

# Monitoring and assessment - 2023

Melton Primary School (0430)



Submitted for review by Vanessa Harrison (School Principal) on 23 February, 2023 at 10:06 AM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 03 March, 2023 at 04:01 PM

Endorsed by Cameron Willey (School Council President) on 27 April, 2023 at 09:01 AM

Term 2 Monitoring submitted by Vanessa Harrison (School Principal) on 19 July, 2023 at 07:01 PM

Term 4 Monitoring submitted by Vanessa Harrison (School Principal) on 25 March, 2024 at 02:50 PM

# Monitoring and assessment - 2023

## Term 1 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Increase the overall percentage of students to at or above level against the Victorian Curriculum in Mathematics Number and Algebra to 81%.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Appointment of a learning specialist with a focus on Numeracy to help build staff confidence and knowledge of the sequence of learning. Employment of ES staff to continue to maintain our Numeracy tutoring. The focus will be on building their capacity to maintain the tutor program. Survey the staff about their perceptions of Numeracy, where they want to build their confidence and what they want to focus on. Review the planning to ensure differentiation. Review Numeracy Assessment and start of the year assessments. Refine and review student goals that are relevant, student friendly and assessed.
Delivery of the annual actions for this KIS	<b>Completed</b>
Outcomes	Change in the behaviour of how we utilise data to drive and inform teaching and learning practices. Evidence will be the updating of expectations with assessment and reporting handbook. Change in practices in how learning goals are implemented, reviewed and assessed.
Success indicators	Increase in the percentage of students performing at and above in Numeracy, Number and Algebra.
Enablers	

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

<ul style="list-style-type: none"> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Sequence of Numeracy Learning Published	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 2	Appointment of Learning Specialist Numeracy - for modelling and coaching	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	-1%
Activity 3	Appointment of ES Numeracy Tutors	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Survey of staff to determine their confidence, needs and professional learning requirements in Numeracy.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%

Activity 5	Review Numeracy Planning - differentiation and sequence of learning. Links between the strands and concepts in Numeracy.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 6	Review Numeracy assessments, purpose and frequency. Adjust and implement as determined.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 7	Review student's goals across the school through learning walks to determine the assessment and future direction.	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	-1%
Activity 8	Provide resources and professional learning in Numeracy to ensure human and physical resources are at their best capacity. This involves engaging in network numeracy work on best practices.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 9	Provide families with school books	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Continue to implement the Mental Health in Schools program led by the MHAWK. Refine the wellbeing programs delivered by the school.			

Delivery of the annual actions for this KIS				
Outcomes	Staff to have a scope and sequence of the programs offered across the school and how they are weave together to make the school expectations and supports.			
Success indicators	Increase Teacher Concern in the ATSS result to increase from 76% to 80%.			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have professional learning for staff focusing on student wellbeing and mental health - implementation and resourcing of the Resilience Project.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 2	Link in Berry St, first 8 days of schools, Resilience project and the wellbeing lens into the ILG. Investigate Bounce Back incursion for 2023.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Maintaining camps, including financial support in 2023.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

Activity 4	Continue to implement Breakfast Club, Glasses for Kids, Teeth on Wheels, State Schools Relief and other welfare programs - magnificent mornings.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 5	Continue with the employment of an MHAWK for them to lead and provide professional learning.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%

# Monitoring and assessment - 2023

## Mid-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Increase the overall percentage of students to at or above level against the Victorian Curriculum in Mathematics Number and Algebra to 81%.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Appointment of a learning specialist with a focus on Numeracy to help build staff confidence and knowledge of the sequence of learning. Employment of ES staff to continue to maintain our Numeracy tutoring. The focus will be on building their capacity to maintain the tutor program. Survey the staff about their perceptions of Numeracy, where they want to build their confidence and what they want to focus on. Review the planning to ensure differentiation. Review Numeracy Assessment and start of the year assessments. Refine and review student goals that are relevant, student friendly and assessed.
Delivery of the annual actions for this KIS	Completed
Outcomes	Change in the behaviour of how we utilise data to drive and inform teaching and learning practices. Evidence will be the updating of expectations with assessment and reporting handbook. Change in practices in how learning goals are implemented, reviewed and assessed.
Success indicators	Increase in the percentage of students performing at and above in Numeracy, Number and Algebra.
Enablers	<input checked="" type="checkbox"/> Sufficient budget



<ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</li> <li>✓ Key improvement strategies are able to be implemented</li> <li>✓ Improvement efforts are well focussed (the school was able to prioritise well)</li> <li>✓ School review has refocussed directions for the school</li> <li>✓ Staff capability and consistency of practice</li> <li>✓ Positive staff culture and readiness for change</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Workforce constraints i.e., change in leadership, understaffed, staff absence</li> <li>✓ Time constraints i.e., not enough time allocated</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>Trialling of the Numeracy Essentials assessments has enhanced the ability of staff to pinpoint a student's point of learning and differentiate work based on this information. The leading teacher of Numeracy has worked with the ES Numeracy tutors on learning catch up and enrichment with identified students. For semester one students were withdrawn for the entire session, in semester two we are withdrawing the students only for the application of learning component of the instructional model. Students in catch up and enrichment programs are identified using teacher judgement data, attendance data and other available Numeracy data e.g.PAT, Essentials</p>
<p>Future planning</p>	<p>We will be reviewing the performance of our students in Naplan data. We will identify our performance against similiar and network schools. We will also look at specific groups within the cohort e.g. EAL etc.</p>

<ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>We will conduct a deep dive into which areas are identified that we need to review and adjust our practices in. Staff have been surveyed on their thoughts of Numeracy Essentials and the school Numeracy Continuum. Leadership will review this information further and determine do we need both or only one. Hard copies of the sequence of learning published.</p>			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Sequence of Numeracy Learning Published	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	75%
Activity 2	Appointment of Learning Specialist Numeracy - for modelling and coaching	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	100%
Activity 3	Appointment of ES Numeracy Tutors	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	100%

Activity 4	Survey of staff to determine their confidence, needs and professional learning requirements in Numeracy.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	100%
Activity 5	Review Numeracy Planning - differentiation and sequence of learning. Links between the strands and concepts in Numeracy.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	75%
Activity 6	Review Numeracy assessments, purpose and frequency. Adjust and implement as determined.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	75%
Activity 7	Review student's goals across the school through learning walks to determine the assessment and future direction.	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	75%
Activity 8	Provide resources and professional learning in Numeracy to ensure human and physical resources are at their best capacity. This involves engaging in network numeracy work on best practices.	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	75%
Activity 9	Provide families with school books	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Continue to implement the Mental Health in Schools program led by the MHAWK. Refine the wellbeing programs delivered by the school.
Delivery of the annual actions for this KIS	Completed
Outcomes	Staff to have a scope and sequence of the programs offered across the school and how they are weave together to make the school expectations and supports.
Success indicators	Increase Teacher Concern in the ATSS result to increase from 76% to 80%.
Enablers <ul style="list-style-type: none"> <li>What enablers are supporting the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated
Commentary on progress <ul style="list-style-type: none"> <li><i>Drawing on the relevant success indicators identified</i></li> </ul>	The MHiPS program continues to be implemented and is supported by a dedicated MHAWK. The MHAWK has worked with the staff to implement the Resilience Project and deliver professional development around Mental Health. Information is being continually provided to families around the supports available and strategies to build a positive mental health. Student and staff resources on the Resilience project have been provided and are being utilised. The MHAWK has attended school camps to help and assist where

<p><i>above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>	<p>needed. To support students before school a magnificent morning program has been implemented to assist students in transitioning into school and attendance.  The wellbeing 8 days of school was implemented and reviewed at the start of the year.  The Breakfast Club program continues to operate well. Fruit baskets have been provided in each classroom to support student health.  Teeth on Wheels has conducted their program in the school, providing support for families with dental health.  Support has been sought from The Glasses for Kids Program and State Schools Relief as needed.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Investigate the use of therapy dogs across the school.  Build our knowledge and planning for the implementation of the Disability and Inclusion Program to replace the PSDMS program.</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have professional learning for staff focusing on student wellbeing and mental health - implementation and resourcing of the Resilience Project.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	75%

Activity 2	Link in Berry St, first 8 days of schools, Resilience project and the wellbeing lens into the ILG. Investigate Bounce Back incursion for 2023.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
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Activity 5	Continue with the employment of an MHAWK for them to lead and provide professional learning.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%

## Monitoring and assessment - 2023

### Term 3 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Increase the overall percentage of students to at or above level against the Victorian Curriculum in Mathematics Number and Algebra to 81%.
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
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Delivery of the annual actions for this KIS	<b>Completed</b>
Outcomes	Change in the behaviour of how we utilise data to drive and inform teaching and learning practices. Evidence will be the updating of expectations with assessment and reporting handbook. Change in practices in how learning goals are implemented, reviewed and assessed.
Success indicators	Increase in the percentage of students performing at and above in Numeracy, Number and Algebra.
Enablers	

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



<ul style="list-style-type: none"> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
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<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Continue to implement the Mental Health in Schools program led by the MHAWK. Refine the wellbeing programs delivered by the school.			

Delivery of the annual actions for this KIS	Completed
Outcomes	Staff to have a scope and sequence of the programs offered across the school and how they are weave together to make the school expectations and supports.
Success indicators	Increase Teacher Concern in the ATSS result to increase from 76% to 80%.
Enablers <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
Barriers <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
Commentary on progress <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> </ul>	

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<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
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Activities	Activity	Who	When	Percentage complete
Activity 1	Continue to have professional learning for staff focusing on student wellbeing and mental health - implementation and resourcing of the Resilience Project.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	75%
Activity 2	Link in Berry St, first 8 days of schools, Resilience project and the wellbeing lens into the ILG. Investigate Bounce Back incursion for 2023.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%

Activity 3	Maintaining camps, including financial support in 2023.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%
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Activity 5	Continue with the employment of an MHAWK for them to lead and provide professional learning.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%

# Monitoring and assessment - 2023

## End-of-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Increase the overall percentage of students to at or above level against the Victorian Curriculum in Mathematics Number and Algebra to 81%.
<b>Has this 12-month target been met</b>	Not Met
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Appointment of a learning specialist with a focus on Numeracy to help build staff confidence and knowledge of the sequence of learning. Employment of ES staff to continue to maintain our Numeracy tutoring. The focus will be on building their capacity to maintain the tutor program. Survey the staff about their perceptions of Numeracy, where they want to build their confidence and what they want to focus on. Review the planning to ensure differentiation. Review Numeracy Assessment and start of the year assessments. Refine and review student goals that are relevant, student friendly and assessed.
Delivery of the annual actions for this KIS	Completed
Outcomes	Change in the behaviour of how we utilise data to drive and inform teaching and learning practices. Evidence will be the updating of expectations with assessment and reporting handbook. Change in practices in how learning goals are implemented, reviewed and assessed.
Success indicators	Increase in the percentage of students performing at and above in Numeracy, Number and Algebra.

<p>Reflection on progress</p>	<p>A Learning Specialist of Numeracy was appointed to build the staff confidence and knowledge in the sequence of teaching of Mathematics. Individual and team coaching helped to enhance the confidence and multiplicative thinking in Mathematics. Numeracy tutoring has occurred throughout the year to provide students with smaller learning group opportunities and provide learning catchup and extension.</p> <p>The Learning Specialist has introduced the Essentials Assessment and provided staff with professional learning in relation to how they can utilise this data to drive teaching and learning for their cohort and class. Staff have been provided with information on how to link student results to goal setting and differentiation in their planning and teaching of mathematical concepts.</p> <p>Planning documentation allowed for staff to add in pre-work in relation to where students are at, sequence of learning, possible misconceptions and activities. Staff utilised the sequence of learning and the Mathematics Curriculum to determine their teaching points.</p> <p>A range of staff and a range of external professional development on evidence based Teaching of Mathematics were attended throughout the year. Staff are active members of the Network Community of Practice in Mathematics.</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</li> <li><input checked="" type="checkbox"/> Sufficient time allocated</li> <li><input checked="" type="checkbox"/> Key improvement strategies are able to be implemented</li> <li><input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> <li><input checked="" type="checkbox"/> Staff capability and consistency of practice</li> <li><input checked="" type="checkbox"/> Positive staff culture and readiness for change</li> <li><input checked="" type="checkbox"/> Workforce stability and effective change management practices</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</li> </ul>
<p>OPTIONAL: Upload evidence</p>	

Activities	Activity	Who	When	Percentage complete
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Activity 7	Review student's goals across the school through learning walks to determine the assessment and future direction.	<input checked="" type="checkbox"/> School leadership team	from: Term 1 to: Term 4	100%
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Actions	Continue to implement the Mental Health in Schools program led by the MHAWK. Refine the wellbeing programs delivered by the school.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	Staff to have a scope and sequence of the programs offered across the school and how they are weave together to make the school expectations and supports.			
Success indicators	Increase Teacher Concern in the ATSS result to increase from 76% to 80%.			
Reflection on progress	MHAWK employed and available to provide a range of supports across the school. The school implemented the Resilience Program throughout the year and linked this with the Berry Street model and the 4R's Program. Professional learning was conducted throughout the year to further enhance the practices across the school and build the knowledge base. Staff have commenced reviewing the High Impact Wellbeing Strategies and how they can implement them into			

	their teaching practices.			
<b>Enablers</b> <ul style="list-style-type: none"> <li>What enablers are supporting/supported the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices			
<b>Barriers</b> <ul style="list-style-type: none"> <li>What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated			
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	Continue to have professional learning for staff focusing on student wellbeing and mental health - implementation and resourcing of the Resilience Project.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 2	Link in Berry St, first 8 days of schools, Resilience project and the wellbeing lens into the ILG. Investigate Bounce Back incursion for 2023.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%

Activity 3	Maintaining camps, including financial support in 2023.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%
Activity 4	Continue to implement Breakfast Club, Glasses for Kids, Teeth on Wheels, State Schools Relief and other welfare programs - magnificent mornings.	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 5	Continue with the employment of an MHAWK for them to lead and provide professional learning.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	100%

<b>Future planning</b>	Focus on relationship building. Utilise the baseline survey results in the 4Rs and the Resilience Project Survey results to identify key factors on where teachers can build relationships better to enhance student and teacher relationships.
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# Monitoring and Self-assessment - 2023

SEIL Feedback