

Monitoring and assessment - 2026

Fairhills Primary School (4906)



Submitted for review by Tanya Burton (School Principal) on 06 February, 2026 at 10:53 AM

Endorsed by Justin Butler (Senior Education Improvement Leader) on 06 February, 2026 at 04:13 PM

Monitoring and assessment - 2026

Term 1 monitoring (optional)

Goal 1	Maximise the learning growth for all students in literacy and numeracy
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's teaching and learning models across all curriculum areas.
Actions	<ul style="list-style-type: none"> • Classroom observations show agreed learning models are consistently followed. • Developmental sequences for teaching mathematics (Booker) developed through staff professional learning. • Staff engage in VTLM 2.0 professional learning, increasing confidence in sharing and discussing their work. • Spalding Language Arts program implemented consistently across all year levels. • Instructional model to be reviewed to ensure ongoing relevance to current practices.
Delivery of the annual actions for this KIS	
Outcomes	
Success indicators	
Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Staff to implement the literacy block (Spalding, Reading Groups, Writing) in line with the Fairhills Primary School handbook. • Learning Specialists conduct classroom observations, followed by professional learning and whole school agreed practices to address deficit areas. • Facilitate staff professional learning to develop agreed developmental sequences for mathematics. • Provide professional learning on the elements of VTLM 2.0. • Classroom teachers have completed Spalding Language Arts training, with daily implementation in every classroom. • Facilitate staff professional learning to review and revise the current instructional model. 	<ul style="list-style-type: none"> ☑ Principal ☑ School improvement team ☑ Teacher(s) ☑ Learning specialist(s) ☑ Education support 		-1%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Enhance school capability to use assessment and evidence of learning to inform student learning, teacher planning and practice, and monitor student growth.			

attainment and wellbeing capabilities				
Actions	? Conduct whole-school moderation discussions in writing, reading, and numeracy, aligned with the Assessment Schedule and S.I.T. Action Plan. ? Provide professional learning to deepen staff understanding of whole-school data, including NAPLAN. ? Create opportunities for staff to share how they use data to inform teaching with an aim to increase differentiation.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> S.I.T. to develop an action plan that includes relevant professional learning on assessment, reporting, and data interpretation. Whole-school moderation conducted in reading, writing, and mathematics. Staff to maintain and update the Whole School Data Spreadsheet 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support		-1%

	<p>as required.</p> <ul style="list-style-type: none"> • Ongoing professional learning throughout the year to support differentiation when planning teaching and learning. • Platforms such as Essential Assessment and PAT are utilised, with targeted professional learning provided to inform planning documents where necessary. 			
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Goal 2	Build engagement, wellbeing and connectedness for every student
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the school positive learning behaviours and values model
Actions	<p>? Review and refine all practices to attain the blue accreditation and begin planning for bronze accreditation.</p> <p>? Refine and consistently use token rewards system and survey students and adjust to ensure a consistent approach between staff and students.</p>
Delivery of the annual actions for this KIS	
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Commentary on progress	
Enablers	

Barriers				
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Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Leadership, teachers, and students will consistently model the SWPBS expected behaviours matrix and behaviour flow chart. Leadership and teachers will facilitate and engage in professional learning, including ongoing review of the Behaviour Matrix. Leadership and teachers will analyse, share, and respond to AtoSS and SWPBS Self-Assessment Survey data. Students will experience consistent positive reinforcement (tokens) and consequences aligned to the behaviour flow chart across the school. Students will have opportunities to reflect on and provide feedback about the school's SWPBS approach. Student perception surveys will reflect increased positive responses. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%
KIS 2.b Activation of student voice and agency, including in	Develop staff capability to enhance student learning, connectedness, engagement and wellbeing.			

leadership and learning, to strengthen students' participation and engagement in school				
Actions	? Embed consistent whole-school approaches to wellbeing, behaviour, and engagement. ? Wellbeing, behaviour and engagement data is reviewed regularly.			
Delivery of the annual actions for this KIS				
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Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Through professional learning staff will have increased capacity to use data (learning, wellbeing, perception) to inform planning and intervention. Staff will participate in professional learning focused on analysing student learning and wellbeing data. Staff and leadership will 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%

	<p>review attendance data with the Wellbeing Team focussing on areas of need.</p> <ul style="list-style-type: none">• Students will engage in focus sessions to understand and review AtoSS data.• Leadership and staff will facilitate focus session where students identify areas for improvement in the AtoSS data with an aim to improve these areas.			
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Monitoring and assessment - 2026

Mid-year monitoring

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Actions	<ul style="list-style-type: none"> • Classroom observations show agreed learning models are consistently followed. • Developmental sequences for teaching mathematics (Booker) developed through staff professional learning. • Staff engage in VTLM 2.0 professional learning, increasing confidence in sharing and discussing their work. • Spalding Language Arts program implemented consistently across all year levels. • Instructional model to be reviewed to ensure ongoing relevance to current practices.
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KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Enhance school capability to use assessment and evidence of learning to inform student learning, teacher planning and practice, and monitor student growth.			

attainment and wellbeing capabilities				
Actions	? Conduct whole-school moderation discussions in writing, reading, and numeracy, aligned with the Assessment Schedule and S.I.T. Action Plan. ? Provide professional learning to deepen staff understanding of whole-school data, including NAPLAN. ? Create opportunities for staff to share how they use data to inform teaching with an aim to increase differentiation.			
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	<p>as required.</p> <ul style="list-style-type: none"> • Ongoing professional learning throughout the year to support differentiation when planning teaching and learning. • Platforms such as Essential Assessment and PAT are utilised, with targeted professional learning provided to inform planning documents where necessary. 			
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Goal 2	Build engagement, wellbeing and connectedness for every student			
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the school positive learning behaviours and values model			
Actions	<p>? Review and refine all practices to attain the blue accreditation and begin planning for bronze accreditation.</p> <p>? Refine and consistently use token rewards system and survey students and adjust to ensure a consistent approach between staff and students.</p>			
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Monitoring and assessment - 2026

Term 3 monitoring (optional)

Goal 1	Maximise the learning growth for all students in literacy and numeracy
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KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Enhance school capability to use assessment and evidence of learning to inform student learning, teacher planning and practice, and monitor student growth.			

attainment and wellbeing capabilities				
Actions	? Conduct whole-school moderation discussions in writing, reading, and numeracy, aligned with the Assessment Schedule and S.I.T. Action Plan. ? Provide professional learning to deepen staff understanding of whole-school data, including NAPLAN. ? Create opportunities for staff to share how they use data to inform teaching with an aim to increase differentiation.			
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Monitoring and assessment - 2026

End-of-year monitoring

Goal 1	Maximise the learning growth for all students in literacy and numeracy
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's teaching and learning models across all curriculum areas.
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KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Enhance school capability to use assessment and evidence of learning to inform student learning, teacher planning and practice, and monitor student growth.			

attainment and wellbeing capabilities				
Actions	? Conduct whole-school moderation discussions in writing, reading, and numeracy, aligned with the Assessment Schedule and S.I.T. Action Plan. ? Provide professional learning to deepen staff understanding of whole-school data, including NAPLAN. ? Create opportunities for staff to share how they use data to inform teaching with an aim to increase differentiation.			
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Goal 2	Build engagement, wellbeing and connectedness for every student
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Future planning	
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Monitoring and assessment - 2026

Mid Term 1 monitoring

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OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Through professional learning staff will have increased capacity to use data (learning, wellbeing, perception) to inform planning and intervention. Staff will participate in professional learning focused on analysing student learning and wellbeing data. Staff and leadership will 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%

	<p>review attendance data with the Wellbeing Team focussing on areas of need.</p> <ul style="list-style-type: none">• Students will engage in focus sessions to understand and review AtoSS data.• Leadership and staff will facilitate focus session where students identify areas for improvement in the AtoSS data with an aim to improve these areas.			
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Monitoring and assessment - 2026

Mid Term 2 monitoring

Goal 1	Maximise the learning growth for all students in literacy and numeracy
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's teaching and learning models across all curriculum areas.
Actions	<ul style="list-style-type: none"> • Classroom observations show agreed learning models are consistently followed. • Developmental sequences for teaching mathematics (Booker) developed through staff professional learning. • Staff engage in VTLM 2.0 professional learning, increasing confidence in sharing and discussing their work. • Spalding Language Arts program implemented consistently across all year levels. • Instructional model to be reviewed to ensure ongoing relevance to current practices.
Delivery of the annual actions for this KIS	
Outcomes	
Success indicators	
Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Staff to implement the literacy block (Spalding, Reading Groups, Writing) in line with the Fairhills Primary School handbook. • Learning Specialists conduct classroom observations, followed by professional learning and whole school agreed practices to address deficit areas. • Facilitate staff professional learning to develop agreed developmental sequences for mathematics. • Provide professional learning on the elements of VTLM 2.0. • Classroom teachers have completed Spalding Language Arts training, with daily implementation in every classroom. • Facilitate staff professional learning to review and revise the current instructional model. 	<ul style="list-style-type: none"> ☑ Principal ☑ School improvement team ☑ Teacher(s) ☑ Learning specialist(s) ☑ Education support 		-1%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Enhance school capability to use assessment and evidence of learning to inform student learning, teacher planning and practice, and monitor student growth.			

attainment and wellbeing capabilities				
Actions	? Conduct whole-school moderation discussions in writing, reading, and numeracy, aligned with the Assessment Schedule and S.I.T. Action Plan. ? Provide professional learning to deepen staff understanding of whole-school data, including NAPLAN. ? Create opportunities for staff to share how they use data to inform teaching with an aim to increase differentiation.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> S.I.T. to develop an action plan that includes relevant professional learning on assessment, reporting, and data interpretation. Whole-school moderation conducted in reading, writing, and mathematics. Staff to maintain and update the Whole School Data Spreadsheet 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support		-1%

	<p>as required.</p> <ul style="list-style-type: none"> Ongoing professional learning throughout the year to support differentiation when planning teaching and learning. Platforms such as Essential Assessment and PAT are utilised, with targeted professional learning provided to inform planning documents where necessary. 			
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Goal 2	Build engagement, wellbeing and connectedness for every student
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the school positive learning behaviours and values model
Actions	<p>? Review and refine all practices to attain the blue accreditation and begin planning for bronze accreditation.</p> <p>? Refine and consistently use token rewards system and survey students and adjust to ensure a consistent approach between staff and students.</p>
Delivery of the annual actions for this KIS	
Outcomes	
Success indicators	
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Leadership, teachers, and students will consistently model the SWPBS expected behaviours matrix and behaviour flow chart. Leadership and teachers will facilitate and engage in professional learning, including ongoing review of the Behaviour Matrix. Leadership and teachers will analyse, share, and respond to AtoSS and SWPBS Self-Assessment Survey data. Students will experience consistent positive reinforcement (tokens) and consequences aligned to the behaviour flow chart across the school. Students will have opportunities to reflect on and provide feedback about the school's SWPBS approach. Student perception surveys will reflect increased positive responses. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%
KIS 2.b Activation of student voice and agency, including in	Develop staff capability to enhance student learning, connectedness, engagement and wellbeing.			

leadership and learning, to strengthen students' participation and engagement in school				
Actions	? Embed consistent whole-school approaches to wellbeing, behaviour, and engagement. ? Wellbeing, behaviour and engagement data is reviewed regularly.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Through professional learning staff will have increased capacity to use data (learning, wellbeing, perception) to inform planning and intervention. Staff will participate in professional learning focused on analysing student learning and wellbeing data. Staff and leadership will 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%

	<p>review attendance data with the Wellbeing Team focussing on areas of need.</p> <ul style="list-style-type: none">• Students will engage in focus sessions to understand and review AtoSS data.• Leadership and staff will facilitate focus session where students identify areas for improvement in the AtoSS data with an aim to improve these areas.			
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Monitoring and assessment - 2026

Mid Term 3 monitoring

Goal 1	Maximise the learning growth for all students in literacy and numeracy
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's teaching and learning models across all curriculum areas.
Actions	<ul style="list-style-type: none"> • Classroom observations show agreed learning models are consistently followed. • Developmental sequences for teaching mathematics (Booker) developed through staff professional learning. • Staff engage in VTLM 2.0 professional learning, increasing confidence in sharing and discussing their work. • Spalding Language Arts program implemented consistently across all year levels. • Instructional model to be reviewed to ensure ongoing relevance to current practices.
Delivery of the annual actions for this KIS	
Outcomes	
Success indicators	
Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Staff to implement the literacy block (Spalding, Reading Groups, Writing) in line with the Fairhills Primary School handbook. • Learning Specialists conduct classroom observations, followed by professional learning and whole school agreed practices to address deficit areas. • Facilitate staff professional learning to develop agreed developmental sequences for mathematics. • Provide professional learning on the elements of VTLM 2.0. • Classroom teachers have completed Spalding Language Arts training, with daily implementation in every classroom. • Facilitate staff professional learning to review and revise the current instructional model. 	<ul style="list-style-type: none"> ☑ Principal ☑ School improvement team ☑ Teacher(s) ☑ Learning specialist(s) ☑ Education support 		-1%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Enhance school capability to use assessment and evidence of learning to inform student learning, teacher planning and practice, and monitor student growth.			

attainment and wellbeing capabilities				
Actions	? Conduct whole-school moderation discussions in writing, reading, and numeracy, aligned with the Assessment Schedule and S.I.T. Action Plan. ? Provide professional learning to deepen staff understanding of whole-school data, including NAPLAN. ? Create opportunities for staff to share how they use data to inform teaching with an aim to increase differentiation.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> S.I.T. to develop an action plan that includes relevant professional learning on assessment, reporting, and data interpretation. Whole-school moderation conducted in reading, writing, and mathematics. Staff to maintain and update the Whole School Data Spreadsheet 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support		-1%

	<p>as required.</p> <ul style="list-style-type: none"> Ongoing professional learning throughout the year to support differentiation when planning teaching and learning. Platforms such as Essential Assessment and PAT are utilised, with targeted professional learning provided to inform planning documents where necessary. 			
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Goal 2	Build engagement, wellbeing and connectedness for every student
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the school positive learning behaviours and values model
Actions	<p>? Review and refine all practices to attain the blue accreditation and begin planning for bronze accreditation.</p> <p>? Refine and consistently use token rewards system and survey students and adjust to ensure a consistent approach between staff and students.</p>
Delivery of the annual actions for this KIS	
Outcomes	
Success indicators	
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Leadership, teachers, and students will consistently model the SWPBS expected behaviours matrix and behaviour flow chart. Leadership and teachers will facilitate and engage in professional learning, including ongoing review of the Behaviour Matrix. Leadership and teachers will analyse, share, and respond to AtoSS and SWPBS Self-Assessment Survey data. Students will experience consistent positive reinforcement (tokens) and consequences aligned to the behaviour flow chart across the school. Students will have opportunities to reflect on and provide feedback about the school's SWPBS approach. Student perception surveys will reflect increased positive responses. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%
KIS 2.b Activation of student voice and agency, including in	Develop staff capability to enhance student learning, connectedness, engagement and wellbeing.			

leadership and learning, to strengthen students' participation and engagement in school				
Actions	? Embed consistent whole-school approaches to wellbeing, behaviour, and engagement. ? Wellbeing, behaviour and engagement data is reviewed regularly.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Through professional learning staff will have increased capacity to use data (learning, wellbeing, perception) to inform planning and intervention. Staff will participate in professional learning focused on analysing student learning and wellbeing data. Staff and leadership will 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%

	<p>review attendance data with the Wellbeing Team focussing on areas of need.</p> <ul style="list-style-type: none">• Students will engage in focus sessions to understand and review AtoSS data.• Leadership and staff will facilitate focus session where students identify areas for improvement in the AtoSS data with an aim to improve these areas.			
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Monitoring and assessment - 2026

Mid Term 4 monitoring

Goal 1	Maximise the learning growth for all students in literacy and numeracy
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed the school's teaching and learning models across all curriculum areas.
Actions	<ul style="list-style-type: none"> • Classroom observations show agreed learning models are consistently followed. • Developmental sequences for teaching mathematics (Booker) developed through staff professional learning. • Staff engage in VTLM 2.0 professional learning, increasing confidence in sharing and discussing their work. • Spalding Language Arts program implemented consistently across all year levels. • Instructional model to be reviewed to ensure ongoing relevance to current practices.
Delivery of the annual actions for this KIS	
Outcomes	
Success indicators	
Commentary on progress	
Enablers	
Barriers	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Staff to implement the literacy block (Spalding, Reading Groups, Writing) in line with the Fairhills Primary School handbook. • Learning Specialists conduct classroom observations, followed by professional learning and whole school agreed practices to address deficit areas. • Facilitate staff professional learning to develop agreed developmental sequences for mathematics. • Provide professional learning on the elements of VTLM 2.0. • Classroom teachers have completed Spalding Language Arts training, with daily implementation in every classroom. • Facilitate staff professional learning to review and revise the current instructional model. 	<ul style="list-style-type: none"> ☑ Principal ☑ School improvement team ☑ Teacher(s) ☑ Learning specialist(s) ☑ Education support 		-1%
KIS 1.b Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth,	Enhance school capability to use assessment and evidence of learning to inform student learning, teacher planning and practice, and monitor student growth.			

attainment and wellbeing capabilities				
Actions	? Conduct whole-school moderation discussions in writing, reading, and numeracy, aligned with the Assessment Schedule and S.I.T. Action Plan. ? Provide professional learning to deepen staff understanding of whole-school data, including NAPLAN. ? Create opportunities for staff to share how they use data to inform teaching with an aim to increase differentiation.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> S.I.T. to develop an action plan that includes relevant professional learning on assessment, reporting, and data interpretation. Whole-school moderation conducted in reading, writing, and mathematics. Staff to maintain and update the Whole School Data Spreadsheet 	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support		-1%

	<p>as required.</p> <ul style="list-style-type: none"> Ongoing professional learning throughout the year to support differentiation when planning teaching and learning. Platforms such as Essential Assessment and PAT are utilised, with targeted professional learning provided to inform planning documents where necessary. 			
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Goal 2	Build engagement, wellbeing and connectedness for every student
KIS 2.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the school positive learning behaviours and values model
Actions	<p>? Review and refine all practices to attain the blue accreditation and begin planning for bronze accreditation.</p> <p>? Refine and consistently use token rewards system and survey students and adjust to ensure a consistent approach between staff and students.</p>
Delivery of the annual actions for this KIS	
Outcomes	
Success indicators	
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Leadership, teachers, and students will consistently model the SWPBS expected behaviours matrix and behaviour flow chart. Leadership and teachers will facilitate and engage in professional learning, including ongoing review of the Behaviour Matrix. Leadership and teachers will analyse, share, and respond to AtoSS and SWPBS Self-Assessment Survey data. Students will experience consistent positive reinforcement (tokens) and consequences aligned to the behaviour flow chart across the school. Students will have opportunities to reflect on and provide feedback about the school's SWPBS approach. Student perception surveys will reflect increased positive responses. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%
KIS 2.b Activation of student voice and agency, including in	Develop staff capability to enhance student learning, connectedness, engagement and wellbeing.			

leadership and learning, to strengthen students' participation and engagement in school				
Actions	? Embed consistent whole-school approaches to wellbeing, behaviour, and engagement. ? Wellbeing, behaviour and engagement data is reviewed regularly.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> Through professional learning staff will have increased capacity to use data (learning, wellbeing, perception) to inform planning and intervention. Staff will participate in professional learning focused on analysing student learning and wellbeing data. Staff and leadership will 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Mental health and wellbeing leader <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support 		-1%

	<p>review attendance data with the Wellbeing Team focussing on areas of need.</p> <ul style="list-style-type: none">• Students will engage in focus sessions to understand and review AtoSS data.• Leadership and staff will facilitate focus session where students identify areas for improvement in the AtoSS data with an aim to improve these areas.			
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Monitoring and Self-assessment - 2026

SEIL Feedback