hands on' tasks when teaching numeracy.			

	• Teachers will be more responsive to students and their leanring needs. • Leaders will use whole school and cohort data to track and monitor progress at the SIT meetings. • Leaders will support the development and implementation of a Whole School Assessment Schedule. • Leaders will have a greater understanding and knowledge of how to use formative assessment to inform teaching and learning. • Leaders will develop whole school moderation practices.
Success indicators	Early indicators: • Year Level curriculum documentation will show plans for differentiation in each numeracy lesson. • Weekly classroom planning documents will show plans for differentiation for each classroom. • Increased problem solving and hands on activities used in classrooms. • Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry. • Documentation and data from formative assessment collected for all students to inform next steps. • Classroom tracking documents established and used in each classroom. • A documented whole school assessment schedule finalised and includes formative assessment and moderation practices. • Formative assessment resources developed and stored on google drive. • Student feedback is positive. Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth in number and algebra. • Increase in AToSS factors for stimulated learning. • Semester 2 teacher judgements reflect confidence in assigning a progression point. • Progress against IEPs is evidence based. • NAPLAN Results show improvement • Student, Staff and Parent Perception Surveys show increase in positive endorsement. • Post test results from assessments eg Pat Data and DAL. • PLC Celebration slides offering data and reflective practices. • Panorama – Teacher Judgement/NAPLAN Comparison are more aligned.
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				

Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop a Whole School Assessment Schedule	☑ Leadership team ☑ School improvement team ☑ All staff	from: Term 1 to: Term 1	-1%
Activity 2	Prioitise PLC Inquiry time on the professional learning schedule for a mathematics focus.	☑ PLC leaders ☑ School improvement team ☑ Leadership team	from: Term 2 to: Term 4	-1%
Activity 3	Develop and implement new planning documentation to align all staff to include differentiation in units planners and weekly planners.	☑ Learning specialist(s) ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Develop and implement tracking documents to monitor student progress at the classroom level.	☑ School leadership team ☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Reintroduce moderation practices to build consistency in assessment across the school.	☑ Principal ☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 6	Schedule professional learning for MOI and purchase kits for assessment.	☑ Leadership team ☑ Learning specialist(s)	from: Term 2	-1%

		to: Term 4	

Goal 4	Maximise wellbeing outcomes for every student.
12-month target 4.1 target	By the end of the year, increase the positive endorsement by students -Attitudes to School Survey for factors: -Attitudes to attendance from 82% to 85%
12-month target 4.2 target	By the end of the year, reduce the overall percentage of students Prep to 6 with 20 or more absence days from 57% to 45% Reduce the percentage of equity funded students with 20 or more absent days from 71% to 60%
12-month target 4.3 target	By the end of the year, increase the percentage of positive endorsement in the Parent Opinion Survey for factors of: -Student motivation and support from 74% to 77% -Confidence and resiliency skills from 79% to 82%
KIS 4.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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.
Actions	Establish a Whole School Approach to Student Attendance & Punctuality
Delivery of the annual actions for this KIS	
Outcomes	• Students at risk will be identified and recieve targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships.

	• Staff will identifiy students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will be aware of the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at regular intervals. • Leaders will develop tiered interventions and processes to improve attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage in key stakeholders for student re engagement strategies.
Success indicators	Early Indicators • Attendance data used to identify students at risk at the begining of the year. • Engagement data from Compass and Panarama will be used to track and monitor student absences. • Internal professional learning related to attendance to raise awareness at the individual student level. Late Indicators • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement. • Student perception data - positive endorsement • Whole school process for managing and responding to attendance will be documented.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Actively promote the importance of attendance and punctuality to families	☑ All staff	from: Term 1	-1%

	and through the school platforms to the school community.		to: Term 4	
Activity 2	Plan professional learning to use data to identify students at risk of disengagement with poor attendance on the first curriculum day and then monitor it through out the year.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Develop a documented whole school approach to track, monitor and respond to attandance data twice termly.	☑ Allied health ☑ Disability inclusion coordinator ☑ Principal ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

KIS 4.c 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	Strengthen inclusion practices to support student wellbeing.
Actions	Strengthen the whole school approaches to student wellbeing in classrooms to support all students at their point of need. Develop a school wide approach to wellbeing and establish processes and protocols to support all students.
Delivery of the annual actions for this KIS	
Outcomes	• Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. • Students will have a great sense of choice and agency as they learn to regulate their own behaviours. • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside

	in the playground.
	• Teachers will have a more welcoming and inclusive environment which supports student learning. • Teachers will share a common understanding of the whole school approach to support students feel included. • Teachers will document and make adjustments to support students at their individual point of need. • Teacher will feel greater confidence in managing and support student needs in the classroom. • Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments. • Leaders will establish agreed processes and ensure that these are visible for staff. • Leaders will actively work with staff to develop welcoming and inclusive environment which supports student learning. • Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers.
Success indicators	Early Indicators • Observation of changes to classroom practices. • Enthusiasm to participate in internal and external professional learning opportunities and shared readings. • Teachers report students wellbeing concerns and plan adjustments to support them in the classroom. • New and improved planning documents will identify adjustments for students' individual point of need. • Student engagement and assessment data. • Feedback from teachers, students and families is positive. Late Indicators • Student, Staff and Parent perception survey results. • Attendance data has improved. • Documented processes, procedures and tracking of student at risk data is in place. • Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Engage Education Support Staff in trauma informed practice training	☑ Education support ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 2	Develop folder structure and whole school tracking processes and procedures for students at risk to provide visibility and consistency.	☑ Disability inclusion coordinator ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Staff to engage in Learning Walks and document our school non negotiables for classroom spaces.	☑ All staff	from: Term 1 to: Term 1	-1%
Activity 4	Complete racism professional learning and plan for whole staff PL	☑ Leadership team ☑ All staff	from: Term 1 to: Term 2	-1%
Activity 5	Invest in technology to support student individual needs for learning and engagement.	☑ Information Technology leader/team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Re-design classroom spaces to promote greater inclusivity with improved flexible learning opportunities to support engagement and self regulation.	☑ Assistant principal ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%

		☑ All staff		
Activity 7	Employ a Speech Pathologist.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Engage staff in Autism Training.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 9	Plan professional learning for Disability Inclusion through Arc and onsite.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 10	Prioritise weekly Education Support PLC meetings to provide professional learning and opportunitiess to learn for each other.	☑ Education support ☑ Wellbeing team	from: Term 1 to: Term 4	

Monitoring and assessment - 2024

Mid Term 3 monitoring

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	By the end of the year, the NAPLAN comparison to Teacher Judgement will show greater alignment in Number and Algebra. Pat Growth Data in Mathematics will show growth in grades 1 to 6 from the baseline data collected in 2023
12-month target 2.2 target	Improve the proportion of students in the exceeding, strong and developing proficiency in numeracy for: -Year 3 from 62% to 70% -Year 5 from 50% to 60%
12-month target 2.3 target	By the end of the year, the School Staff Survey will increase in positive endorsement for the following factors: -Instructional Leadership from 78% to 80% -Moderate assessment tasks together from 71% to 75%
KIS 2.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	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
Actions	Develop a Whole School Approach to Planning and Teaching Numeracy Strengthen the knowledge of staff to implement the Victorian Curriculum for Mathematics 2.0
Delivery of the annual actions for this KIS	

Outcomes	• Students will feel a greater sense of engagement during numeracy lessons. • Students will report higher levels of confidence with their numeracy skills. • Teachers will build their knowledge of the Mathematics Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key mathematics resources and use evidence based practices. • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop rich units of work using the Mathematics Victorian Curriculum 2.0. • Leaders will support the implementation of planning processes and monitor its effectiveness. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy. • Leaders will document a whole school approach to teaching mathematics for Lalor North Primary School.
Success indicators	Early indicators: • Curriculum documentation will be aligned across the school. • Planning processes will be used in term and weekly planning meetings. • New numeracy resources in classroom spaces will be used maximising student engagement. • Rich units of work for Additive and Multiplicative Strategies will be developed as we double loop the learning. • Weekly planning documentation will show engaging mathematics lessons with evidence based learning. Late Indicators: • Teacher confidence in using the Victorian Curriculum (mathematics) and key resources will be evident. • Sequences of learning for mathematics documented for all levels across the school. • Evidence based units of work developed for mathematics for all year levels. • Whole School Numeracy Strategy will be documented. • Greater consistency in Numeracy pedagogical practices being evident across the school.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Whole staff Curriculum Day planned with a focus on Victorian Curriculum Mathematics 2.0	☑ All staff ☑ Leadership team	from: Term 2 to: Term 3	-1%
Activity 2	Develop Whole School Curriculum Area Planning sequences with key knowledge and skills.	☑ Learning specialist(s) ☑ School improvement team	from: Term 2 to: Term 3	-1%
Activity 3	Review the professional learning schedule and update to prioritise collaboration time in PLC to deepen their knowledge of the Mathematics Curriculum 2.0.	☑ School improvement team ☑ PLT leaders ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Review planning documentation to include unit and weekly planners and develop consistency across the school.	☑ School improvement team ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist participation in the Whittlesea network Communities of Practice prioritised.	☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Principal Class participation in Communities of Practice with a focus on Victorian Curriculum Mathematics 2.0	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 7	Build the capabilities of the middle leaders to collaboratively support, model and lead professional learning in mathematics	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Purchase numeracy resources for teaching and assessment. Professional learning planned to increase the use of mathematics resources.	☑ Learning specialist(s) ☑ Assistant principal ☑ Principal	from: Term 2 to: Term 4	-1%

KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build assessment practices to inform differentiated teaching.
Actions	Build staff capacity in assessment and differentiation in Mathematics to identify and meet students' individual learning needs.
Delivery of the annual actions for this KIS	
Outcomes	• Students will be identified and supported for targeted academic support. • Students will be taught at the point of need. • Students will be challenged and engaged in their learning. • Education Support Staff will experience greater success and engagement of the students they support. • Education Support Staff provide high quality support to students in the classroom based on differentiated planning. • Teachers will have weekly planners that clearly demonstrated differentiated learning for all students. • Teachers will consistency implement the new agreed assessment schedule. • Teachers will use the PLC cycle to plan rich numeracy units of work. • Teachers will plan tasks that enable each student to be challenged and engaged. • Teachers will use a much greater proportion of 'hands on' tasks when teaching numeracy.

	• Teachers will be more responsive to students and their leanring needs. • Leaders will use whole school and cohort data to track and monitor progress at the SIT meetings. • Leaders will support the development and implementation of a Whole School Assessment Schedule. • Leaders will have a greater understanding and knowledge of how to use formative assessment to inform teaching and learning. • Leaders will develop whole school moderation practices.
Success indicators	Early indicators: • Year Level curriculum documentation will show plans for differentiation in each numeracy lesson. • Weekly classroom planning documents will show plans for differentiation for each classroom. • Increased problem solving and hands on activities used in classrooms. • Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry. • Documentation and data from formative assessment collected for all students to inform next steps. • Classroom tracking documents established and used in each classroom. • A documented whole school assessment schedule finalised and includes formative assessment and moderation practices. • Formative assessment resources developed and stored on google drive. • Student feedback is positive. Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth in number and algebra. • Increase in AToSS factors for stimulated learning. • Semester 2 teacher judgements reflect confidence in assigning a progression point. • Progress against IEPs is evidence based. • NAPLAN Results show improvement • Student, Staff and Parent Perception Surveys show increase in positive endorsement. • Post test results from assessments eg Pat Data and DAL. • PLC Celebration slides offering data and reflective practices. • Panorama – Teacher Judgement/NAPLAN Comparison are more aligned.
Enablers	
Barriers	
Commentary on progress	

	Future planning				
	OPTIONAL: Upload evidence				

Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop a Whole School Assessment Schedule	☑ Leadership team ☑ School improvement team ☑ All staff	from: Term 1 to: Term 1	-1%
Activity 2	Prioitise PLC Inquiry time on the professional learning schedule for a mathematics focus.	☑ PLC leaders ☑ School improvement team ☑ Leadership team	from: Term 2 to: Term 4	-1%
Activity 3	Develop and implement new planning documentation to align all staff to include differentiation in units planners and weekly planners.	☑ Learning specialist(s) ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Develop and implement tracking documents to monitor student progress at the classroom level.	☑ School leadership team ☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Reintroduce moderation practices to build consistency in assessment across the school.	☑ Principal ☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 6	Schedule professional learning for MOI and purchase kits for assessment.	☑ Leadership team ☑ Learning specialist(s)	from: Term 2	-1%

		to: Term 4	

Goal 4	Maximise wellbeing outcomes for every student.
12-month target 4.1 target	By the end of the year, increase the positive endorsement by students -Attitudes to School Survey for factors: -Attitudes to attendance from 82% to 85%
12-month target 4.2 target	By the end of the year, reduce the overall percentage of students Prep to 6 with 20 or more absence days from 57% to 45% Reduce the percentage of equity funded students with 20 or more absent days from 71% to 60%
12-month target 4.3 target	By the end of the year, increase the percentage of positive endorsement in the Parent Opinion Survey for factors of: -Student motivation and support from 74% to 77% -Confidence and resiliency skills from 79% to 82%
KIS 4.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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.
Actions	Establish a Whole School Approach to Student Attendance & Punctuality
Delivery of the annual actions for this KIS	
Outcomes	• Students at risk will be identified and recieve targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships.

	• Staff will identifiy students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will be aware of the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at regular intervals. • Leaders will develop tiered interventions and processes to improve attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage in key stakeholders for student re engagement strategies.
Success indicators	Early Indicators • Attendance data used to identify students at risk at the begining of the year. • Engagement data from Compass and Panarama will be used to track and monitor student absences. • Internal professional learning related to attendance to raise awareness at the individual student level. Late Indicators • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement. • Student perception data - positive endorsement • Whole school process for managing and responding to attendance will be documented.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Actively promote the importance of attendance and punctuality to families	☑ All staff	from: Term 1	-1%

	and through the school platforms to the school community.		to: Term 4	
Activity 2	Plan professional learning to use data to identify students at risk of disengagement with poor attendance on the first curriculum day and then monitor it through out the year.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Develop a documented whole school approach to track, monitor and respond to attandance data twice termly.	☑ Allied health ☑ Disability inclusion coordinator ☑ Principal ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
KIS 4.c 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	Strengthen inclusion practices to support student wellbeing.			
Actions	Strengthen the whole school approaches to student wellbeing in classrooms to support all students at their point of need. Develop a school wide approach to wellbeing and establish processes and protocols to support all students.			
Delivery of the annual actions for this KIS				
Outcomes	• Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. • Students will have a great sense of choice and agency as they learn to regulate their own behaviours. • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside			

	in the playground.
	• Teachers will have a more welcoming and inclusive environment which supports student learning.
	• Teachers will share a common understanding of the whole school approach to support students feel included.
	• Teachers will document and make adjustments to support students at their individual point of need.
	• Teacher will feel greater confidence in managing and support student needs in the classroom.
	• Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments.
	• Leaders will establish agreed processes and ensure that these are visible for staff.
	• Leaders will actively work with staff to develop welcoming and inclusive environment which supports student learning.
	• Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers.
Success indicators	Early Indicators
	• Observation of changes to classroom practices.
	• Enthusiasm to participate in internal and external professional learning opportunities and shared readings.
	• Teachers report students wellbeing concerns and plan adjustments to support them in the classroom.
	• New and improved planning documents will identify adjustments for students' individual point of need.
	• Student engagement and assessment data.
	• Feedback from teachers, students and families is positive.
	Late Indicators
	• Student, Staff and Parent perception survey results.
	• Attendance data has improved.
	• Documented processes, procedures and tracking of student at risk data is in place.
	• Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Engage Education Support Staff in trauma informed practice training	☑ Education support ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 2	Develop folder structure and whole school tracking processes and procedures for students at risk to provide visibility and consistency.	☑ Disability inclusion coordinator ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Staff to engage in Learning Walks and document our school non negotiables for classroom spaces.	☑ All staff	from: Term 1 to: Term 1	-1%
Activity 4	Complete racism professional learning and plan for whole staff PL	☑ Leadership team ☑ All staff	from: Term 1 to: Term 2	-1%
Activity 5	Invest in technology to support student individual needs for learning and engagement.	☑ Information Technology leader/team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Re-design classroom spaces to promote greater inclusivity with improved flexible learning opportunities to support engagement and self regulation.	☑ Assistant principal ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%

		☑ All staff		
Activity 7	Employ a Speech Pathologist.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Engage staff in Autism Training.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 9	Plan professional learning for Disability Inclusion through Arc and onsite.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 10	Prioritise weekly Education Support PLC meetings to provide professional learning and opportunitiess to learn for each other.	☑ Education support ☑ Wellbeing team	from: Term 1 to: Term 4	

Monitoring and assessment - 2024

Mid Term 4 monitoring

Goal 2	Maximise the learning growth of every student.
12-month target 2.1 target	By the end of the year, the NAPLAN comparison to Teacher Judgement will show greater alignment in Number and Algebra. Pat Growth Data in Mathematics will show growth in grades 1 to 6 from the baseline data collected in 2023
12-month target 2.2 target	Improve the proportion of students in the exceeding, strong and developing proficiency in numeracy for: -Year 3 from 62% to 70% -Year 5 from 50% to 60%
12-month target 2.3 target	By the end of the year, the School Staff Survey will increase in positive endorsement for the following factors: -Instructional Leadership from 78% to 80% -Moderate assessment tasks together from 71% to 75%
KIS 2.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	Build teacher knowledge to strengthen implementation of the Victorian Curriculum, including Version 2.0.
Actions	Develop a Whole School Approach to Planning and Teaching Numeracy Strengthen the knowledge of staff to implement the Victorian Curriculum for Mathematics 2.0
Delivery of the annual actions for this KIS	

Outcomes	• Students will feel a greater sense of engagement during numeracy lessons. • Students will report higher levels of confidence with their numeracy skills. • Teachers will build their knowledge of the Mathematics Victorian Curriculum 2.0 and engage in planning with greater confidence. • Teachers will know and use the key mathematics resources and use evidence based practices. • Teachers will use a documented planning process to use planning time more productively. • Teachers will develop rich units of work using the Mathematics Victorian Curriculum 2.0. • Leaders will support the implementation of planning processes and monitor its effectiveness. • Leaders will work collaboratively to develop documented whole school planning processes. • Leaders will support teachers in classrooms to implement best practice pedagogy. • Leaders will document a whole school approach to teaching mathematics for Lalor North Primary School.
Success indicators	Early indicators: • Curriculum documentation will be aligned across the school. • Planning processes will be used in term and weekly planning meetings. • New numeracy resources in classroom spaces will be used maximising student engagement. • Rich units of work for Additive and Multiplicative Strategies will be developed as we double loop the learning. • Weekly planning documentation will show engaging mathematics lessons with evidence based learning. Late Indicators: • Teacher confidence in using the Victorian Curriculum (mathematics) and key resources will be evident. • Sequences of learning for mathematics documented for all levels across the school. • Evidence based units of work developed for mathematics for all year levels. • Whole School Numeracy Strategy will be documented. • Greater consistency in Numeracy pedagogical practices being evident across the school.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Whole staff Curriculum Day planned with a focus on Victorian Curriculum Mathematics 2.0	☑ All staff ☑ Leadership team	from: Term 2 to: Term 3	-1%
Activity 2	Develop Whole School Curriculum Area Planning sequences with key knowledge and skills.	☑ Learning specialist(s) ☑ School improvement team	from: Term 2 to: Term 3	-1%
Activity 3	Review the professional learning schedule and update to prioritise collaboration time in PLC to deepen their knowledge of the Mathematics Curriculum 2.0.	☑ School improvement team ☑ PLT leaders ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Review planning documentation to include unit and weekly planners and develop consistency across the school.	☑ School improvement team ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 5	Learning Specialist participation in the Whittlesea network Communities of Practice prioritised.	☑ Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	Principal Class participation in Communities of Practice with a focus on Victorian Curriculum Mathematics 2.0	☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%

Activity 7	Build the capabilities of the middle leaders to collaboratively support, model and lead professional learning in mathematics	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Purchase numeracy resources for teaching and assessment. Professional learning planned to increase the use of mathematics resources.	☑ Learning specialist(s) ☑ Assistant principal ☑ Principal	from: Term 2 to: Term 4	-1%

KIS 2.c The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build assessment practices to inform differentiated teaching.
Actions	Build staff capacity in assessment and differentiation in Mathematics to identify and meet students' individual learning needs.
Delivery of the annual actions for this KIS	
Outcomes	• Students will be identified and supported for targeted academic support. • Students will be taught at the point of need. • Students will be challenged and engaged in their learning. • Education Support Staff will experience greater success and engagement of the students they support. • Education Support Staff provide high quality support to students in the classroom based on differentiated planning. • Teachers will have weekly planners that clearly demonstrated differentiated learning for all students. • Teachers will consistency implement the new agreed assessment schedule. • Teachers will use the PLC cycle to plan rich numeracy units of work. • Teachers will plan tasks that enable each student to be challenged and engaged. • Teachers will use a much greater proportion of 'hands on' tasks when teaching numeracy.

	• Teachers will be more responsive to students and their leanring needs. • Leaders will use whole school and cohort data to track and monitor progress at the SIT meetings. • Leaders will support the development and implementation of a Whole School Assessment Schedule. • Leaders will have a greater understanding and knowledge of how to use formative assessment to inform teaching and learning. • Leaders will develop whole school moderation practices.
Success indicators	Early indicators: • Year Level curriculum documentation will show plans for differentiation in each numeracy lesson. • Weekly classroom planning documents will show plans for differentiation for each classroom. • Increased problem solving and hands on activities used in classrooms. • Rich units of work for Additive strategies and Multiplicative Thinking will be developed as part of our PLC inquiry. • Documentation and data from formative assessment collected for all students to inform next steps. • Classroom tracking documents established and used in each classroom. • A documented whole school assessment schedule finalised and includes formative assessment and moderation practices. • Formative assessment resources developed and stored on google drive. • Student feedback is positive. Late Indicators: • Victorian Curriculum teacher judgements will show increased learning growth in number and algebra. • Increase in AToSS factors for stimulated learning. • Semester 2 teacher judgements reflect confidence in assigning a progression point. • Progress against IEPs is evidence based. • NAPLAN Results show improvement • Student, Staff and Parent Perception Surveys show increase in positive endorsement. • Post test results from assessments eg Pat Data and DAL. • PLC Celebration slides offering data and reflective practices. • Panorama – Teacher Judgement/NAPLAN Comparison are more aligned.
Enablers	
Barriers	
Commentary on progress	

	Future planning	
	OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Whole School Assessment Schedule	☑ Leadership team ☑ School improvement team ☑ All staff	from: Term 1 to: Term 1	-1%
Activity 2	Prioitise PLC Inquiry time on the professional learning schedule for a mathematics focus.	☑ PLC leaders ☑ School improvement team ☑ Leadership team	from: Term 2 to: Term 4	-1%
Activity 3	Develop and implement new planning documentation to align all staff to include differentiation in units planners and weekly planners.	☑ Learning specialist(s) ☑ Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Develop and implement tracking documents to monitor student progress at the classroom level.	☑ School leadership team ☑ Principal ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Reintroduce moderation practices to build consistency in assessment across the school.	☑ Principal ☑ Assistant principal ☑ Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 6	Schedule professional learning for MOI and purchase kits for assessment.	☑ Leadership team ☑ Learning specialist(s)	from: Term 2	-1%

		to: Term 4	

Goal 4	Maximise wellbeing outcomes for every student.
12-month target 4.1 target	By the end of the year, increase the positive endorsement by students -Attitudes to School Survey for factors: -Attitudes to attendance from 82% to 85%
12-month target 4.2 target	By the end of the year, reduce the overall percentage of students Prep to 6 with 20 or more absence days from 57% to 45% Reduce the percentage of equity funded students with 20 or more absent days from 71% to 60%
12-month target 4.3 target	By the end of the year, increase the percentage of positive endorsement in the Parent Opinion Survey for factors of: -Student motivation and support from 74% to 77% -Confidence and resiliency skills from 79% to 82%
KIS 4.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	Develop and implement whole school processes and protocols to improve student attendance and punctuality.
Actions	Establish a Whole School Approach to Student Attendance & Punctuality
Delivery of the annual actions for this KIS	
Outcomes	• Students at risk will be identified and recieve targeted support early in the year. • Students will gain confidence and feel more positive in their peer relationships.

	• Staff will identifiy students at risk in their own classroom and strengthen their relationships with students and their families. • Staff will be aware of the staged response to attendance and the role they play in supporting the process. • Leaders will monitor whole school student attendance data at regular intervals. • Leaders will develop tiered interventions and processes to improve attendance and punctuality for the school community. • Leaders will use resources and supports to educate the school community to improve attendance and punctuality. • Leaders will engage in key stakeholders for student re engagement strategies.
Success indicators	Early Indicators • Attendance data used to identify students at risk at the begining of the year. • Engagement data from Compass and Panarama will be used to track and monitor student absences. • Internal professional learning related to attendance to raise awareness at the individual student level. Late Indicators • Health and wellbeing dashboards will show improved attendance. • Attendance data will demonstrate evidence of improvement. • Student perception data - positive endorsement • Whole school process for managing and responding to attendance will be documented.
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Actively promote the importance of attendance and punctuality to families	☑ All staff	from: Term 1	-1%

	and through the school platforms to the school community.		to: Term 4	
Activity 2	Plan professional learning to use data to identify students at risk of disengagement with poor attendance on the first curriculum day and then monitor it through out the year.	☑ All staff ☑ Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Develop a documented whole school approach to track, monitor and respond to attandance data twice termly.	☑ Allied health ☑ Disability inclusion coordinator ☑ Principal ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%

KIS 4.c 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	Strengthen inclusion practices to support student wellbeing.
Actions	Strengthen the whole school approaches to student wellbeing in classrooms to support all students at their point of need. Develop a school wide approach to wellbeing and establish processes and protocols to support all students.
Delivery of the annual actions for this KIS	
Outcomes	• Students will feel supported and engaged in their learning and develop stronger relationships with peers and staff. • Students will have a great sense of choice and agency as they learn to regulate their own behaviours. • Education Support Staff will incorporate trauma informed practices when working with individual students. • Education Support Staff will develop their knowledge of adjustments to better support students in the classroom and outside

	in the playground.
	• Teachers will have a more welcoming and inclusive environment which supports student learning.
	• Teachers will share a common understanding of the whole school approach to support students feel included.
	• Teachers will document and make adjustments to support students at their individual point of need.
	• Teacher will feel greater confidence in managing and support student needs in the classroom.
	• Leaders will support staff to build their knowledge of disability inclusion and the planning of the necessary adjustments.
	• Leaders will establish agreed processes and ensure that these are visible for staff.
	• Leaders will actively work with staff to develop welcoming and inclusive environment which supports student learning.
	• Wellbeing team will meet weekly to support students with emerging and acute wellbeing needs to remain engaged in learning and connected to their peers.
Success indicators	Early Indicators • Observation of changes to classroom practices. • Enthusiasm to participate in internal and external professional learning opportunities and shared readings. • Teachers report students wellbeing concerns and plan adjustments to support them in the classroom. • New and improved planning documents will identify adjustments for students' individual point of need. • Student engagement and assessment data. • Feedback from teachers, students and families is positive. Late Indicators • Student, Staff and Parent perception survey results. • Attendance data has improved. • Documented processes, procedures and tracking of student at risk data is in place. • Classroom spaces reflect classroom non-negotiables and provide flexible learning opportunities.
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Engage Education Support Staff in trauma informed practice training	☑ Education support ☑ Leadership team	from: Term 1 to: Term 2	-1%
Activity 2	Develop folder structure and whole school tracking processes and procedures for students at risk to provide visibility and consistency.	☑ Disability inclusion coordinator ☑ Assistant principal ☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Staff to engage in Learning Walks and document our school non negotiables for classroom spaces.	☑ All staff	from: Term 1 to: Term 1	-1%
Activity 4	Complete racism professional learning and plan for whole staff PL	☑ Leadership team ☑ All staff	from: Term 1 to: Term 2	-1%
Activity 5	Invest in technology to support student individual needs for learning and engagement.	☑ Information Technology leader/team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Re-design classroom spaces to promote greater inclusivity with improved flexible learning opportunities to support engagement and self regulation.	☑ Assistant principal ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%

		☑ All staff		
Activity 7	Employ a Speech Pathologist.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Engage staff in Autism Training.	☑ Education support ☑ Teacher(s)	from: Term 1 to: Term 1	-1%
Activity 9	Plan professional learning for Disability Inclusion through Arc and onsite.	☑ Assistant principal ☑ Disability inclusion coordinator ☑ Leadership team ☑ Principal	from: Term 1 to: Term 4	-1%
Activity 10	Prioritise weekly Education Support PLC meetings to provide professional learning and opportunitiess to learn for each other.	☑ Education support ☑ Wellbeing team	from: Term 1 to: Term 4	

Monitoring and Self-assessment - 2024

SEIL Feedback