

Monitoring and assessment - 2025

Bona Vista Primary School (3612)



Submitted for review by Tristan Mether (School Principal) on 20 December, 2024 at 03:04 PM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 17 March, 2025 at 08:26 AM
Term 1 Monitoring submitted by Cara Brasier (School Principal) on 03 April, 2025 at 02:44 PM
Term 2 Monitoring submitted by Cara Brasier (School Principal) on 23 July, 2025 at 09:54 AM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	Maximise student learning growth and outcomes in literacy and numeracy.
12-month target 1.1 target	By 2026 reduce the number of students needing additional support in Reading in years 3 and 5 from 3 students (2024) to 2 students.
12-month target 1.2 target	By 2026 increase the number of year 1 to year 6 students achieving at/above expected growth according to Teacher Judgement Growth- Time Series for Reading and viewing from 63% (2024) to 70%.
12-month target 1.3 target	By 2026 maintain the number of prep to year 6 students achieving at/above expected growth annually according to Teacher Judgement- Age Expected Level for Reading and viewing (2024 90%).
12-month target 1.4 target	<p>Targets using 2024 School Staff Survey factors.</p> <ul style="list-style-type: none"> - Academic emphasis above 50% - Collective focus on student learning to be maintained above 80% - Guaranteed and viable curriculum to be at or above 80%. <p>Targets slightly lower, factoring in 2025 change in leadership (returning), and high percentage of teacher/education support staff changing over/new to the school.</p>
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and	Embed a Professional Learning Communities model where staff use evidence and feedback to evaluate, plan and monitor learning growth for students.

senior secondary pathways, incorporating extra-curricula programs	
Actions	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Build an understanding of an effective PLC model (this may involve engaging with schools to observe PLC meetings) -Review and re-establish BVPS PLC norms, protocols, structures and processes -Undertake inquiry cycles 2. <ul style="list-style-type: none"> -Use the PLC time to build capability in the use of Explicit Instruction (EI) 3. <ul style="list-style-type: none"> -Implement a systematic synthetic phonics approach (Phonics Plus P-3 and Sound Waves 4-6)
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders and teachers will:</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Build an understanding of an effective PLC model. Staff will critically reflect on and evaluate their learnings/ observations to build their understanding of an effective PLC -Use these professional learnings to develop agreed norms, protocols, structures and processes -Co-construct an inquiry question that shows impact and is related to EI and/or systematic synthetic phonics -Use data to establish a deep and narrow focus for the inquiry cycle -Engage with high quality evidence-based resources to inform actions 2. <ul style="list-style-type: none"> -Through the PLC staff undertake professional learning and readings to build their capability in EI -Have evidence of EI in their planning and classroom practice including (consideration of cognitive load and working memory): <ul style="list-style-type: none"> *clear learning intentions/ success criteria/ learning goals *breaking down information *opportunities for review and practice *organising and sequencing content *modelling and scaffolding 3. <ul style="list-style-type: none"> -Implement a systematic synthetic phonics approach as part of their literacy program, with a minimum of 25 minutes daily

	<p>explicit teaching of phonics and phonemic awareness (Phonics Plus P-3 and Sound Waves 4-6).</p> <p>Students will:</p> <ul style="list-style-type: none"> -Be more motivated and engaged in their learning -Experience a reduction in extraneous cognitive load, that is, the mental effort expended on non-essential elements that do not contribute to learning -Improve their reading, writing and spelling as a result of being taught using a systematic synthetic phonics approach
<p>Success indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> -Staff will be actively participating in effective PLCs with fidelity. PLCs will be characterised by teacher collaboration, shared practice, collective responsibility and pedagogical change to inspire change of practice (evidence: observation). -PLCs will be undertaken through regular cycles of disciplined, collaborative inquiry (evidence: minutes and professional learning). -There will be evidence of EI in teachers planning and classroom practice (evidence: weekly planners and observation). -Teaching of a systematic synthetic phonics approach (evidence: weekly planners, observation and teacher judgement data). -Staff will triangulate data sets to inform teacher judgement including: PAT R, Junior: Phonics Check & SPAT, PAT M, Essential Assessment, MIO, OCHRE assessments and ongoing teacher developed formative assessments. <p>Late Indicators:</p> <ul style="list-style-type: none"> -PLCs will ensure student learning drives teacher learning through targeted professional learning and classroom observation. -Improved measures in targeted factors identified in the School Staff and Student Attitudes to School Surveys. -Improvement in NAPLAN growth data
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour 	<p>Our work this term has been very much around setting the scene. We have all the preconditions in place and are ready to build upon this in term 2. Our staff meetings have been focused on professional learning and building our capabilities in understanding explicit teaching, Phonics Plus and the ARC and OCHRE resources. We have redesigned our planning template to align with the VLM 2.0. Daily phonics lessons have been embedded into both classrooms. All staff participated in the West Gippsland network PL day with work continuing back at school. Although we have not agreed upon PLC norms, protocols, structures and processes these have been discussed and will be prioritised at the beginning of term 2.</p>

<p>/ practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> The school was able to prioritise well <input checked="" type="checkbox"/> Positive staff culture and readiness for change 			
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. New Planner 2025 Junior.docx (0.02 MB) 2. New Planner 2025 Senior.docx (0.02 MB) 			
Activities	Activity	Who	When	Percentage complete
Activity 1	Build an understanding of an effective PLC model and use this professional learning to develop agreed norms, protocols, structures and processes	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	0%

Activity 2	Undertake an inquiry cycle and build staff capability through professional learning of the selected focus	☑ All staff	from: Term 2 to: Term 4	0%
Activity 3	Staff develop their understanding of EI through PL and professional reading	☑ All staff	from: Term 2 to: Term 4	25%
Activity 4	Purchase or align current resources with the systematic synthetic phonics approach (Phonics Plus and Sound Waves)	☑ All staff	from: Term 2 to: Term 4	50%
Activity 5	Junior staff develop their understanding of and implement Phonics Plus. Senior staff begin to develop their understanding of Phonics Plus for implementation when available for grades 3-6.	☑ All staff	from: Term 2 to: Term 4	25%

Goal 2	Empower students as engaged and self-regulated learners.
12-month target 2.1 target	Attitude to School Survey 2025, for the following factors: Effective classroom behaviour maintained at or above 79%, same as 2023. Perseverance maintained at or above 67%, same at 2023.

12-month target 2.2 target	Percentage of positive endorsement for the following School Staff Survey factor Trust in students and parents above 47% (that of 2024).
12-month target 2.3 target	Percentage of positive endorsement for the following Parent Opinion Survey factors: Stimulating learning environment to be maintained above 85% (93% in 2023). Effective teaching o be maintained at/above 85% (89% in 2023).
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a culture that embraces high expectations for learning and wellbeing through a partnership between students, staff and parents.
Actions	<ul style="list-style-type: none"> - Review and embed the development of the SWPBS framework, implementing a school wide acknowledgement system that is used consistently by all staff. - Review updated school values (currently in draft - 2024) and establish as the school values going forward. - Promote a whole-school approach to mental health and wellbeing to students, staff and families.
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Understand the expectations and values associated with the school. - Identify and promote expected behaviours in different settings outlined in the SWPBS matrix. - Have appropriate adjustments and modifications to their learning programs based on their individual needs outlined in their IEPs. - Have a voice in student engagement and learning. - Be supported by a whole-school approach to mental health and wellbeing. <p>Teachers will:</p>

	<ul style="list-style-type: none"> - Collaboratively embed SWPBS framework by implementing the SWPBS processes. - Use the Compass data to explicitly teach the expected behaviours and values outlined in the SWPBS matrix. - Use the whole school acknowledgement system to acknowledge positive student behaviours. - Document the adjustments and modifications to their teaching programs to meet the individual needs of their students. - Use the recommendations of the student leadership team, to implement strategies that will improve student engagement. - Implement effective mental health strategies aligned with social and emotional learning. - Implementation of the Positive Classroom Management Strategies (DoE). <p>Community will:</p> <ul style="list-style-type: none"> - Understand the expected school behaviours outlined in the SWPBs matrix. - Be informed about the whole school acknowledgement system and how their children will be acknowledged. - Participate in the SSG meetings and the development of IEPs to support their children's needs. - Know the importance of engagement and attendance in school. - Be aware of mental health supports available both within the school and the boarder community.
Success indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Matrix reviewed and displayed. - Behaviour chronicles recorded on Compass. - Modifications and reasonable adjustments documented in work programs. - Health and Wellbeing lessons are used to support the explicit teaching of positive behaviours. - All teaching staff will have worked together to develop high quality IEPs. - All identified students will receive an IEP and will participate in termly SSG meetings. - The development of the student leadership team. - The MHiPS leader to attend professional learning sessions facilitated by the Department. <p>Late indicators:</p> <ul style="list-style-type: none"> - Reduction in the frequency of behavioural related incidents, as recorded via Compass Chronicles - Curriculum documentation shows plans for differentiation. - Student Attitudes to School data shows improvement. - Student attendance data shows improvement. - Improvement overall in Staff and Parent Opinion Surveys.
Commentary on progress	<p>Values have been discussed at School Council and with staff. We are reframing our expectations to: Be a learner, Be responsible and Be safe which will guide our values work. We are using Class Dojo as a reward system. We have</p>

<ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	<p>engaged with Sue McLaren. Sue will support staff in May to develop a matrix however we have begun this work which has been documented. We have also focused on how to write Chronicles and the expectations around this. Along with the MHiPS leader we have explored 2 programs, Healthier Hearts and Lighter Minds Mindful Aus and The Resilience Project. MHiPS training was also undertaken by 3 staff.</p>			
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> The school was able to prioritise well <input checked="" type="checkbox"/> Positive staff culture and readiness for change 			
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. Behaviour chart v3.docx (0.24 MB) 2. Compass Chronicle Entry Guidelines for Teachers.docx (0.03 MB) 3. Recording Incidents on Compass.pptx (0.64 MB) 			
<p>Activities</p>	<p>Activity</p>	<p>Who</p>	<p>When</p>	<p>Percentage complete</p>

Activity 1	Review and embed the school values and further implement a whole school acknowledgement system.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
Activity 2	Access/ deliver whole school professional learning to review/ embed SWPBs practices.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	0%
Activity 3	Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles, as well as develop new Disability Inclusion Profiles for other student within the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	0%
Activity 4	Implement effective mental health strategies and adapt a whole-school approach to support health, wellbeing and learning initiatives.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	25%
Activity 5	Mental Health in Primary Schools training, three staff members (Prin, MHiPS and teacher) to undertake the training - Murdoch Children's Research Institute (DoE Funded)	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	Enabling Learning - Review, and update where required, the school's student behaviour management policies and procedures and ensure these are applied consistently.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%

Activity 7	Employment of additional staffing, Teaching as well as Educational Support to support Mental Health and Wellbeing across in the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	25%
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Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	Maximise student learning growth and outcomes in literacy and numeracy.
12-month target 1.1 target	By 2026 reduce the number of students needing additional support in Reading in years 3 and 5 from 3 students (2024) to 2 students.
12-month target 1.2 target	By 2026 increase the number of year 1 to year 6 students achieving at/above expected growth according to Teacher Judgement Growth- Time Series for Reading and viewing from 63% (2024) to 70%.
12-month target 1.3 target	By 2026 maintain the number of prep to year 6 students achieving at/above expected growth annually according to Teacher Judgement- Age Expected Level for Reading and viewing (2024 90%).
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KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and	Embed a Professional Learning Communities model where staff use evidence and feedback to evaluate, plan and monitor learning growth for students.

senior secondary pathways, incorporating extra-curricula programs	
Actions	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Build an understanding of an effective PLC model (this may involve engaging with schools to observe PLC meetings) -Review and re-establish BVPS PLC norms, protocols, structures and processes -Undertake inquiry cycles 2. <ul style="list-style-type: none"> -Use the PLC time to build capability in the use of Explicit Instruction (EI) 3. <ul style="list-style-type: none"> -Implement a systematic synthetic phonics approach (Phonics Plus P-3 and Sound Waves 4-6)
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders and teachers will:</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Build an understanding of an effective PLC model. Staff will critically reflect on and evaluate their learnings/ observations to build their understanding of an effective PLC -Use these professional learnings to develop agreed norms, protocols, structures and processes -Co-construct an inquiry question that shows impact and is related to EI and/or systematic synthetic phonics -Use data to establish a deep and narrow focus for the inquiry cycle -Engage with high quality evidence-based resources to inform actions 2. <ul style="list-style-type: none"> -Through the PLC staff undertake professional learning and readings to build their capability in EI -Have evidence of EI in their planning and classroom practice including (consideration of cognitive load and working memory): <ul style="list-style-type: none"> *clear learning intentions/ success criteria/ learning goals *breaking down information *opportunities for review and practice *organising and sequencing content *modelling and scaffolding 3. <ul style="list-style-type: none"> -Implement a systematic synthetic phonics approach as part of their literacy program, with a minimum of 25 minutes daily

	<p>explicit teaching of phonics and phonemic awareness (Phonics Plus P-3 and Sound Waves 4-6).</p> <p>Students will:</p> <ul style="list-style-type: none"> -Be more motivated and engaged in their learning -Experience a reduction in extraneous cognitive load, that is, the mental effort expended on non-essential elements that do not contribute to learning -Improve their reading, writing and spelling as a result of being taught using a systematic synthetic phonics approach
<p>Success indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> -Staff will be actively participating in effective PLCs with fidelity. PLCs will be characterised by teacher collaboration, shared practice, collective responsibility and pedagogical change to inspire change of practice (evidence: observation). -PLCs will be undertaken through regular cycles of disciplined, collaborative inquiry (evidence: minutes and professional learning). -There will be evidence of EI in teachers planning and classroom practice (evidence: weekly planners and observation). -Teaching of a systematic synthetic phonics approach (evidence: weekly planners, observation and teacher judgement data). -Staff will triangulate data sets to inform teacher judgement including: PAT R, Junior: Phonics Check & SPAT, PAT M, Essential Assessment, MIO, OCHRE assessments and ongoing teacher developed formative assessments. <p>Late Indicators:</p> <ul style="list-style-type: none"> -PLCs will ensure student learning drives teacher learning through targeted professional learning and classroom observation. -Improved measures in targeted factors identified in the School Staff and Student Attitudes to School Surveys. -Improvement in NAPLAN growth data
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour 	<p>Enablers:</p> <ul style="list-style-type: none"> • Rejuvenated purpose- staff onboard with improvement priorities • PLC norms and protocols have been established • Staff have a willingness to develop their explicit instruction practices • Willingness to implement a successful synthetic phonics (have developed urgency and structures across the school) <p>Barriers:</p> <ul style="list-style-type: none"> • PLC observations and the thinking around Sprints • Prioritizing the PLC inquiry model to deepen understandings

<p>/ practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 	<p>Positive changes:</p> <ul style="list-style-type: none"> • Meeting schedule with structured meetings • Use of the shared drive to store all weekly planners, IEPs, data, etc. • Implementation of Phonics Plus P-3. Significant improvement in phonic knowledge. • Take home readers are now all decodable and organized using the Phonics Plus Scope and Sequence • Created 3 phonic groups (streaming across the 2 classrooms) • Shared planning template incorporating GRR • Developing knowledge and understanding around the VTLM <p>Effective actions/ activities:</p> <ul style="list-style-type: none"> • Staff develop their understanding of EI through PL and professional discussions. • Junior staff develop their understanding of and implement Phonics Plus. • Implementing a take home reading program and educating parents on the importance of reading with a focus on phonics • Our professional learning has been through discussion, engaging with resources, clarifying our understandings and challenging our approaches. <p>Less effective actions/ activities:</p> <ul style="list-style-type: none"> • We have not undertaken an inquiry cycle. • Professional reading <p>Refinements:</p> <ul style="list-style-type: none"> • Restructure our literacy block to a structured literacy approach with explicit teaching of the 'Big 6'. *Explore 5 from 5 website and modules with staff in term 3 • Consider sprints within PLCs • Consider an alternative to Soundwaves for grades 4-6 * PhOrMeS spelling scope and sequence and resources (slide decks) • Engage with other schools/ quality professional learning to support EI and structured literacy approach • Strong focus on the 'blue' in the VTLM. Build our understanding through the blue and apply the orange. <p>* Use Dibels data in PLCs * Consider developing rapid action plans for key targets * Explore the DET Lesson Plans</p> <p>*Added after Triad meeting</p>
<p>Enablers</p>	<p><input checked="" type="checkbox"/> Sufficient time allocated</p>

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> The school was able to prioritise well <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Positive staff culture and readiness for change 			
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints <input checked="" type="checkbox"/> Staff readiness for change / limited change management support in place <input checked="" type="checkbox"/> Workforce capability 			
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. 11thJune2025 evidence of phonics and RR.pdf (0.93 MB) 2. Bona Vista Primary School PLC model COPY.docx (0.34 MB) 3. BVPS RETROSPECTIVE.pdf (0.17 MB) 4. Elements of Learning audit COPY.docx (0.15 MB) 5. Mid cycle review of AIP with SIT.docx (0.03 MB) 6. Phonics Planner Term 2 Week 6 to 11 COPY.docx (0.03 MB) 7. Week 6 Term 2 2025 Senior program.docx (3.79 MB) 8. Week 7 Term 2 2025 Junior (double check 2).docx (3.79 MB) 			
Activities	Activity	Who	When	Percentage complete
Activity 1	Build an understanding of an effective PLC model and use this professional learning to develop agreed norms, protocols, structures and processes	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	25%
Activity 2	Undertake an inquiry cycle and build staff capability through professional learning of the selected focus	<input checked="" type="checkbox"/> All staff	from: Term 2	0%

			to: Term 4	
Activity 3	Staff develop their understanding of EI through PL and professional reading	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	50%
Activity 4	Purchase or align current resources with the systematic synthetic phonics approach (Phonics Plus and Sound Waves)	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	50%
Activity 5	Junior staff develop their understanding of and implement Phonics Plus. Senior staff begin to develop their understanding of Phonics Plus for implementation when available for grades 3-6.	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	50%

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12-month target 2.3 target	<p>Percentage of positive endorsement for the following Parent Opinion Survey factors:</p> <p>Stimulating learning environment to be maintained above 85% (93% in 2023).</p> <p>Effective teaching o be maintained at/above 85% (89% in 2023).</p>
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a culture that embraces high expectations for learning and wellbeing through a partnership between students, staff and parents.
Actions	<ul style="list-style-type: none"> - Review and embed the development of the SWPBS framework, implementing a school wide acknowledgement system that is used consistently by all staff. - Review updated school values (currently in draft - 2024) and establish as the school values going forward. - Promote a whole-school approach to mental health and wellbeing to students, staff and families.
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Understand the expectations and values associated with the school. - Identify and promote expected behaviours in different settings outlined in the SWPBS matrix. - Have appropriate adjustments and modifications to their learning programs based on their individual needs outlined in their IEPs. - Have a voice in student engagement and learning. - Be supported by a whole-school approach to mental health and wellbeing. <p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively embed SWPBS framework by implementing the SWPBS processes. - Use the Compass data to explicitly teach the expected behaviours and values outlined in the SWPBS matrix. - Use the whole school acknowledgement system to acknowledge positive student behaviours.

	<ul style="list-style-type: none"> - Document the adjustments and modifications to their teaching programs to meet the individual needs of their students. - Use the recommendations of the student leadership team, to implement strategies that will improve student engagement. - Implement effective mental health strategies aligned with social and emotional learning. - Implementation of the Positive Classroom Management Strategies (DoE). <p>Community will:</p> <ul style="list-style-type: none"> - Understand the expected school behaviours outlined in the SWPBs matrix. - Be informed about the whole school acknowledgement system and how their children will be acknowledged. - Participate in the SSG meetings and the development of IEPs to support their children's needs. - Know the importance of engagement and attendance in school. - Be aware of mental health supports available both within the school and the boarder community.
<p>Success indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> - Matrix reviewed and displayed. - Behaviour chronicles recorded on Compass. - Modifications and reasonable adjustments documented in work programs. - Health and Wellbeing lessons are used to support the explicit teaching of positive behaviours. - All teaching staff will have worked together to develop high quality IEPs. - All identified students will receive an IEP and will participate in termly SSG meetings. - The development of the student leadership team. - The MHIPS leader to attend professional learning sessions facilitated by the Department. <p>Late indicators:</p> <ul style="list-style-type: none"> - Reduction in the frequency of behavioural related incidents, as recorded via Compass Chronicles - Curriculum documentation shows plans for differentiation. - Student Attitudes to School data shows improvement. - Student attendance data shows improvement. - Improvement overall in Staff and Parent Opinion Surveys.
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on 	<p>Enablers:</p> <ul style="list-style-type: none"> • Rejuvenated purpose- staff onboard with improvement priorities • Staff have undertaken SWPBS UPA (universal prevention part A) professional learning modules, developed a matrix and whole school reward system has been strengthened • Shared understanding of a safe and orderly environment

your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?

- What is the evidence?

- Use of Chronicles to record behaviour
- Respectful relationship lessons are being planned and prepared by the MHiPS leader. Lessons are cyclic *Rise and reflect mini review sessions conducted daily by the school leaders and captains

Barriers:

- Developing the role of MHiPS and the time needed to do this

Positive changes:

- Weekly mindfulness and RR lessons that involve a daily review by the school leaders in each class
- Weekly awards are used to recognize positive behaviour
- Writing of the chronicles have improved using our guide
- Reduction in the number of Chronicles (data entry for particular students)

* Parent/ community opportunities to engage include 'play in the playground' term 1 and 2 and monthly 'high teas'

Effective actions/ activities:

- Embedded a whole school acknowledgement system
- 3 staff were completed the MHiPS training.
- Working with the Senior grade on understanding the AtoSS.
- Values align with the matrix

Less effective actions/ activities:

- Research and time taken to explore mental health programs/ initiatives

More work is needed on the following actions/ activities:

- Implement effective mental health strategies and adapt a whole-school approach to support health, wellbeing and learning initiatives.

Refinements:

- Improvement in the documentation of adjustments being made in classroom planning
- Consider how to engage families
- Using the Attendance Fidelity Assessment Tool
- Develop lessons to teach and reteach expected behaviour
- Implement an IEP audit system to ensure our IEPs are robust

* Consider using the Zones of Regulation alongside RR if strategies are required

* Consider a social skills scope and sequence that sits alongside RR and SWPBS

*Added after Triad meeting

Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> The school was able to prioritise well <input checked="" type="checkbox"/> Positive staff culture and readiness for change			
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<input checked="" type="checkbox"/> Staff readiness for change / limited change management support in place <input checked="" type="checkbox"/> Workforce capability			
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. 11thJune2025 evidence of phonics and RR.pdf (0.93 MB) 2. Behaviour chart v3 (COPY).docx (0.22 MB) 3. BONA VISTA PRIMARY SCHOOL - Respectful Relations Scope and Sequence.docx (0.05 MB) 4. BVPS RETROSPECTIVE.pdf (0.17 MB) 5. Meeting Notes 06.05 MHiPS.docx (0.54 MB) 6. Mid cycle review of AIP with SIT.docx (0.03 MB) 7. Rise and Reflect – Respectful Relations.docx (0.55 MB) 8. SWPBS COPY.docx (0.06 MB) 9. Topic 2 - Personal and Cultural Strengths - Activity 3 RR.pptx (1.40 MB) 			
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and embed the school values and further implement a whole school acknowledgement system.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%

Activity 2	Access/ deliver whole school professional learning to review/ embed SWPBs practices.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 3	Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles, as well as develop new Disability Inclusion Profiles for other student within the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	25%
Activity 4	Implement effective mental health strategies and adapt a whole-school approach to support health, wellbeing and learning initiatives.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	50%
Activity 5	Mental Health in Primary Schools training, three staff members (Prin, MHIPS and teacher) to undertake the training - Murdoch Children's Research Institute (DoE Funded)	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	Enabling Learning - Review, and update where required, the school's student behaviour management policies and procedures and ensure these are applied consistently.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
Activity 7	Employment of additional staffing, Teaching as well as Educational Support to support Mental Health and Wellbeing across in the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	Maximise student learning growth and outcomes in literacy and numeracy.
12-month target 1.1 target	By 2026 reduce the number of students needing additional support in Reading in years 3 and 5 from 3 students (2024) to 2 students.
12-month target 1.2 target	By 2026 increase the number of year 1 to year 6 students achieving at/above expected growth according to Teacher Judgement Growth- Time Series for Reading and viewing from 63% (2024) to 70%.
12-month target 1.3 target	By 2026 maintain the number of prep to year 6 students achieving at/above expected growth annually according to Teacher Judgement- Age Expected Level for Reading and viewing (2024 90%).
12-month target 1.4 target	<p>Targets using 2024 School Staff Survey factors.</p> <ul style="list-style-type: none"> - Academic emphasis above 50% - Collective focus on student learning to be maintained above 80% - Guaranteed and viable curriculum to be at or above 80%. <p>Targets slightly lower, factoring in 2025 change in leadership (returning), and high percentage of teacher/education support staff changing over/new to the school.</p>
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and	Embed a Professional Learning Communities model where staff use evidence and feedback to evaluate, plan and monitor learning growth for students.

senior secondary pathways, incorporating extra-curricula programs	
Actions	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Build an understanding of an effective PLC model (this may involve engaging with schools to observe PLC meetings) -Review and re-establish BVPS PLC norms, protocols, structures and processes -Undertake inquiry cycles 2. <ul style="list-style-type: none"> -Use the PLC time to build capability in the use of Explicit Instruction (EI) 3. <ul style="list-style-type: none"> -Implement a systematic synthetic phonics approach (Phonics Plus P-3 and Sound Waves 4-6)
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders and teachers will:</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Build an understanding of an effective PLC model. Staff will critically reflect on and evaluate their learnings/ observations to build their understanding of an effective PLC -Use these professional learnings to develop agreed norms, protocols, structures and processes -Co-construct an inquiry question that shows impact and is related to EI and/or systematic synthetic phonics -Use data to establish a deep and narrow focus for the inquiry cycle -Engage with high quality evidence-based resources to inform actions 2. <ul style="list-style-type: none"> -Through the PLC staff undertake professional learning and readings to build their capability in EI -Have evidence of EI in their planning and classroom practice including (consideration of cognitive load and working memory): <ul style="list-style-type: none"> *clear learning intentions/ success criteria/ learning goals *breaking down information *opportunities for review and practice *organising and sequencing content *modelling and scaffolding 3. <ul style="list-style-type: none"> -Implement a systematic synthetic phonics approach as part of their literacy program, with a minimum of 25 minutes daily

	<p>explicit teaching of phonics and phonemic awareness (Phonics Plus P-3 and Sound Waves 4-6).</p> <p>Students will:</p> <ul style="list-style-type: none"> -Be more motivated and engaged in their learning -Experience a reduction in extraneous cognitive load, that is, the mental effort expended on non-essential elements that do not contribute to learning -Improve their reading, writing and spelling as a result of being taught using a systematic synthetic phonics approach
<p>Success indicators</p>	<p>Early Indicators:</p> <ul style="list-style-type: none"> -Staff will be actively participating in effective PLCs with fidelity. PLCs will be characterised by teacher collaboration, shared practice, collective responsibility and pedagogical change to inspire change of practice (evidence: observation). -PLCs will be undertaken through regular cycles of disciplined, collaborative inquiry (evidence: minutes and professional learning). -There will be evidence of EI in teachers planning and classroom practice (evidence: weekly planners and observation). -Teaching of a systematic synthetic phonics approach (evidence: weekly planners, observation and teacher judgement data). -Staff will triangulate data sets to inform teacher judgement including: PAT R, Junior: Phonics Check & SPAT, PAT M, Essential Assessment, MIO, OCHRE assessments and ongoing teacher developed formative assessments. <p>Late Indicators:</p> <ul style="list-style-type: none"> -PLCs will ensure student learning drives teacher learning through targeted professional learning and classroom observation. -Improved measures in targeted factors identified in the School Staff and Student Attitudes to School Surveys. -Improvement in NAPLAN growth data
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour 	

<p>/ practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
Activity 1	Build an understanding of an effective PLC model and use this professional learning to develop agreed norms, protocols, structures and processes	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	25%
Activity 2	Undertake an inquiry cycle and build staff capability through professional learning of the selected focus	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	0%

Activity 3	Staff develop their understanding of EI through PL and professional reading	☑ All staff	from: Term 2 to: Term 4	50%
Activity 4	Purchase or align current resources with the systematic synthetic phonics approach (Phonics Plus and Sound Waves)	☑ All staff	from: Term 2 to: Term 4	50%
Activity 5	Junior staff develop their understanding of and implement Phonics Plus. Senior staff begin to develop their understanding of Phonics Plus for implementation when available for grades 3-6.	☑ All staff	from: Term 2 to: Term 4	50%

Goal 2	Empower students as engaged and self-regulated learners.
12-month target 2.1 target	Attitude to School Survey 2025, for the following factors: Effective classroom behaviour maintained at or above 79%, same as 2023. Perseverance maintained at or above 67%, same at 2023.
12-month target 2.2 target	Percentage of positive endorsement for the following School Staff Survey factor Trust in students and parents above 47% (that of 2024).
12-month target 2.3 target	Percentage of positive endorsement for the following Parent Opinion Survey factors: Stimulating learning environment to be maintained above 85% (93% in 2023).

	Effective teaching o be maintained at/above 85% (89% in 2023).
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a culture that embraces high expectations for learning and wellbeing through a partnership between students, staff and parents.
Actions	<ul style="list-style-type: none"> - Review and embed the development of the SWPBS framework, implementing a school wide acknowledgement system that is used consistently by all staff. - Review updated school values (currently in draft - 2024) and establish as the school values going forward. - Promote a whole-school approach to mental health and wellbeing to students, staff and families.
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Understand the expectations and values associated with the school. - Identify and promote expected behaviours in different settings outlined in the SWPBS matrix. - Have appropriate adjustments and modifications to their learning programs based on their individual needs outlined in their IEPs. - Have a voice in student engagement and learning. - Be supported by a whole-school approach to mental health and wellbeing. <p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively embed SWPBS framework by implementing the SWPBS processes. - Use the Compass data to explicitly teach the expected behaviours and values outlined in the SWPBS matrix. - Use the whole school acknowledgement system to acknowledge positive student behaviours. - Document the adjustments and modifications to their teaching programs to meet the individual needs of their students. - Use the recommendations of the student leadership team, to implement strategies that will improve student engagement.

	<ul style="list-style-type: none"> - Implement effective mental health strategies aligned with social and emotional learning. - Implementation of the Positive Classroom Management Strategies (DoE). <p>Community will:</p> <ul style="list-style-type: none"> - Understand the expected school behaviours outlined in the SWPBs matrix. - Be informed about the whole school acknowledgement system and how their children will be acknowledged. - Participate in the SSG meetings and the development of IEPs to support their children's needs. - Know the importance of engagement and attendance in school. - Be aware of mental health supports available both within the school and the boarder community.
Success indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Matrix reviewed and displayed. - Behaviour chronicles recorded on Compass. - Modifications and reasonable adjustments documented in work programs. - Health and Wellbeing lessons are used to support the explicit teaching of positive behaviours. - All teaching staff will have worked together to develop high quality IEPs. - All identified students will receive an IEP and will participate in termly SSG meetings. - The development of the student leadership team. - The MHiPS leader to attend professional learning sessions facilitated by the Department. <p>Late indicators:</p> <ul style="list-style-type: none"> - Reduction in the frequency of behavioural related incidents, as recorded via Compass Chronicles - Curriculum documentation shows plans for differentiation. - Student Attitudes to School data shows improvement. - Student attendance data shows improvement. - Improvement overall in Staff and Parent Opinion Surveys.
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What 	

changes in behaviour / practice / mindset have been observed? • What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?				
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and embed the school values and further implement a whole school acknowledgement system.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	Access/ deliver whole school professional learning to review/ embed SWPBs practices.	<input checked="" type="checkbox"/> All staff	from: Term 1	50%

			to: Term 4	
Activity 3	Develop a coordinated plan to transition all students currently on the PSD to Disability Inclusion Profiles, as well as develop new Disability Inclusion Profiles for other student within the school.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	25%
Activity 4	Implement effective mental health strategies and adapt a whole-school approach to support health, wellbeing and learning initiatives.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	50%
Activity 5	Mental Health in Primary Schools training, three staff members (Prin, MHiPS and teacher) to undertake the training - Murdoch Children's Research Institute (DoE Funded)	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	Enabling Learning - Review, and update where required, the school's student behaviour management policies and procedures and ensure these are applied consistently.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
Activity 7	Employment of additional staffing, Teaching as well as Educational Support to support Mental Health and Wellbeing across in the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	Maximise student learning growth and outcomes in literacy and numeracy.
12-month target 1.1 target	By 2026 reduce the number of students needing additional support in Reading in years 3 and 5 from 3 students (2024) to 2 students.
Has this 12-month target been met	Not Met
12-month target 1.2 target	By 2026 increase the number of year 1 to year 6 students achieving at/above expected growth according to Teacher Judgement Growth- Time Series for Reading and viewing from 63% (2024) to 70%.
Has this 12-month target been met	Not Met
12-month target 1.3 target	By 2026 maintain the number of prep to year 6 students achieving at/above expected growth annually according to Teacher Judgement- Age Expected Level for Reading and viewing (2024 90%).
Has this 12-month target been met	Not Met
12-month target 1.4 target	<p>Targets using 2024 School Staff Survey factors.</p> <ul style="list-style-type: none"> - Academic emphasis above 50% - Collective focus on student learning to be maintained above 80% - Guaranteed and viable curriculum to be at or above 80%.

	Targets slightly lower, factoring in 2025 change in leadership (returning), and high percentage of teacher/education support staff changing over/new to the school.
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 a Professional Learning Communities model where staff use evidence and feedback to evaluate, plan and monitor learning growth for students.
Actions	<ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Build an understanding of an effective PLC model (this may involve engaging with schools to observe PLC meetings) -Review and re-establish BVPS PLC norms, protocols, structures and processes -Undertake inquiry cycles 2. <ul style="list-style-type: none"> -Use the PLC time to build capability in the use of Explicit Instruction (EI) 3. <ul style="list-style-type: none"> -Implement a systematic synthetic phonics approach (Phonics Plus P-3 and Sound Waves 4-6)
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders and teachers will:</p> <ol style="list-style-type: none"> 1. <ul style="list-style-type: none"> -Build an understanding of an effective PLC model. Staff will critically reflect on and evaluate their learnings/ observations to build their understanding of an effective PLC -Use these professional learnings to develop agreed norms, protocols, structures and processes -Co-construct an inquiry question that shows impact and is related to EI and/or systematic synthetic phonics -Use data to establish a deep and narrow focus for the inquiry cycle -Engage with high quality evidence-based resources to inform actions

	<p>2. -Through the PLC staff undertake professional learning and readings to build their capability in EI -Have evidence of EI in their planning and classroom practice including (consideration of cognitive load and working memory): *clear learning intentions/ success criteria/ learning goals *breaking down information *opportunities for review and practice *organising and sequencing content *modelling and scaffolding</p> <p>3. -Implement a systematic synthetic phonics approach as part of their literacy program, with a minimum of 25 minutes daily explicit teaching of phonics and phonemic awareness (Phonics Plus P-3 and Sound Waves 4-6).</p> <p>Students will: -Be more motivated and engaged in their learning -Experience a reduction in extraneous cognitive load, that is, the mental effort expended on non-essential elements that do not contribute to learning -Improve their reading, writing and spelling as a result of being taught using a systematic synthetic phonics approach</p>
Success indicators	<p>Early Indicators: -Staff will be actively participating in effective PLCs with fidelity. PLCs will be characterised by teacher collaboration, shared practice, collective responsibility and pedagogical change to inspire change of practice (evidence: observation). -PLCs will be undertaken through regular cycles of disciplined, collaborative inquiry (evidence: minutes and professional learning). -There will be evidence of EI in teachers planning and classroom practice (evidence: weekly planners and observation). -Teaching of a systematic synthetic phonics approach (evidence: weekly planners, observation and teacher judgement data). -Staff will triangulate data sets to inform teacher judgement including: PAT R, Junior: Phonics Check & SPAT, PAT M, Essential Assessment, MIO, OCHRE assessments and ongoing teacher developed formative assessments.</p> <p>Late Indicators: -PLCs will ensure student learning drives teacher learning through targeted professional learning and classroom observation. -Improved measures in targeted factors identified in the School Staff and Student Attitudes to School Surveys. -Improvement in NAPLAN growth data</p>

Reflection on progress				
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Build an understanding of an effective PLC model and use this professional learning to develop agreed norms, protocols, structures and processes	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 1	25%
Activity 2	Undertake an inquiry cycle and build staff capability through professional learning of the selected focus	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	0%

Activity 3	Staff develop their understanding of EI through PL and professional reading	☑ All staff	from: Term 2 to: Term 4	50%
Activity 4	Purchase or align current resources with the systematic synthetic phonics approach (Phonics Plus and Sound Waves)	☑ All staff	from: Term 2 to: Term 4	50%
Activity 5	Junior staff develop their understanding of and implement Phonics Plus. Senior staff begin to develop their understanding of Phonics Plus for implementation when available for grades 3-6.	☑ All staff	from: Term 2 to: Term 4	50%

Goal 2	Empower students as engaged and self-regulated learners.
12-month target 2.1 target	Attitude to School Survey 2025, for the following factors: Effective classroom behaviour maintained at or above 79%, same as 2023. Perseverance maintained at or above 67%, same at 2023.
Has this 12-month target been met	Not Met
12-month target 2.2 target	Percentage of positive endorsement for the following School Staff Survey factor Trust in students and parents above 47% (that of 2024).

Has this 12-month target been met	Not Met
12-month target 2.3 target	Percentage of positive endorsement for the following Parent Opinion Survey factors: Stimulating learning environment to be maintained above 85% (93% in 2023). Effective teaching o be maintained at/above 85% (89% in 2023).
Has this 12-month target been met	Not Met
KIS 2.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Build a culture that embraces high expectations for learning and wellbeing through a partnership between students, staff and parents.
Actions	<ul style="list-style-type: none"> - Review and embed the development of the SWPBS framework, implementing a school wide acknowledgement system that is used consistently by all staff. - Review updated school values (currently in draft - 2024) and establish as the school values going forward. - Promote a whole-school approach to mental health and wellbeing to students, staff and families.
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> - Understand the expectations and values associated with the school. - Identify and promote expected behaviours in different settings outlined in the SWPBS matrix. - Have appropriate adjustments and modifications to their learning programs based on their individual needs outlined in their IEPs. - Have a voice in student engagement and learning. - Be supported by a whole-school approach to mental health and wellbeing.

	<p>Teachers will:</p> <ul style="list-style-type: none"> - Collaboratively embed SWPBS framework by implementing the SWPBS processes. - Use the Compass data to explicitly teach the expected behaviours and values outlined in the SWPBS matrix. - Use the whole school acknowledgement system to acknowledge positive student behaviours. - Document the adjustments and modifications to their teaching programs to meet the individual needs of their students. - Use the recommendations of the student leadership team, to implement strategies that will improve student engagement. - Implement effective mental health strategies aligned with social and emotional learning. - Implementation of the Positive Classroom Management Strategies (DoE). <p>Community will:</p> <ul style="list-style-type: none"> - Understand the expected school behaviours outlined in the SWPBs matrix. - Be informed about the whole school acknowledgement system and how their children will be acknowledged. - Participate in the SSG meetings and the development of IEPs to support their children's needs. - Know the importance of engagement and attendance in school. - Be aware of mental health supports available both within the school and the boarder community.
Success indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Matrix reviewed and displayed. - Behaviour chronicles recorded on Compass. - Modifications and reasonable adjustments documented in work programs. - Health and Wellbeing lessons are used to support the explicit teaching of positive behaviours. - All teaching staff will have worked together to develop high quality IEPs. - All identified students will receive an IEP and will participate in termly SSG meetings. - The development of the student leadership team. - The MHiPS leader to attend professional learning sessions facilitated by the Department. <p>Late indicators:</p> <ul style="list-style-type: none"> - Reduction in the frequency of behavioural related incidents, as recorded via Compass Chronicles - Curriculum documentation shows plans for differentiation. - Student Attitudes to School data shows improvement. - Student attendance data shows improvement. - Improvement overall in Staff and Parent Opinion Surveys.

Reflection on progress				
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review and embed the school values and further implement a whole school acknowledgement system.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	Access/ deliver whole school professional learning to review/ embed SWPBs practices.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 3	Develop a coordinated plan to transition all students currently on	<input checked="" type="checkbox"/> Principal	from: Term 1	25%

	the PSD to Disability Inclusion Profiles, as well as develop new Disability Inclusion Profiles for other student within the school.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	to: Term 4	
Activity 4	Implement effective mental health strategies and adapt a whole-school approach to support health, wellbeing and learning initiatives.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	50%
Activity 5	Mental Health in Primary Schools training, three staff members (Prin, MHiPS and teacher) to undertake the training - Murdoch Children's Research Institute (DoE Funded)	<input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	Enabling Learning - Review, and update where required, the school's student behaviour management policies and procedures and ensure these are applied consistently.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	25%
Activity 7	Employment of additional staffing, Teaching as well as Educational Support to support Mental Health and Wellbeing across in the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%

Future planning	
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Monitoring and Self-assessment - 2025

SEIL Feedback

Submitted Feedback

Meeting held June 24 Bona Vista AIP Mid-cycle Monitoring Reflection Notes Learning Recent NAPLAN results show an improvement in reading, with fewer students identified in the NAS category. Teachers have been working on triangulating assessment data to provide clear explanations for student progression points. There is a strong emphasis on prioritising formative assessment before using summative data to guide instructional decisions and teacher judgements. The current AIP focuses on the development of PLCs, phonics, and explicit instruction. While teachers report strong progress in phonics and explicit instruction, the PLC inquiry cycle has not yet been trialled. Teaching sprints—short, focused improvement cycles lasting 2–4 weeks—were discussed as an alternative to an inquiry. Next Steps:

- Further investigate the Teaching Sprints model through professional reading and staff upskilling.
- Possibly trial a Sprint using existing phonics or DIBELS data to guide targeted instructional improvement. Phonics Plus has been widely embraced and is showing positive impact on student learning. However, staff have found the content to be quite wordy and suggested it could be refined for ease of use. All take-home readers are aligned to Phonics Plus, and sessions are streamed twice per week. The school feels confident in its phonics approach and is ready to gradually introduce the Big 6 components of literacy. In Years 3–6, Sound Waves is currently used and there is interest in incorporating spelling and morphology. Although planning templates changed several times earlier in the year, they have now stabilised, leading to greater consistency in team planning. The focus moving forward will be to ensure planning includes a gradual release approach and checking for understanding techniques. Staff have expressed a need for more meaningful professional learning opportunities. While ARC webinars were suggested, some teachers have indicated a preference for face-to-face sessions, and there is potential to collaborate with triad schools for peer observations. Next Steps:
- PLC will use the department placemats to guide their learning in explicit instruction.
- Connect with triad schools to organise peer observation opportunities.
- Explore professional learning options.
- Monitor and refine Phonics Plus delivery to improve clarity.
- Begin implementation of the Big 6, ensuring alignment across F–6 (e.g. phonics in F–2 to spelling/fluency in 3–6).
- Learning walks to review implementation of Phonics Plus
- Deliver professional learning (curriculum day) on the Big 6 using Five from Five and SSS resources.
- Use ARC snapshot webinars with follow-up reflection questions.
- Julie to email modules to support literacy professional development Wellbeing There were some concerns expressed with the HH & LM program. The school is instead implementing Respectful Relationships with fidelity and hopes to include other necessary components in future. Wellbeing lessons are structured throughout the week: setting the tone on Monday, explicit teaching on Wednesday, and daily reinforcement by school captains. SWPBS continues to be implemented but could benefit from further integration. ATOSS data shows an improvement in student perseverance. Next Steps:
- Continue implementing RRRR and make adjustments based on student and staff feedback.
- Further embed SWPBS strategies
- Use ATOSS data to inform and adjust wellbeing initiatives. There is a need to revisit the Zones of Regulation, as implementation has been inconsistent. Support from Sue McLaren has helped guide the work. A draft of the behaviour matrix has been created but still needs to be developed with student input. Staff often make informal adjustments for students, but documentation is lacking. Including IEP goals in planning has helped bring more focus to differentiated instruction. Next Steps:
- Reintroduce the Zones of Regulation with clear guidance and teacher training.
- Finalise the behaviour matrix in collaboration with students.
- Improve documentation of adjustments by streamlining

processes. • Share Yarragon's approach to student profiles and documentation. • teachers. Thank you for your work Cara. Julie Curtis

Simplify adjustment recording to ensure regular use by

Submitted by Julie Curtis (SEIL) on 27 June, 2025 at 10:06 AM

Thank you for providing a narrative around this terms improvement work and uploading samples of new lesson planning documentation. In the mid-year monitoring cycle, it would be great to see a sample of what it looks like when filled in. I can see that you have stayed focus this term with explicit teaching and implementing phonics plus years F-2 and continuing with Sound waves 3-6 implemented in 2024. You mentioned that phonics has been embedded F-2 at the mid-year monitoring cycle would like to explore how you have monitored it has been embedded has it been through digital learning walks, classroom walk throughs using the phonics plus observation checklist? The documentation on how to write chronicles is very clear and will be supportive for all staff and will be useful for future induction of new staff. I like the way you have spent term one exploring programs (Healthier Hearts and Lighter Minds Mindful Aus and The Resilience Project). Will be interested to hear what you have decided to implement in our mid-year cycle monitoring conversation. Julie Curtis

Submitted by Julie Curtis (SEIL) on 15 April, 2025 at 04:52 PM