Monitoring and assessment - 2026

Woodville Primary School (5049)

Submitted for review by Sharni Wallace (School Principal) on 13 November, 2025 at 11:43 AM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 16 February, 2026 at 03:12 AM
Term 2 Monitoring submitted by Sharni Wallace (School Principal) on 25 June, 2026 at 03:04 PM

Term 4 Monitoring submitted by Sharni Wallace (School Principal) on 12 November, 2026 at 09:34 AM

Monitoring and assessment - 2026

Term 1 monitoring (optional)

Goal 1	Improve student learning achievement and growth in literacy and numeracy.
KIS 1.a	Further enhance the implementation of PLCs at Woodville PS.
Actions	1. Review whole school assessment schedule. 2. Further build data analysis structures.
Delivery of the annual actions for this KIS	Completed
Evidence of change	1. Improved use of data to inform teaching as evidenced by inquiry cycles, adjustments in planning and student outcomes. 2. Timely completion of assessments as evidenced by adherence to schoool wide assesment schedule.
Progress of evidence of change for this KIS	All expected evidence of change observed
Enablers	☑ Sufficient budget ☑ Access to resources/programs ☑ Sufficient time allocated ☑ Key improvement strategies are able to be implemented ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change

Barriers	☑ Workforce constraints ☑ Other New staff mid semester has meant that priorities had to shift. Waiting on advice from EIL/regional staff in regards to English lesson plans 2.0 - as we have composite 3/4 and 5/6 classes.		
OPTIONAL: Upload evidence			
Tasks	**Task**	**Who**	**Percentage Complete**
Task 1	1. Review current Assessment Schedule.	☑ Learning specialist(s) ☑ School improvement team	50%
Task 2	2. Support the systematic collection and analysis of student data to monitor progress and evaluate the effectiveness of the teaching and learning program.	☑ Assistant principal ☑ Learning specialist(s) ☑ Wellbeing team	75%
Task 3	3. Embed regular moderation processes to ensure consistency and accuracy in teacher judgements across all year levels.	☑ Learning specialist(s)	75%
KIS 1.c	Further develop and implement consistent, evidence–based practices in literacy and numeracy.		
Actions	1. Develop – Creates a clear, staged implementation plan for a whole-school curriculum approach. 2. Implement – Apply the agreed-upon practices in their daily teaching, using high-quality curriculum materials.		
Delivery of the annual actions for this KIS	Completed		

Evidence of change	1. Increase capacity and expertise of teaching staff to deliver the Victorian Curriculum 2.0 as evidenced by observations, and Instructional Coaching practices and Professional Learning Communities (PLCs) minutes and planning documents. 2. Teachers use a higher application of the Victorian Lesson Plans as sighted through planning documentation and Learning Walk Observations. Teacher Confidence and Consistency strengthened – Teachers demonstrate a shared understanding and increased confidence in applying the first two planning components — (a) Lead a whole-school curriculum approach, and (b) Develop and deliver quality curriculum materials — as evidenced through scheduled pulse check surveys, self-reflection tools, and feedback cycles. 3. High-Fidelity Implementation ensured – The first two components are implemented consistently and effectively across all classrooms. Evidence of fidelity is collected through lesson plans, units of work, PLC (Professional Learning Community) records, and classroom observations using the established fidelity tool. 4. Document and Align Curriculum – The school's teaching and learning programs are comprehensively documented to ensure that knowledge is sequenced to build depth and complexity within each curriculum area (vertical alignment) and that meaningful connections are established between curriculum areas at each year level (horizontal alignment).
Progress of evidence of change for this KIS	Some evidence of change observed
Enablers	☑ Sufficient budget ☑ Access to resources/programs ☑ Sufficient time allocated ☑ Key improvement strategies are able to be implemented ☑ The school was able to prioritise well
Barriers	☑ Workforce constraints ☑ Time constraints ☑ Other Protected time is needed for teams to discuss, rehearse and seek clarification of Victorian lesson plans.

OPTIONAL: Upload evidence			
Tasks	**Task**	**Who**	**Percentage Complete**
Task 1	1. Document a comprehensive whole-school curriculum plan that includes a clearly sequenced phonics program and the adoption of the Victorian Lesson Plans (Prep–Year 2).	☑ Learning specialist(s)	75%
Task 2	2. Create Victorian Lesson Plan resource folders.	☑ Education support	50%
Task 3	3. Collaboratively model, review, and refine curriculum implementation through regular Professional Learning Community (PLC)	☑ All staff	75%
Task 4	4. Whole School approach to recording reasonable adjustments.	☑ Assistant principal ☑ Leadership team ☑ Team leader(s) ☑ Wellbeing team	75%
Task 5	2. Explore Victorian Lesson Plans (Year 3- Year 6).	☑ Learning specialist(s) ☑ PLC leaders ☑ Assistant principal	75%

Goal 2	Strengthen wellbeing, inclusion and engagement of all students.
KIS 2.c	Continue to develop students as active, engaged and empowered learners.
Actions	1. Define a Tiered System of Supports (TSS) by integrating Woodville's approach to learning, behaviour, and wellbeing.

	2. Embed consistent classroom and school-wide practices by utilising PCMS.
Delivery of the annual actions for this KIS	Completed
Evidence of change	1. A school-wide Tiered System of Supports (TSS) developed and implemented. As evidenced by data analysis via Inclusive Outreach Coaches (IOC). 2. Problem-solving approach for learning, wellbeing, and behaviour, using high-quality data, clear protocols, and structured processes for collaboration has been applied as evidenced by PLC minutes/Compass Chronicles. 3. Increased Instructional time through consistent classroom practices as evidenced by PCMS, strengths and needs, assessment and Learning Walks.
Progress of evidence of change for this KIS	Some evidence of change observed
Enablers	☑ Sufficient budget ☑ Access to resources/programs ☑ Sufficient time allocated ☑ Key improvement strategies are able to be implemented ☑ The school was able to prioritise well ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change
Barriers	☑ Workforce constraints ☑ Time constraints ☑ Staff readiness for change / limited change management and support in place ☑ Other

	AEU workplace bans limited professional learning/staff buy in of the IOC and PCMS Coaching initiatives. This will be rectified in the second semester, with a planned staff curriculum day and weekly professional learning relating to this.		
OPTIONAL: Upload evidence			
Tasks	**Task**	**Who**	**Percentage Complete**
Task 1	Review Tier 1 teaching, learning, and wellbeing program with the IOC.	☑ Wellbeing team	50%
Task 2	Implement recommendations from IOC.	☑ Wellbeing team	50%
Task 3	Review and refine the implementation of Positive Classroom Management Strategies (PCMS) with the PCMS coach	☑ Wellbeing team	50%
Task 4	Implement recommendations from PCMS coach.	☑ Wellbeing team	50%

Monitoring and assessment - 2026

Mid-year monitoring

Goal 1	Improve student learning achievement and growth in literacy and numeracy.
KIS 1.a	Further enhance the implementation of PLCs at Woodville PS.
Actions	1. Review whole school assessment schedule. 2. Further build data analysis structures.
Delivery of the annual actions for this KIS	Partially Completed
Evidence of change	1. Improved use of data to inform teaching as evidenced by inquiry cycles, adjustments in planning and student outcomes. 2. Timely completion of assessments as evidenced by adherence to schoool wide assesment schedule.
Progress of evidence of change for this KIS	Some evidence of change observed
Enablers	☑ Sufficient budget ☑ Access to resources/programs ☑ Sufficient time allocated ☑ Key improvement strategies are able to be implemented ☑ The school was able to prioritise well ☑ Staff capability and consistency of practice

	☑ Positive staff culture and readiness for change		
Barriers	☑ Workforce constraints ☑ Time constraints ☑ Other Engaging with regional team and recieved mathematics 2.0 advice, we are waiting for additional advice with reference to English: in regards to lesson plans and assessment of English 2.0 curriculum and the fact that we have composite 3/4 and 5/6 classes. Staffing constraints: new staff mid semester has meant that priorities have had to change in order to support them as they settle in to Woodville. Enterprise Agreement: bans in place restricts time to engage with staff and get staff buy in.		
OPTIONAL: Upload evidence	1. Curriculum Day 1 DIBELS 2026.pdf (0.21 MB) 2. PLC Schedule Term 1 2026.pdf (0.18 MB) 3. PLC Schedule Term 2 2026.docx (0.04 MB) 4. PLC Schedule Term 3 2026.docx (0.04 MB)		
Tasks	**Task**	**Who**	**Percentage Complete**
Task 1	1. Review current Assessment Schedule.	☑ Learning specialist(s) ☑ School improvement team	50%
Task 2	2. Support the systematic collection and analysis of student data to monitor progress and evaluate the effectiveness of the teaching and learning program.	☑ Assistant principal ☑ Learning specialist(s) ☑ Wellbeing team	75%
Task 3	3. Embed regular moderation processes to ensure consistency and accuracy in teacher judgements across all year levels.	☑ Learning specialist(s)	75%
KIS 1.c	Further develop and implement consistent, evidence–based practices in literacy and numeracy.		

Actions	1. Develop – Creates a clear, staged implementation plan for a whole-school curriculum approach. 2. Implement – Apply the agreed-upon practices in their daily teaching, using high-quality curriculum materials.
Delivery of the annual actions for this KIS	Completed
Evidence of change	1. Increase capacity and expertise of teaching staff to deliver the Victorian Curriculum 2.0 as evidenced by observations, and Instructional Coaching practices and Professional Learning Communities (PLCs) minutes and planning documents. 2. Teachers use a higher application of the Victorian Lesson Plans as sighted through planning documentation and Learning Walk Observations. Teacher Confidence and Consistency strengthened – Teachers demonstrate a shared understanding and increased confidence in applying the first two planning components — (a) Lead a whole-school curriculum approach, and (b) Develop and deliver quality curriculum materials — as evidenced through scheduled pulse check surveys, self-reflection tools, and feedback cycles. 3. High-Fidelity Implementation ensured – The first two components are implemented consistently and effectively across all classrooms. Evidence of fidelity is collected through lesson plans, units of work, PLC (Professional Learning Community) records, and classroom observations using the established fidelity tool. 4. Document and Align Curriculum – The school's teaching and learning programs are comprehensively documented to ensure that knowledge is sequenced to build depth and complexity within each curriculum area (vertical alignment) and that meaningful connections are established between curriculum areas at each year level (horizontal alignment).
Progress of evidence of change for this KIS	Some evidence of change observed
Enablers	☑ Sufficient budget ☑ Access to resources/programs ☑ Sufficient time allocated ☑ Key improvement strategies are able to be implemented

	☑ The school was able to prioritise well ☑ Positive staff culture and readiness for change		
Barriers	☑ Staff readiness for change / limited change management and support in place		
OPTIONAL: Upload evidence	1. INDIVIDUAL EDUCATION PLANS PL.pptx (0.52 MB) 2. Staff Handbook 2026.pdf (1.99 MB) 3. Wyndham South SEIL update 11th May.pdf (0.32 MB)		
Tasks	**Task**	**Who**	**Percentage Complete**
Task 1	1. Document a comprehensive whole-school curriculum plan that includes a clearly sequenced phonics program and the adoption of the Victorian Lesson Plans (Prep–Year 2).	☑ Learning specialist(s)	75%
Task 2	2. Create Victorian Lesson Plan resource folders.	☑ Education support	50%
Task 3	3. Collaboratively model, review, and refine curriculum implementation through regular Professional Learning Community (PLC)	☑ All staff	75%
Task 4	4. Whole School approach to recording reasonable adjustments.	☑ Assistant principal ☑ Leadership team ☑ Team leader(s) ☑ Wellbeing team	50%
Task 5	2. Explore Victorian Lesson Plans (Year 3- Year 6).	☑ Learning specialist(s) ☑ PLC leaders ☑ Assistant principal	50%

Goal 2	Strengthen wellbeing, inclusion and engagement of all students.
KIS 2.c	Continue to develop students as active, engaged and empowered learners.
Actions	1. Define a Tiered System of Supports (TSS) by integrating Woodville's approach to learning, behaviour, and wellbeing. 2. Embed consistent classroom and school-wide practices by utilising PCMS.
Delivery of the annual actions for this KIS	Completed
Evidence of change	1. A school-wide Tiered System of Supports (TSS) developed and implemented. As evidenced by data analysis via Inclusive Outreach Coaches (IOC). 2. Problem-solving approach for learning, wellbeing, and behaviour, using high-quality data, clear protocols, and structured processes for collaboration has been applied as evidenced by PLC minutes/Compass Chronicles. 3. Increased Instructional time through consistent classroom practices as evidenced by PCMS, strengths and needs, assessment and Learning Walks.
Progress of evidence of change for this KIS	Some evidence of change observed
Enablers	☑ Access to resources/programs ☑ Key improvement strategies are able to be implemented ☑ The school was able to prioritise well ☑ Positive staff culture and readiness for change
Barriers	☑ Time constraints ☑ Workforce capability ☑ Other

	AEU bans made it difficult to meet and hold Professional Learning in staff forums. Staffing changes. Learning walks not yet conducted.
OPTIONAL: Upload evidence	1. Classroom Environmental Checklist Draft.docx (1.60 MB) 2. Copy of Review and Revive - updated 12th June.pptx (13.41 MB) 3. Inclusive Classroom Environmental Checklist Data.docx (1.66 MB) 4. IOC and Woodville PS PA Mid Cycle Review.pdf (0.48 MB) 5. IOC and Woodville PS PA Term 1 2026 Final.pdf (0.48 MB) 6. MTSS Presentation 2026.pptx (4.87 MB) 7. MTSS Wellbeing Term 1 2026.docx (1.61 MB) 8. MTSS Woodville Graphic.pdf (0.27 MB)

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Task 2	Implement recommendations from IOC.	☑ Wellbeing team	75%
Task 3	Review and refine the implementation of Positive Classroom Management Strategies (PCMS) with the PCMS coach	☑ Wellbeing team	100%
Task 4	Implement recommendations from PCMS coach.	☑ Wellbeing team	75%

Monitoring and assessment - 2026

Term 3 monitoring (optional)

Goal 1	Improve student learning achievement and growth in literacy and numeracy.		
KIS 1.a	Further enhance the implementation of PLCs at Woodville PS.		
Actions	1. Review whole school assessment schedule. 2. Further build data analysis structures.		
Delivery of the annual actions for this KIS	Partially Completed		
Evidence of change	1. Improved use of data to inform teaching as evidenced by inquiry cycles, adjustments in planning and student outcomes. 2. Timely completion of assessments as evidenced by adherence to schoool wide assesment schedule.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	**Task**	**Who**	**Percentage Complete**
Task 1	1. Review current Assessment Schedule.	☑ Learning specialist(s)	50%

		☑ School improvement team	
Task 2	2. Support the systematic collection and analysis of student data to monitor progress and evaluate the effectiveness of the teaching and learning program.	☑ Assistant principal ☑ Learning specialist(s) ☑ Wellbeing team	75%
Task 3	3. Embed regular moderation processes to ensure consistency and accuracy in teacher judgements across all year levels.	☑ Learning specialist(s)	75%
KIS 1.c	Further develop and implement consistent, evidence–based practices in literacy and numeracy.		
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Evidence of change	1. Increase capacity and expertise of teaching staff to deliver the Victorian Curriculum 2.0 as evidenced by observations, and Instructional Coaching practices and Professional Learning Communities (PLCs) minutes and planning documents. 2. Teachers use a higher application of the Victorian Lesson Plans as sighted through planning documentation and Learning Walk Observations. Teacher Confidence and Consistency strengthened – Teachers demonstrate a shared understanding and increased confidence in applying the first two planning components — (a) Lead a whole-school curriculum approach, and (b) Develop and deliver quality curriculum materials — as evidenced through scheduled pulse check surveys, self-reflection tools, and feedback cycles. 3. High-Fidelity Implementation ensured – The first two components are implemented consistently and effectively across all classrooms. Evidence of fidelity is collected through lesson plans, units of work, PLC (Professional Learning Community) records, and classroom observations using the established fidelity tool. 4. Document and Align Curriculum – The school's teaching and learning programs are comprehensively		

	documented to ensure that knowledge is sequenced to build depth and complexity within each curriculum area (vertical alignment) and that meaningful connections are established between curriculum areas at each year level (horizontal alignment).		
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Enablers			
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Tasks	**Task**	**Who**	**Percentage Complete**
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Task 5	2. Explore Victorian Lesson Plans (Year 3- Year 6).	☑ Learning specialist(s)	50%

		☑ PLC leaders ☑ Assistant principal	

Goal 2	Strengthen wellbeing, inclusion and engagement of all students.
KIS 2.c	Continue to develop students as active, engaged and empowered learners.
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Progress of evidence of change for this KIS	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

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Monitoring and assessment - 2026

End-of-year monitoring

System priority	Priority target	Reflection on progress: Please reflect below on the progress your school has made towards achieving the system priority target.
Needs additional support	By 2027, reduce the number of students achieving the 'needs additional support' proficiency level in each of NAPLAN reading and numeracy in Year 3 (2025) compared to year 5 (2027) and/or Year 7 (2025) compared to Year 9 (2027).	Progress towards the system priority target has been mixed, with positive improvement evident in Year 3 reading and numeracy outcomes between 2025 and 2026. In Year 3 reading, the proportion of students achieving the Needs Additional Support proficiency level decreased from 15% (7 students) in 2025 to 5% (2 students) in 2026. This represents a significant improvement and indicates progress in supporting students to develop foundational reading skills. In Year 3 numeracy, the proportion decreased from 13% (6 students) to 8% (3 students), demonstrating further improvement in foundational numeracy achievement. For Year 5 reading, the proportion of students requiring additional support remained stable at 9% (5 students) across 2025 and 2026. However, Year 5 numeracy increased from 9% (5 students) in 2025 to 11% (6 students) in 2026, indicating an area requiring further investigation and targeted small group work. Overall, the Year 3 data demonstrates encouraging progress in reducing the proportion of students requiring additional support in both learning areas. However, the Year 5 results highlight the importance of sustaining this progress as students move through the school and ensures that improvements in foundational skills translate into continued growth in reading and numeracy. Woodville Primary School will continue to strengthen evidence-informed teaching practices, targeted intervention and differentiated instruction, with a focus on identifying students requiring additional support as early as possible. Student achievement data, classroom assessments and progress monitoring will be used to evaluate the impact of interventions, inform teaching adjustments and ensure resources are directed towards identified learning needs. Moving forward, Woodville Primary School will prioritise tracking the progress of the 2025 Year 3 cohort as they move towards Year 5 in 2027, with the aim of reducing the proportion of students requiring additional support in both NAPLAN reading and numeracy. This will be supported by ongoing analysis of achievement

		data, collaborative planning and a continued focus on strengthening Individual Education Plans and identifying students requiring Disability Inclusion Plans including literacy and numeracy skills for all students. PLC reading and numeracy inquiry focusing on students in the developing range of Naplan to maintain continued progress limiting students who require additional support.

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Enablers	☑ Access to resources/programs ☑ Sufficient time allocated ☑ Key improvement strategies are able to be implemented ☑ The school was able to prioritise well ☑ Staff capability and consistency of practice

	☑ Positive staff culture and readiness for change ☑ Workforce stability and effective change management practices		
Barriers	☑ Budget constraints		
OPTIONAL: Upload evidence			
Tasks	**Task**	**Who**	**Percentage Complete**
Task 1	1. Review current Assessment Schedule.	☑ Learning specialist(s) ☑ School improvement team	100%
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KIS 1.c	Further develop and implement consistent, evidence–based practices in literacy and numeracy.		
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Delivery of the annual actions for this KIS	Completed		
Evidence of change	1. Increase capacity and expertise of teaching staff to deliver the Victorian Curriculum 2.0 as evidenced by observations, and Instructional Coaching practices and Professional Learning Communities (PLCs) minutes and		

	planning documents. 2. Teachers use a higher application of the Victorian Lesson Plans as sighted through planning documentation and Learning Walk Observations. Teacher Confidence and Consistency strengthened – Teachers demonstrate a shared understanding and increased confidence in applying the first two planning components — (a) Lead a whole-school curriculum approach, and (b) Develop and deliver quality curriculum materials — as evidenced through scheduled pulse check surveys, self-reflection tools, and feedback cycles. 3. High-Fidelity Implementation ensured – The first two components are implemented consistently and effectively across all classrooms. Evidence of fidelity is collected through lesson plans, units of work, PLC (Professional Learning Community) records, and classroom observations using the established fidelity tool. 4. Document and Align Curriculum – The school's teaching and learning programs are comprehensively documented to ensure that knowledge is sequenced to build depth and complexity within each curriculum area (vertical alignment) and that meaningful connections are established between curriculum areas at each year level (horizontal alignment).
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Barriers	☑ Budget constraints ☑ Other Union Bans
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
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Task 4	4. Whole School approach to recording reasonable adjustments.	☑ Assistant principal ☑ Leadership team ☑ Team leader(s) ☑ Wellbeing team	100%
Task 5	2. Explore Victorian Lesson Plans (Year 3- Year 6).	☑ Learning specialist(s) ☑ PLC leaders ☑ Assistant principal	100%
Future planning	Next year, our school will undertake its School Review, providing an opportunity to reflect on our achievements and evaluate the progress made throughout the implementation of our School Strategic Plan. We have evidence of positive change and improved consistency in practice through the work undertaken within our Professional Learning Communities (PLCs). This is demonstrated through: Improved use of data to inform teaching and learning: PLCs have strengthened their ability to analyse and interpret student data to inform instructional decisions. This is evident through the implementation of inquiry cycles, adjustments to teaching and learning programs, responsive planning and improved student outcomes. Timely completion and use of assessment data: Staff have demonstrated greater consistency in completing assessments in accordance with the school-wide assessment schedule. Importantly, the focus has extended beyond the collection of data to include analysing and responding to the information gathered, monitoring student progress and identifying students requiring additional support or extension. Tracking and celebrating student growth:		

	PLCs are increasingly using assessment data to monitor individual and cohort progress, recognise improvements and celebrate student achievement. This has supported more targeted teaching approaches and a stronger shared understanding of student learning needs across the school. As a result of data staff are adaptive and strategic responding to the data analysed. For future planning staff will continue to utilise protected time for data analysis and intellectual preparation. These improvements demonstrate a developing culture of collaborative accountability, data-informed decision-making and continuous improvement, with PLCs playing an important role in strengthening teaching practice and improving outcomes for all students. Moving forward, we will continue to embed, strengthen and refine the evidence based practices and initiatives introduced and consolidated over this period. These include the DIBELS (with future direction moving beyond assessment towards progress reports), Phonics Plus Program, Victorian Lesson Plans Prep-Yr 6 (intellectual preparation focus), and the Victorian Teaching and Learning Model 2.0. An emphasis on Cognitive Load Theory will be a focus for the next School Strategic Plan.

Goal 2	Strengthen wellbeing, inclusion and engagement of all students.
KIS 2.c	Continue to develop students as active, engaged and empowered learners.
Actions	1. Define a Tiered System of Supports (TSS) by integrating Woodville's approach to learning, behaviour, and wellbeing. 2. Embed consistent classroom and school-wide practices by utilising PCMS.
Delivery of the annual actions for this KIS	Completed
Evidence of change	1. A school-wide Tiered System of Supports (TSS) developed and implemented. As evidenced by data analysis via Inclusive Outreach Coaches (IOC). 2. Problem-solving approach for learning, wellbeing, and behaviour, using high-quality data, clear protocols, and structured processes for collaboration has been applied as evidenced by PLC minutes/Compass Chronicles. 3. Increased Instructional time through consistent classroom practices as evidenced by PCMS, strengths and needs, assessment and Learning Walks.

Progress of evidence of change for this KIS	All expected evidence of change observed		
Enablers	☑ Access to resources/programs ☑ The school was able to prioritise well ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change ☑ Workforce stability and effective change management practices		
Barriers	☑ Other AEU Bans		
OPTIONAL: Upload evidence			
Tasks	**Task**	**Who**	**Percentage Complete**
Task 1	Review Tier 1 teaching, learning, and wellbeing program with the IOC.	☑ Wellbeing team	100%
Task 2	Implement recommendations from IOC.	☑ Wellbeing team	100%
Task 3	Review and refine the implementation of Positive Classroom Management Strategies (PCMS) with the PCMS coach	☑ Wellbeing team	100%
Task 4	Implement recommendations from PCMS coach.	☑ Wellbeing team	100%
Future planning	The work undertaken with our Positive Classroom Management Strategies Coach (PCMS) and Inclusive Outreach Coach (IOC) has been particularly valuable in building consistency, strengthening collective teacher practice and establishing a shared approach to wellbeing and will continue to strenghten teaching and learning across the school. This work will remain an ongoing priority, with a continued focus on refining, developing and embedding these practices to ensure sustainable improvement and positive outcomes for all students. In 2027, full implementation of whole school		

	inclusive and consistent classroom environments and wellbeing practices (SWPBS and PCMS) across the school will enhance equal learning opportunities for all students. We will also continue to prioritise strong participation rates across all key surveys, including the Attitudes to School Survey (AToSS), Parent/Caregiver Opinion Survey (PCOS) and Staff Opinion Survey (SSS), ensuring that the perspectives and experiences of our school community inform future planning and improvement. We have continued to strengthen engagement and connectedness across our school community by creating more opportunities for parents and carers to be actively involved in school life. This has included inviting families to attend school events, participate in fundraising initiatives, celebrate student achievements at assemblies and engage in a range of whole-school activities. We have also prioritised open, transparent and consistent communication with families, introducing and maintaining additional communication platforms to improve the accessibility and flow of information between home and school. Moving forward, we will continue to build on these practices, strengthening partnerships with families and fostering a positive, inclusive and connected school community.

Monitoring and Self-assessment - 2026

SEIL Feedback