

Monitoring and assessment - 2025

Kerang Technical High School (7945)



Submitted for review by Dean Rogers (School Principal) on 21 December, 2024 at 03:50 PM

Endorsed by Joseph Summerhayes (Senior Education Improvement Leader) on 12 May, 2025 at 10:30 AM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	To maximise the learning growth of every student
12-month target 1.1 target	Reading from 57% to 60% Writing from 50% to 57% Numeracy from 47% to 58%.
12-month target 1.2 target	Reading and Viewing from 52% to 55%. Writing from 50% to 55%.
12-month target 1.3 target	VCE English Study Group mean from 26.1 to 28 2024 VCE English Study Group mean 33.
12-month target 1.4 target	Academic emphasis from 41% to 45% Seeks feedback to improve practice from 41% to 45% Planned differentiated learning activities from 59% to 65% Use data for curriculum planning 55% to 65% Understand how to analyse data 50% to 65% Interest in improving practice 33% to 50%
12-month target 1.5 target	* By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed consistent implementation of the school's instructional model.

incorporating extra-curricula programs	
Actions	Build consistency through evidence based practices around curriculum planning and lesson delivery.
Delivery of the annual actions for this KIS	
Outcomes	Leaders Will: further develop PLC sessions and PLC implementation by linking PLC work to student data, learning walks and classroom observations. Develop protocols for learning walks and classroom observations. Leadership will create opportunities for staff collaboration through scheduled meetings and staffroom reorganisation. Maintain a data wall that clearly identifies student practices. By the end of term 1 a professional learning schedule implemented. Staff will. Know where to access Victorian Curriculum, scope and sequence, elaborations. Be aware of data wall and evidence of teachers using the data. Specialist staff will contribute expertise in developing processes and coaching staff. Whole staff to be working on Outcomes for identified IEP students in their classes – as identified on Xuno/rolls by IEP icon. Staff report back on student progress in their subject twice yearly. Participate in Peer Observation and coaching. Team with other staff in either Inclusion, PLC or SWPB to work on 5 week assignments over one semester. Students will Students see teachers prepared for a lesson with strategies that align to the lesson. Engage in the SSG program. Students can articulate the classroom Learning Intention.
Success indicators	Observable changes Knowledge Understanding of why it is important to have an instructional model. Understanding demonstrated through lesson plans of HITs

	Undersatnding demonstrated through lesen plans of VTLM 2.0 Skills - Collective efficacy - Improved capacity to write lesson plans - Identify learning intentions - Ability to cater for all students within the classroom - Effectively utilize ES staff within the classroom setting. - Consistent application of lesson plans Behaviours - Collaborate with staff to focus on the lesson plans - Communicate around lesson plans to 'sharpen' what is written - Reflect on lessons and lesson plans to make them better. Data Sources - Reach the 12 month targets for the following. - PAT testing. - Naplan. - Student Common Assessment Tasks. - Teacher judgement. Evidence - PAT testing to measure student improvement in Reading and Numeracy. - Naplan data results in reading and numeracy. - Student Common Assessment Tasks. - Teacher judgement for Reading and Numeracy. - Student IEP Artifacts - Consistent written lesson plans both by the staff member and between staff with the same classes ie Particularly with IEP students.
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Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PAT testing all Year 7 -10 students.	☑ Administration team	from: Term 1 to: Term 4	-1%
Activity 2	NAPLAN including 90% or above participation rate Years 7 & 9.	☑ Administration team	from: Term 1 to: Term 2	-1%
Activity 3	Subject Comon Assessment tasks (three a Semester per subject).	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 4	Data wall showing student PAT and Naplan results.	☑ Data leader	from: Term 1 to: Term 4	-1%

Activity 5	PLC meeting timetable and agenda.	☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Implement Five week PLC investigation reports with end of cycle presentation by staff.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Lesson planning to incorporate differentiated learning	☒ Disability inclusion coordinator ☒ Leading teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance collaborative practices to inform 'point of need' teaching			
Actions	Build collaborative practices across all staff to improve student outcomes at their point of need.			
Delivery of the annual actions for this KIS				
Outcomes	Observable changes Knowledge Articulate what collaboration is at KTHS? Ability to identify when collaboration happens. Articulate how collaboration applies to point of need teaching? Use of Data walls to track, inform and identify student needs.			

	Skills Participation in learning walks Participation in peer observation Ability to unpack IEP's to identify student point of need and apply teaching practices to meet said student's needs. Use of data walls Effectively utilize ES staff within the classroom setting. Develop coaching skills Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Work as a team on goals for identified IEP students in their classes by utilizing strategies, adjustments and supports targeted in the students IEP– as written in Xuno/rolls by IEP icon. Reflect on student needs to differentiate work..
Success indicators	Data Sources PAT testing results. Naplan results Student Common Assessment Tasks. Teacher judgement. Evidence PAT testing to measure student improvement in Reading and Numeracy. Naplan data results in reading and numeracy. Student Common Assessment Tasks. Teacher judgement for Reading and Numeracy. Student IEP ATSS Evidence * Academic emphasis from 41% to 45% * Seeks feedback to improve practice from 41% to 55% * Planned differentiated learning activities from 59% to 65% * Use data for curriculum planning 55% to 65% * Understand how to analyse data 50% to 65%

	* Interest in improving practice 33% to 50% Artifacts Evidence of adjustments in written lesson plans IEP reports detailing adjustments made for differentiated learning.			
Commentary on progress				
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Activities	Activity	Who	When	Percentage complete
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Activity 2	Meeting Planner and agendas.	☒ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 using IEP's and targeted interventions.	☒ All staff	from: Term 1 to: Term 4	-1%

Activity 4	Leadership to complete 4 learning walks	☒ Leadership team ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 5	Every staff member to complete 2 Peer observations.	☒ All staff	from: Term 1 to: Term 4	-1%

Goal 2	To improve the wellbeing and engagement of all students			
12-month target 2.1 target	Student voice and agency from 31% to 37% Perseverance from 51% to 56% Sense of Connectedness from 39% to 43% Self-regulation and goal setting 53% to 55% Teacher concern from 30% to 34% Stimulated Learning from 44% to 48%			
12-month target 2.2 target	Promote student ownership of learning from 50% to 54% Use student feedback to improve practice from 41% to 46% Trust in students and parents from 39% to 43% Collective efficacy 44% to 48%.			
12-month target 2.3 target	By 2028, reduce the percentage of Year 7 to 12 students with 20 or more days absent from 57% in 2023 to 53%.			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'	Strengthen the schoolwide approach to wellbeing			

participation and engagement in school	
Actions	Build student respect, resilience and responsibility through the continued implementaion of School Wide Positive Behaviour Program including collecting student incident data to inform net steps, implementing the tudent acknowledgement system and working with the Regional School Wide Positive Behaviour Coordinator.
Delivery of the annual actions for this KIS	
Outcomes	Knowledge Understanding of how SWPB applies to KTHS Use of the school Values Know how to record both incidents and aknowledgements. Application of Continuum of Response Use of acknowledgement system and how to apply it in the classroom. Skills Confidence to apply the knowledge in a consistent manner. Record incidents and acknowledgement behaviours in XUNO. Behaviours * More consistent approach to managing behaviour * Calmer classrooms
Success indicators	Data Source * ATSS * Staff opinion survey * Improved SWPB Minor and Major incident data as provided by XUNO and recorded each term. * mproved SWPB Acknowledgement data as provided by XUNO and recorded each term. Evidence from ATSS * Student voice and agency from 31% to 37% * Perseverance from 51% to 56% * Sense of Connectedness from 39% to 43%

	* Self-regulation and goal setting 53% to 55% * Teacher concern from 30% to 34% * Stimulated Learning from 44% to 48% Evidence from XUNO * Fortnightly evaluation of minor and Mjor incidents. * Fortnightly evaluation of acknowledgements. artefacts * SWPB Fidelity assessment. * SWPB Continuum of Response * SWPB Meeting Minutes. * SWPB staff professional development			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff induction to SWPB including an induction pack.	☑ SWPBS leader/team	from: Term 1 to: Term 1	-1%
Activity 2	Weekly major, minor data and acknowledgement data update to staff.	☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 3	Linking to XUNO to notify parents of acknowledgement	☒ SWPBS leader/team	from: Term 1 to: Term 4	-1%
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Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	To maximise the learning growth of every student
12-month target 1.1 target	Reading from 57% to 60% Writing from 50% to 57% Numeracy from 47% to 58%.
12-month target 1.2 target	Reading and Viewing from 52% to 55%. Writing from 50% to 55%.
12-month target 1.3 target	VCE English Study Group mean from 26.1 to 28 2024 VCE English Study Group mean 33.
12-month target 1.4 target	Academic emphasis from 41% to 45% Seeks feedback to improve practice from 41% to 45% Planned differentiated learning activities from 59% to 65% Use data for curriculum planning 55% to 65% Understand how to analyse data 50% to 65% Interest in improving practice 33% to 50%
12-month target 1.5 target	* By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed consistent implementation of the school's instructional model.

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Actions	Build consistency through evidence based practices around curriculum planning and lesson delivery.
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Outcomes	Leaders Will: further develop PLC sessions and PLC implementation by linking PLC work to student data, learning walks and classroom observations. Develop protocols for learning walks and classroom observations. Leadership will create opportunities for staff collaboration through scheduled meetings and staffroom reorganisation. Maintain a data wall that clearly identifies student practices. By the end of term 1 a professional learning schedule implemented. Staff will. Know where to access Victorian Curriculum, scope and sequence, elaborations. Be aware of data wall and evidence of teachers using the data. Specialist staff will contribute expertise in developing processes and coaching staff. Whole staff to be working on Outcomes for identified IEP students in their classes – as identified on Xuno/rolls by IEP icon. Staff report back on student progress in their subject twice yearly. Participate in Peer Observation and coaching. Team with other staff in either Inclusion, PLC or SWPB to work on 5 week assignments over one semester. Students will Students see teachers prepared for a lesson with strategies that align to the lesson. Engage in the SSG program. Students can articulate the classroom Learning Intention.
Success indicators	Observable changes Knowledge Understanding of why it is important to have an instructional model. Understanding demonstrated through lesson plans of HITs

	Undersatnding demonstrated through leson plans of VTLM 2.0 Skills Collective efficacy Improved capacity to write lesson plans Identify learning intentions Ability to cater for all students within the classroom Effectively utilize ES staff within the classroom setting. Consistent application of lesson plans Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Reflect on lessons and lesson plans to make them better. Data Sources Reach the 12 month targets for the following. PAT testing. Naplan. Student Common Assessment Tasks. Teacher judgement. Evidence PAT testing to measure student improvement in Reading and Numeracy. Naplan data results in reading and numeracy. Student Common Assessment Tasks. Teacher judgement for Reading and Numeracy. Student IEP Artifacts Consistent written lesson plans both by the staff member and between staff with the same classes ie Particularly with IEP students.
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Outcomes	Observable changes Knowledge Articulate what collaboration is at KTHS? Ability to identify when collaboration happens. Articulate how collaboration applies to point of need teaching? Use of Data walls to track, inform and identify student needs.			

	Skills Participation in learning walks Participation in peer observation Ability to unpack IEP's to identify student point of need and apply teaching practices to meet said student's needs. Use of data walls Effectively utilize ES staff within the classroom setting. Develop coaching skills Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Work as a team on goals for identified IEP students in their classes by utilizing strategies, adjustments and supports targeted in the students IEP– as written in Xuno/rolls by IEP icon. Reflect on student needs to differentiate work..
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Delivery of the annual actions for this KIS	
Outcomes	Knowledge Understanding of how SWPB applies to KTHS Use of the school Values Know how to record both incidents and aknowledgements. Application of Continuum of Response Use of acknowledgement system and how to apply it in the classroom. Skills Confidence to apply the knowledge in a consistent manner. Record incidents and acknowledgement behaviours in XUNO. Behaviours * More consistent approach to managing behaviour * Calmer classrooms
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Activity 3	Linking to XUNO to notify parents of acknowledgement	☒ SWPBS leader/team	from: Term 1 to: Term 4	-1%
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Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	To maximise the learning growth of every student
12-month target 1.1 target	Reading from 57% to 60% Writing from 50% to 57% Numeracy from 47% to 58%.
12-month target 1.2 target	Reading and Viewing from 52% to 55%. Writing from 50% to 55%.
12-month target 1.3 target	VCE English Study Group mean from 26.1 to 28 2024 VCE English Study Group mean 33.
12-month target 1.4 target	Academic emphasis from 41% to 45% Seeks feedback to improve practice from 41% to 45% Planned differentiated learning activities from 59% to 65% Use data for curriculum planning 55% to 65% Understand how to analyse data 50% to 65% Interest in improving practice 33% to 50%
12-month target 1.5 target	* By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed consistent implementation of the school's instructional model.

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Success indicators	Observable changes Knowledge Understanding of why it is important to have an instructional model. Understanding demonstrated through lesson plans of HITs

	Undersatnding demonstrated through lesen plans of VTLM 2.0 Skills - Collective efficacy - Improved capacity to write lesson plans - Identify learning intentions - Ability to cater for all students within the classroom - Effectively utilize ES staff within the classroom setting. - Consistent application of lesson plans Behaviours - Collaborate with staff to focus on the lesson plans - Communicate around lesson plans to 'sharpen' what is written - Reflect on lessons and lesson plans to make them better. Data Sources - Reach the 12 month targets for the following. - PAT testing. - Naplan. - Student Common Assessment Tasks. - Teacher judgement. Evidence - PAT testing to measure student improvement in Reading and Numeracy. - Naplan data results in reading and numeracy. - Student Common Assessment Tasks. - Teacher judgement for Reading and Numeracy. - Student IEP Artifacts - Consistent written lesson plans both by the staff member and between staff with the same classes ie Particularly with IEP students.
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Outcomes	Observable changes Knowledge Articulate what collaboration is at KTHS? Ability to identify when collaboration happens. Articulate how collaboration applies to point of need teaching? Use of Data walls to track, inform and identify student needs.			

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Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	To maximise the learning growth of every student
12-month target 1.1 target	Reading from 57% to 60% Writing from 50% to 57% Numeracy from 47% to 58%.
Has this 12-month target been met	Not Met
12-month target 1.2 target	Reading and Viewing from 52% to 55%. Writing from 50% to 55%.
Has this 12-month target been met	Not Met
12-month target 1.3 target	VCE English Study Group mean from 26.1 to 28 2024 VCE English Study Group mean 33.
Has this 12-month target been met	Not Met
12-month target 1.4 target	Academic emphasis from 41% to 45% Seeks feedback to improve practice from 41% to 45% Planned differentiated learning activities from 59% to 65% Use data for curriculum planning 55% to 65% Understand how to analyse data 50% to 65% Interest in improving practice 33% to 50%

Has this 12-month target been met	Not Met
12-month target 1.5 target	* By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
Has this 12-month target been met	Not Met
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed consistent implementation of the school's instructional model.
Actions	Build consistency through evidence based practices around curriculum planning and lesson delivery.
Delivery of the annual actions for this KIS	
Outcomes	Leaders Will: further develop PLC sessions and PLC implementation by linking PLC work to student data, learning walks and classroom observations. Develop protocols for learning walks and classroom observations. Leadership will create opportunities for staff collaboration through scheduled meetings and staffroom reorganisation. Maintain a data wall that clearly identifies student practices. By the end of term 1 a professional learning schedule implemented. Staff will. Know where to access Victorian Curriculum, scope and sequence, elaborations. Be aware of data wall and evidence of teachers using the data. Specialist staff will contribute expertise in developing processes and coaching staff. Whole staff to be working on Outcomes for identified IEP students in their classes – as identified on Xuno/rolls by IEP icon.

	Staff report back on student progress in their subject twice yearly. Participate in Peer Observation and coaching. Team with other staff in either Inclusion, PLC or SWPB to work on 5 week assignments over one semester. Students will Students see teachers prepared for a lesson with strategies that align to the lesson. Engage in the SSG program. Students can articulate the classroom Learning Intention.
Success indicators	Observable changes Knowledge Understanding of why it is important to have an instructional model. Undersatnding demonstrated through leson plans of HITs Undersatnding demonstrated through leson plans of VTLM 2.0 Skills Collective efficacy Improved capacity to write lesson plans Identify learning intentions Ability to cater for all students within the classroom Effectively utilize ES staff within the classroom setting. Consistent application of lesson plans Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Reflect on lessons and lesson plans to make them better. Data Sources Reach the 12 month targets for the following. PAT testing. Naplan. Student Common Assessment Tasks. Teacher judgement.

	Evidence PAT testing to measure student improvement in Reading and Numeracy. Naplan data results in reading and numeracy. Student Common Assessment Tasks. Teacher judgement for Reading and Numeracy. Student IEP Artifacts Consistent written lesson plans both by the staff member and between staff with the same classes ie Particularly with IEP students.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PAT testing all Year 7 -10 students.	☑ Administration team	from: Term 1 to: Term 4	-1%
Activity 2	NAPLAN including 90% or above participation rate Years 7 & 9.	☑ Administration team	from: Term 1 to: Term 2	-1%

Activity 3	Subject Common Assessment tasks (three a Semester per subject).	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 4	Data wall showing student PAT and Naplan results.	☑ Data leader	from: Term 1 to: Term 4	-1%
Activity 5	PLC meeting timetable and agenda.	☑ Learning specialist(s) ☑ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Implement Five week PLC investigation reports with end of cycle presentation by staff.	☑ Leadership team ☑ Learning specialist(s) ☑ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Lesson planning to incorporate differentiated learning	☑ Disability inclusion coordinator ☑ Leading teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance collaborative practices to inform 'point of need' teaching			

Actions	Build collaborative practices across all staff to improve student outcomes at their point of need.
Delivery of the annual actions for this KIS	
Outcomes	Observable changes Knowledge Articulate what collaboration is at KTHS? Ability to identify when collaboration happens. Articulate how collaboration applies to point of need teaching? Use of Data walls to track, inform and identify student needs. Skills Participation in learning walks Participation in peer observation Ability to unpack IEP's to identify student point of need and apply teaching practices to meet said student's needs. Use of data walls Effectively utilize ES staff within the classroom setting. Develop coaching skills Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Work as a team on goals for identified IEP students in their classes by utilizing strategies, adjustments and supports targeted in the students IEP– as written in Xuno/rolls by IEP icon. Reflect on student needs to differentiate work..
Success indicators	Data Sources PAT testing results. Naplan results Student Common Assessment Tasks. Teacher judgement. Evidence PAT testing to measure student improvement in Reading and Numeracy.

	Naplan data results in reading and numeracy. Student Common Assessment Tasks. Teacher judgement for Reading and Numeracy. Student IEP ATSS Evidence * Academic emphasis from 41% to 45% * Seeks feedback to improve practice from 41% to 55% * Planned differentiated learning activities from 59% to 65% * Use data for curriculum planning 55% to 65% * Understand how to analyse data 50% to 65% * Interest in improving practice 33% to 50% Artifacts Evidence of adjustments in written lesson plans IEP reports detailing adjustments made for differentiated learning.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement Five week PLC investigation reports.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 2	Meeting Planner and agendas.	☒ Leadership team	from: Term 1	-1%

			to: Term 4	
Activity 3	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 using IEP's and targeted interventions.	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 4	Leadership to complete 4 learning walks	☑ Leadership team ☑ All staff	from: Term 1 to: Term 4	-1%
Activity 5	Every staff member to complete 2 Peer observations.	☑ All staff	from: Term 1 to: Term 4	-1%

Goal 2	To improve the wellbeing and engagement of all students
12-month target 2.1 target	Student voice and agency from 31% to 37% Perseverance from 51% to 56% Sense of Connectedness from 39% to 43% Self-regulation and goal setting 53% to 55% Teacher concern from 30% to 34% Stimulated Learning from 44% to 48%
Has this 12-month target been met	Not Met

12-month target 2.2 target	Promote student ownership of learning from 50% to 54% Use student feedback to improve practice from 41% to 46% Trust in students and parents from 39% to 43% Collective efficacy 44% to 48%.
Has this 12-month target been met	Not Met
12-month target 2.3 target	By 2028, reduce the percentage of Year 7 to 12 students with 20 or more days absent from 57% in 2023 to 53%.
Has this 12-month target been met	Not Met
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen the schoolwide approach to wellbeing
Actions	Build student respect, resilience and responsibility through the continued implementation of School Wide Positive Behaviour Program including collecting student incident data to inform next steps, implementing the student acknowledgement system and working with the Regional School Wide Positive Behaviour Coordinator.
Delivery of the annual actions for this KIS	
Outcomes	Knowledge Understanding of how SWPB applies to KTHS Use of the school Values Know how to record both incidents and acknowledgements. Application of Continuum of Response Use of acknowledgement system and how to apply it in the classroom. Skills

	Confidence to apply the knowledge in a consistent manner. Record incidents and acknowledgement behaviours in XUNO. Behaviours * More consistent approach to managing behaviour * Calmer classrooms
Success indicators	Data Source * ATSS * Staff opinion survey * Improved SWPB Minor and Major incident data as provided by XUNO and recorded each term. * Improved SWPB Acknowledgement data as provided by XUNO and recorded each term. Evidence from ATSS * Student voice and agency from 31% to 37% * Perseverance from 51% to 56% * Sense of Connectedness from 39% to 43% * Self-regulation and goal setting 53% to 55% * Teacher concern from 30% to 34% * Stimulated Learning from 44% to 48% Evidence from XUNO * Fortnightly evaluation of minor and Major incidents. * Fortnightly evaluation of acknowledgements. artefacts * SWPB Fidelity assessment. * SWPB Continuum of Response * SWPB Meeting Minutes. * SWPB staff professional development
Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff induction to SWPB including an induction pack.	☑ SWPBS leader/team	from: Term 1 to: Term 1	-1%
Activity 2	Weekly major, minor data and acknowledgement data update to staff.	☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%
Activity 3	Linking to XUNO to notify parents of acknowledgement	☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%

Future planning	
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Monitoring and assessment - 2025

Mid Term 1 monitoring

Goal 1	To maximise the learning growth of every student
12-month target 1.1 target	Reading from 57% to 60% Writing from 50% to 57% Numeracy from 47% to 58%.
12-month target 1.2 target	Reading and Viewing from 52% to 55%. Writing from 50% to 55%.
12-month target 1.3 target	VCE English Study Group mean from 26.1 to 28 2024 VCE English Study Group mean 33.
12-month target 1.4 target	Academic emphasis from 41% to 45% Seeks feedback to improve practice from 41% to 45% Planned differentiated learning activities from 59% to 65% Use data for curriculum planning 55% to 65% Understand how to analyse data 50% to 65% Interest in improving practice 33% to 50%
12-month target 1.5 target	* By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed consistent implementation of the school's instructional model.

incorporating extra-curricula programs	
Actions	Build consistency through evidence based practices around curriculum planning and lesson delivery.
Delivery of the annual actions for this KIS	
Outcomes	Leaders Will: further develop PLC sessions and PLC implementation by linking PLC work to student data, learning walks and classroom observations. Develop protocols for learning walks and classroom observations. Leadership will create opportunities for staff collaboration through scheduled meetings and staffroom reorganisation. Maintain a data wall that clearly identifies student practices. By the end of term 1 a professional learning schedule implemented. Staff will. Know where to access Victorian Curriculum, scope and sequence, elaborations. Be aware of data wall and evidence of teachers using the data. Specialist staff will contribute expertise in developing processes and coaching staff. Whole staff to be working on Outcomes for identified IEP students in their classes – as identified on Xuno/rolls by IEP icon. Staff report back on student progress in their subject twice yearly. Participate in Peer Observation and coaching. Team with other staff in either Inclusion, PLC or SWPB to work on 5 week assignments over one semester. Students will Students see teachers prepared for a lesson with strategies that align to the lesson. Engage in the SSG program. Students can articulate the classroom Learning Intention.
Success indicators	Observable changes Knowledge Understanding of why it is important to have an instructional model. Understanding demonstrated through lesson plans of HITs

	Undersatnding demonstrated through lesen plans of VTLM 2.0 Skills - Collective efficacy - Improved capacity to write lesson plans - Identify learning intentions - Ability to cater for all students within the classroom - Effectively utilize ES staff within the classroom setting. - Consistent application of lesson plans Behaviours - Collaborate with staff to focus on the lesson plans - Communicate around lesson plans to 'sharpen' what is written - Reflect on lessons and lesson plans to make them better. Data Sources - Reach the 12 month targets for the following. - PAT testing. - Naplan. - Student Common Assessment Tasks. - Teacher judgement. Evidence - PAT testing to measure student improvement in Reading and Numeracy. - Naplan data results in reading and numeracy. - Student Common Assessment Tasks. - Teacher judgement for Reading and Numeracy. - Student IEP Artifacts - Consistent written lesson plans both by the staff member and between staff with the same classes ie Particularly with IEP students.
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Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PAT testing all Year 7 -10 students.	☑ Administration team	from: Term 1 to: Term 4	-1%
Activity 2	NAPLAN including 90% or above participation rate Years 7 & 9.	☑ Administration team	from: Term 1 to: Term 2	-1%
Activity 3	Subject Comon Assessment tasks (three a Semester per subject).	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 4	Data wall showing student PAT and Naplan results.	☑ Data leader	from: Term 1 to: Term 4	-1%

Activity 5	PLC meeting timetable and agenda.	☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Implement Five week PLC investigation reports with end of cycle presentation by staff.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Lesson planning to incorporate differentiated learning	☒ Disability inclusion coordinator ☒ Leading teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance collaborative practices to inform 'point of need' teaching			
Actions	Build collaborative practices across all staff to improve student outcomes at their point of need.			
Delivery of the annual actions for this KIS				
Outcomes	Observable changes Knowledge Articulate what collaboration is at KTHS? Ability to identify when collaboration happens. Articulate how collaboration applies to point of need teaching? Use of Data walls to track, inform and identify student needs.			

	Skills Participation in learning walks Participation in peer observation Ability to unpack IEP's to identify student point of need and apply teaching practices to meet said student's needs. Use of data walls Effectively utilize ES staff within the classroom setting. Develop coaching skills Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Work as a team on goals for identified IEP students in their classes by utilizing strategies, adjustments and supports targeted in the students IEP– as written in Xuno/rolls by IEP icon. Reflect on student needs to differentiate work..
Success indicators	Data Sources PAT testing results. Naplan results Student Common Assessment Tasks. Teacher judgement. Evidence PAT testing to measure student improvement in Reading and Numeracy. Naplan data results in reading and numeracy. Student Common Assessment Tasks. Teacher judgement for Reading and Numeracy. Student IEP ATSS Evidence * Academic emphasis from 41% to 45% * Seeks feedback to improve practice from 41% to 55% * Planned differentiated learning activities from 59% to 65% * Use data for curriculum planning 55% to 65% * Understand how to analyse data 50% to 65%

	* Interest in improving practice 33% to 50% Artifacts Evidence of adjustments in written lesson plans IEP reports detailing adjustments made for differentiated learning.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement Five week PLC investigation reports.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 2	Meeting Planner and agendas.	☒ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 using IEP's and targeted interventions.	☒ All staff	from: Term 1 to: Term 4	-1%

Activity 4	Leadership to complete 4 learning walks	☒ Leadership team ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 5	Every staff member to complete 2 Peer observations.	☒ All staff	from: Term 1 to: Term 4	-1%

Goal 2	To improve the wellbeing and engagement of all students			
12-month target 2.1 target	Student voice and agency from 31% to 37% Perseverance from 51% to 56% Sense of Connectedness from 39% to 43% Self-regulation and goal setting 53% to 55% Teacher concern from 30% to 34% Stimulated Learning from 44% to 48%			
12-month target 2.2 target	Promote student ownership of learning from 50% to 54% Use student feedback to improve practice from 41% to 46% Trust in students and parents from 39% to 43% Collective efficacy 44% to 48%.			
12-month target 2.3 target	By 2028, reduce the percentage of Year 7 to 12 students with 20 or more days absent from 57% in 2023 to 53%.			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'	Strengthen the schoolwide approach to wellbeing			

participation and engagement in school	
Actions	Build student respect, resilience and responsibility through the continued implementaion of School Wide Positive Behaviour Program including collecting student incident data to inform net steps, implementing the tudent acknowledgement system and working with the Regional School Wide Positive Behaviour Coordinator.
Delivery of the annual actions for this KIS	
Outcomes	Knowledge Understanding of how SWPB applies to KTHS Use of the school Values Know how to record both incidents and aknowledgements. Application of Continuum of Response Use of acknowledgement system and how to apply it in the classroom. Skills Confidence to apply the knowledge in a consistent manner. Record incidents and acknowledgement behaviours in XUNO. Behaviours * More consistent approach to managing behaviour * Calmer classrooms
Success indicators	Data Source * ATSS * Staff opinion survey * Improved SWPB Minor and Major incident data as provided by XUNO and recorded each term. * mproved SWPB Acknowledgement data as provided by XUNO and recorded each term. Evidence from ATSS * Student voice and agency from 31% to 37% * Perseverance from 51% to 56% * Sense of Connectedness from 39% to 43%

	* Self-regulation and goal setting 53% to 55% * Teacher concern from 30% to 34% * Stimulated Learning from 44% to 48% Evidence from XUNO * Fortnightly evaluation of minor and Mjor incidents. * Fortnightly evaluation of acknowledgements. artefacts * SWPB Fidelity assessment. * SWPB Continuum of Response * SWPB Meeting Minutes. * SWPB staff professional development			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff induction to SWPB including an induction pack.	☑ SWPBS leader/team	from: Term 1 to: Term 1	-1%
Activity 2	Weekly major, minor data and acknowledgement data update to staff.	☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 3	Linking to XUNO to notify parents of acknowledgement	☒ SWPBS leader/team	from: Term 1 to: Term 4	-1%
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Monitoring and assessment - 2025

Mid Term 2 monitoring

Goal 1	To maximise the learning growth of every student
12-month target 1.1 target	Reading from 57% to 60% Writing from 50% to 57% Numeracy from 47% to 58%.
12-month target 1.2 target	Reading and Viewing from 52% to 55%. Writing from 50% to 55%.
12-month target 1.3 target	VCE English Study Group mean from 26.1 to 28 2024 VCE English Study Group mean 33.
12-month target 1.4 target	Academic emphasis from 41% to 45% Seeks feedback to improve practice from 41% to 45% Planned differentiated learning activities from 59% to 65% Use data for curriculum planning 55% to 65% Understand how to analyse data 50% to 65% Interest in improving practice 33% to 50%
12-month target 1.5 target	* By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed consistent implementation of the school's instructional model.

incorporating extra-curricula programs	
Actions	Build consistency through evidence based practices around curriculum planning and lesson delivery.
Delivery of the annual actions for this KIS	
Outcomes	Leaders Will: further develop PLC sessions and PLC implementation by linking PLC work to student data, learning walks and classroom observations. Develop protocols for learning walks and classroom observations. Leadership will create opportunities for staff collaboration through scheduled meetings and staffroom reorganisation. Maintain a data wall that clearly identifies student practices. By the end of term 1 a professional learning schedule implemented. Staff will. Know where to access Victorian Curriculum, scope and sequence, elaborations. Be aware of data wall and evidence of teachers using the data. Specialist staff will contribute expertise in developing processes and coaching staff. Whole staff to be working on Outcomes for identified IEP students in their classes – as identified on Xuno/rolls by IEP icon. Staff report back on student progress in their subject twice yearly. Participate in Peer Observation and coaching. Team with other staff in either Inclusion, PLC or SWPB to work on 5 week assignments over one semester. Students will Students see teachers prepared for a lesson with strategies that align to the lesson. Engage in the SSG program. Students can articulate the classroom Learning Intention.
Success indicators	Observable changes Knowledge Understanding of why it is important to have an instructional model. Understanding demonstrated through lesson plans of HITs

	Undersatnding demonstrated through lesen plans of VTLM 2.0 Skills - Collective efficacy - Improved capacity to write lesson plans - Identify learning intentions - Ability to cater for all students within the classroom - Effectively utilize ES staff within the classroom setting. - Consistent application of lesson plans Behaviours - Collaborate with staff to focus on the lesson plans - Communicate around lesson plans to 'sharpen' what is written - Reflect on lessons and lesson plans to make them better. Data Sources - Reach the 12 month targets for the following. - PAT testing. - Naplan. - Student Common Assessment Tasks. - Teacher judgement. Evidence - PAT testing to measure student improvement in Reading and Numeracy. - Naplan data results in reading and numeracy. - Student Common Assessment Tasks. - Teacher judgement for Reading and Numeracy. - Student IEP Artifacts - Consistent written lesson plans both by the staff member and between staff with the same classes ie Particularly with IEP students.
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Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PAT testing all Year 7 -10 students.	☑ Administration team	from: Term 1 to: Term 4	-1%
Activity 2	NAPLAN including 90% or above participation rate Years 7 & 9.	☑ Administration team	from: Term 1 to: Term 2	-1%
Activity 3	Subject Comon Assessment tasks (three a Semester per subject).	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 4	Data wall showing student PAT and Naplan results.	☑ Data leader	from: Term 1 to: Term 4	-1%

Activity 5	PLC meeting timetable and agenda.	☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Implement Five week PLC investigation reports with end of cycle presentation by staff.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Lesson planning to incorporate differentiated learning	☒ Disability inclusion coordinator ☒ Leading teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance collaborative practices to inform 'point of need' teaching			
Actions	Build collaborative practices across all staff to improve student outcomes at their point of need.			
Delivery of the annual actions for this KIS				
Outcomes	Observable changes Knowledge Articulate what collaboration is at KTHS? Ability to identify when collaboration happens. Articulate how collaboration applies to point of need teaching? Use of Data walls to track, inform and identify student needs.			

	Skills Participation in learning walks Participation in peer observation Ability to unpack IEP's to identify student point of need and apply teaching practices to meet said student's needs. Use of data walls Effectively utilize ES staff within the classroom setting. Develop coaching skills Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Work as a team on goals for identified IEP students in their classes by utilizing strategies, adjustments and supports targeted in the students IEP– as written in Xuno/rolls by IEP icon. Reflect on student needs to differentiate work..
Success indicators	Data Sources PAT testing results. Naplan results Student Common Assessment Tasks. Teacher judgement. Evidence PAT testing to measure student improvement in Reading and Numeracy. Naplan data results in reading and numeracy. Student Common Assessment Tasks. Teacher judgement for Reading and Numeracy. Student IEP ATSS Evidence * Academic emphasis from 41% to 45% * Seeks feedback to improve practice from 41% to 55% * Planned differentiated learning activities from 59% to 65% * Use data for curriculum planning 55% to 65% * Understand how to analyse data 50% to 65%

	* Interest in improving practice 33% to 50% Artifacts Evidence of adjustments in written lesson plans IEP reports detailing adjustments made for differentiated learning.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement Five week PLC investigation reports.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 2	Meeting Planner and agendas.	☒ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 using IEP's and targeted interventions.	☒ All staff	from: Term 1 to: Term 4	-1%

Activity 4	Leadership to complete 4 learning walks	☒ Leadership team ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 5	Every staff member to complete 2 Peer observations.	☒ All staff	from: Term 1 to: Term 4	-1%

Goal 2	To improve the wellbeing and engagement of all students			
12-month target 2.1 target	Student voice and agency from 31% to 37% Perseverance from 51% to 56% Sense of Connectedness from 39% to 43% Self-regulation and goal setting 53% to 55% Teacher concern from 30% to 34% Stimulated Learning from 44% to 48%			
12-month target 2.2 target	Promote student ownership of learning from 50% to 54% Use student feedback to improve practice from 41% to 46% Trust in students and parents from 39% to 43% Collective efficacy 44% to 48%.			
12-month target 2.3 target	By 2028, reduce the percentage of Year 7 to 12 students with 20 or more days absent from 57% in 2023 to 53%.			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'	Strengthen the schoolwide approach to wellbeing			

participation and engagement in school	
Actions	Build student respect, resilience and responsibility through the continued implementaion of School Wide Positive Behaviour Program including collecting student incident data to inform net steps, implementing the tudent acknowledgement system and working with the Regional School Wide Positive Behaviour Coordinator.
Delivery of the annual actions for this KIS	
Outcomes	Knowledge Understanding of how SWPB applies to KTHS Use of the school Values Know how to record both incidents and aknowledgements. Application of Continuum of Response Use of acknowledgement system and how to apply it in the classroom. Skills Confidence to apply the knowledge in a consistent manner. Record incidents and acknowledgement behaviours in XUNO. Behaviours * More consistent approach to managing behaviour * Calmer classrooms
Success indicators	Data Source * ATSS * Staff opinion survey * Improved SWPB Minor and Major incident data as provided by XUNO and recorded each term. * mproved SWPB Acknowledgement data as provided by XUNO and recorded each term. Evidence from ATSS * Student voice and agency from 31% to 37% * Perseverance from 51% to 56% * Sense of Connectedness from 39% to 43%

	* Self-regulation and goal setting 53% to 55% * Teacher concern from 30% to 34% * Stimulated Learning from 44% to 48% Evidence from XUNO * Fortnightly evaluation of minor and Mjor incidents. * Fortnightly evaluation of acknowledgements. artefacts * SWPB Fidelity assessment. * SWPB Continuum of Response * SWPB Meeting Minutes. * SWPB staff professional development			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff induction to SWPB including an induction pack.	☑ SWPBS leader/team	from: Term 1 to: Term 1	-1%
Activity 2	Weekly major, minor data and acknowledgement data update to staff.	☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 3	Linking to XUNO to notify parents of acknowledgement	☒ SWPBS leader/team	from: Term 1 to: Term 4	-1%
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Monitoring and assessment - 2025

Mid Term 3 monitoring

Goal 1	To maximise the learning growth of every student
12-month target 1.1 target	Reading from 57% to 60% Writing from 50% to 57% Numeracy from 47% to 58%.
12-month target 1.2 target	Reading and Viewing from 52% to 55%. Writing from 50% to 55%.
12-month target 1.3 target	VCE English Study Group mean from 26.1 to 28 2024 VCE English Study Group mean 33.
12-month target 1.4 target	Academic emphasis from 41% to 45% Seeks feedback to improve practice from 41% to 45% Planned differentiated learning activities from 59% to 65% Use data for curriculum planning 55% to 65% Understand how to analyse data 50% to 65% Interest in improving practice 33% to 50%
12-month target 1.5 target	* By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed consistent implementation of the school's instructional model.

incorporating extra-curricula programs	
Actions	Build consistency through evidence based practices around curriculum planning and lesson delivery.
Delivery of the annual actions for this KIS	
Outcomes	Leaders Will: further develop PLC sessions and PLC implementation by linking PLC work to student data, learning walks and classroom observations. Develop protocols for learning walks and classroom observations. Leadership will create opportunities for staff collaboration through scheduled meetings and staffroom reorganisation. Maintain a data wall that clearly identifies student practices. By the end of term 1 a professional learning schedule implemented. Staff will. Know where to access Victorian Curriculum, scope and sequence, elaborations. Be aware of data wall and evidence of teachers using the data. Specialist staff will contribute expertise in developing processes and coaching staff. Whole staff to be working on Outcomes for identified IEP students in their classes – as identified on Xuno/rolls by IEP icon. Staff report back on student progress in their subject twice yearly. Participate in Peer Observation and coaching. Team with other staff in either Inclusion, PLC or SWPB to work on 5 week assignments over one semester. Students will Students see teachers prepared for a lesson with strategies that align to the lesson. Engage in the SSG program. Students can articulate the classroom Learning Intention.
Success indicators	Observable changes Knowledge Understanding of why it is important to have an instructional model. Understanding demonstrated through lesson plans of HITs

	Undersatnding demonstrated through lesen plans of VTLM 2.0 Skills - Collective efficacy - Improved capacity to write lesson plans - Identify learning intentions - Ability to cater for all students within the classroom - Effectively utilize ES staff within the classroom setting. - Consistent application of lesson plans Behaviours - Collaborate with staff to focus on the lesson plans - Communicate around lesson plans to 'sharpen' what is written - Reflect on lessons and lesson plans to make them better. Data Sources - Reach the 12 month targets for the following. - PAT testing. - Naplan. - Student Common Assessment Tasks. - Teacher judgement. Evidence - PAT testing to measure student improvement in Reading and Numeracy. - Naplan data results in reading and numeracy. - Student Common Assessment Tasks. - Teacher judgement for Reading and Numeracy. - Student IEP Artifacts - Consistent written lesson plans both by the staff member and between staff with the same classes ie Particularly with IEP students.
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Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PAT testing all Year 7 -10 students.	☑ Administration team	from: Term 1 to: Term 4	-1%
Activity 2	NAPLAN including 90% or above participation rate Years 7 & 9.	☑ Administration team	from: Term 1 to: Term 2	-1%
Activity 3	Subject Comon Assessment tasks (three a Semester per subject).	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 4	Data wall showing student PAT and Naplan results.	☑ Data leader	from: Term 1 to: Term 4	-1%

Activity 5	PLC meeting timetable and agenda.	☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Implement Five week PLC investigation reports with end of cycle presentation by staff.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Lesson planning to incorporate differentiated learning	☒ Disability inclusion coordinator ☒ Leading teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance collaborative practices to inform 'point of need' teaching			
Actions	Build collaborative practices across all staff to improve student outcomes at their point of need.			
Delivery of the annual actions for this KIS				
Outcomes	Observable changes Knowledge Articulate what collaboration is at KTHS? Ability to identify when collaboration happens. Articulate how collaboration applies to point of need teaching? Use of Data walls to track, inform and identify student needs.			

	Skills Participation in learning walks Participation in peer observation Ability to unpack IEP's to identify student point of need and apply teaching practices to meet said student's needs. Use of data walls Effectively utilize ES staff within the classroom setting. Develop coaching skills Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Work as a team on goals for identified IEP students in their classes by utilizing strategies, adjustments and supports targeted in the students IEP– as written in Xuno/rolls by IEP icon. Reflect on student needs to differentiate work..
Success indicators	Data Sources PAT testing results. Naplan results Student Common Assessment Tasks. Teacher judgement. Evidence PAT testing to measure student improvement in Reading and Numeracy. Naplan data results in reading and numeracy. Student Common Assessment Tasks. Teacher judgement for Reading and Numeracy. Student IEP ATSS Evidence * Academic emphasis from 41% to 45% * Seeks feedback to improve practice from 41% to 55% * Planned differentiated learning activities from 59% to 65% * Use data for curriculum planning 55% to 65% * Understand how to analyse data 50% to 65%

	* Interest in improving practice 33% to 50% Artifacts Evidence of adjustments in written lesson plans IEP reports detailing adjustments made for differentiated learning.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement Five week PLC investigation reports.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 2	Meeting Planner and agendas.	☒ Leadership team	from: Term 1 to: Term 4	-1%
Activity 3	By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024 using IEP's and targeted interventions.	☒ All staff	from: Term 1 to: Term 4	-1%

Activity 4	Leadership to complete 4 learning walks	☒ Leadership team ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 5	Every staff member to complete 2 Peer observations.	☒ All staff	from: Term 1 to: Term 4	-1%

Goal 2	To improve the wellbeing and engagement of all students			
12-month target 2.1 target	Student voice and agency from 31% to 37% Perseverance from 51% to 56% Sense of Connectedness from 39% to 43% Self-regulation and goal setting 53% to 55% Teacher concern from 30% to 34% Stimulated Learning from 44% to 48%			
12-month target 2.2 target	Promote student ownership of learning from 50% to 54% Use student feedback to improve practice from 41% to 46% Trust in students and parents from 39% to 43% Collective efficacy 44% to 48%.			
12-month target 2.3 target	By 2028, reduce the percentage of Year 7 to 12 students with 20 or more days absent from 57% in 2023 to 53%.			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students'	Strengthen the schoolwide approach to wellbeing			

participation and engagement in school	
Actions	Build student respect, resilience and responsibility through the continued implementaion of School Wide Positive Behaviour Program including collecting student incident data to inform net steps, implementing the tudent acknowledgement system and working with the Regional School Wide Positive Behaviour Coordinator.
Delivery of the annual actions for this KIS	
Outcomes	Knowledge Understanding of how SWPB applies to KTHS Use of the school Values Know how to record both incidents and aknowledgements. Application of Continuum of Response Use of acknowledgement system and how to apply it in the classroom. Skills Confidence to apply the knowledge in a consistent manner. Record incidents and acknowledgement behaviours in XUNO. Behaviours * More consistent approach to managing behaviour * Calmer classrooms
Success indicators	Data Source * ATSS * Staff opinion survey * Improved SWPB Minor and Major incident data as provided by XUNO and recorded each term. * mproved SWPB Acknowledgement data as provided by XUNO and recorded each term. Evidence from ATSS * Student voice and agency from 31% to 37% * Perseverance from 51% to 56% * Sense of Connectedness from 39% to 43%

	* Self-regulation and goal setting 53% to 55% * Teacher concern from 30% to 34% * Stimulated Learning from 44% to 48% Evidence from XUNO * Fortnightly evaluation of minor and Mjor incidents. * Fortnightly evaluation of acknowledgements. artefacts * SWPB Fidelity assessment. * SWPB Continuum of Response * SWPB Meeting Minutes. * SWPB staff professional development			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Staff induction to SWPB including an induction pack.	☑ SWPBS leader/team	from: Term 1 to: Term 1	-1%
Activity 2	Weekly major, minor data and acknowledgement data update to staff.	☑ SWPBS leader/team	from: Term 1 to: Term 4	-1%

Activity 3	Linking to XUNO to notify parents of acknowledgement	☒ SWPBS leader/team	from: Term 1 to: Term 4	-1%
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Monitoring and assessment - 2025

Mid Term 4 monitoring

Goal 1	To maximise the learning growth of every student
12-month target 1.1 target	Reading from 57% to 60% Writing from 50% to 57% Numeracy from 47% to 58%.
12-month target 1.2 target	Reading and Viewing from 52% to 55%. Writing from 50% to 55%.
12-month target 1.3 target	VCE English Study Group mean from 26.1 to 28 2024 VCE English Study Group mean 33.
12-month target 1.4 target	Academic emphasis from 41% to 45% Seeks feedback to improve practice from 41% to 45% Planned differentiated learning activities from 59% to 65% Use data for curriculum planning 55% to 65% Understand how to analyse data 50% to 65% Interest in improving practice 33% to 50%
12-month target 1.5 target	* By 2026, reduce the number of NAS students in each of reading and numeracy in Year 7 and 9 compared to the number of NAS students in 2024.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways,	Embed consistent implementation of the school's instructional model.

incorporating extra-curricula programs	
Actions	Build consistency through evidence based practices around curriculum planning and lesson delivery.
Delivery of the annual actions for this KIS	
Outcomes	Leaders Will: further develop PLC sessions and PLC implementation by linking PLC work to student data, learning walks and classroom observations. Develop protocols for learning walks and classroom observations. Leadership will create opportunities for staff collaboration through scheduled meetings and staffroom reorganisation. Maintain a data wall that clearly identifies student practices. By the end of term 1 a professional learning schedule implemented. Staff will. Know where to access Victorian Curriculum, scope and sequence, elaborations. Be aware of data wall and evidence of teachers using the data. Specialist staff will contribute expertise in developing processes and coaching staff. Whole staff to be working on Outcomes for identified IEP students in their classes – as identified on Xuno/rolls by IEP icon. Staff report back on student progress in their subject twice yearly. Participate in Peer Observation and coaching. Team with other staff in either Inclusion, PLC or SWPB to work on 5 week assignments over one semester. Students will Students see teachers prepared for a lesson with strategies that align to the lesson. Engage in the SSG program. Students can articulate the classroom Learning Intention.
Success indicators	Observable changes Knowledge Understanding of why it is important to have an instructional model. Understanding demonstrated through lesson plans of HITs

	Undersatnding demonstrated through lesen plans of VTLM 2.0 Skills - Collective efficacy - Improved capacity to write lesson plans - Identify learning intentions - Ability to cater for all students within the classroom - Effectively utilize ES staff within the classroom setting. - Consistent application of lesson plans Behaviours - Collaborate with staff to focus on the lesson plans - Communicate around lesson plans to 'sharpen' what is written - Reflect on lessons and lesson plans to make them better. Data Sources - Reach the 12 month targets for the following. - PAT testing. - Naplan. - Student Common Assessment Tasks. - Teacher judgement. Evidence - PAT testing to measure student improvement in Reading and Numeracy. - Naplan data results in reading and numeracy. - Student Common Assessment Tasks. - Teacher judgement for Reading and Numeracy. - Student IEP Artifacts - Consistent written lesson plans both by the staff member and between staff with the same classes ie Particularly with IEP students.
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Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PAT testing all Year 7 -10 students.	☑ Administration team	from: Term 1 to: Term 4	-1%
Activity 2	NAPLAN including 90% or above participation rate Years 7 & 9.	☑ Administration team	from: Term 1 to: Term 2	-1%
Activity 3	Subject Comon Assessment tasks (three a Semester per subject).	☑ All staff	from: Term 1 to: Term 4	-1%
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Activity 6	Implement Five week PLC investigation reports with end of cycle presentation by staff.	☒ Leadership team ☒ Learning specialist(s) ☒ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Lesson planning to incorporate differentiated learning	☒ Disability inclusion coordinator ☒ Leading teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance collaborative practices to inform 'point of need' teaching			
Actions	Build collaborative practices across all staff to improve student outcomes at their point of need.			
Delivery of the annual actions for this KIS				
Outcomes	Observable changes Knowledge Articulate what collaboration is at KTHS? Ability to identify when collaboration happens. Articulate how collaboration applies to point of need teaching? Use of Data walls to track, inform and identify student needs.			

	Skills Participation in learning walks Participation in peer observation Ability to unpack IEP's to identify student point of need and apply teaching practices to meet said student's needs. Use of data walls Effectively utilize ES staff within the classroom setting. Develop coaching skills Behaviours Collaborate with staff to focus on the lesson plans Communicate around lesson plans to 'sharpen' what is written Work as a team on goals for identified IEP students in their classes by utilizing strategies, adjustments and supports targeted in the students IEP– as written in Xuno/rolls by IEP icon. Reflect on student needs to differentiate work..
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Monitoring and Self-assessment - 2025

SEIL Feedback