

Monitoring and assessment - 2026

Mooroolbark College (8071)



Submitted for review by Ann Stratford (School Principal) on 27 July, 2026 at 04:56 PM

Endorsed by John Roberts (Senior Education Improvement Leader) on 28 July, 2026 at 08:42 AM

Term 2 Monitoring submitted by Ann Stratford (School Principal) on 31 July, 2026 at 11:55 AM

Monitoring and assessment - 2026

Term 1 monitoring (optional)

Goal 1	To maximise student learning growth.
KIS 1.a	Develop, document and embed whole school collaborative and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
Actions	Strengthen curriculum consistency and teacher collaboration through a documented, evidence-based approach to planning and delivery aligned to the VTLM 2.0 Build teacher capability to use data and explicit teaching practices to improve student learning outcomes.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of development and implementation 4 year plans in Literacy, Numeracy, English, Mathematics, Teaching and Learning, Junior School, Senior School and Data Improvement. Evidence of staff planning and collaborating with each other in Curriculum and Assessment Writing Teams Evidence that the document curriculum (OneNote) is the single, documented source of curriculum content, ensuring all curriculum is complete, consistent and aligned with the Victorian Curriculum 2.0. Teachers regularly use data, including PAT, NAPLAN and attendance, to inform and refine their teaching practice. English teacher engaging in professional learning and collaborative planning to analyse NAPLAN writing data and implement consistent, explicit teaching strategies targeting grammar, sentence structure and written expression across Years 7–10. School Staff Survey - Maintain positive response level - Collaborate to plan curriculum at 84% NAPLAN Data Growth Relative Growth - The percentage of students achieving high growth: Reading - 21% Writing - 19%

	Numeracy 23% The percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, Reading - 80% Writing - 88% Numeracy - 81%		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Embed consistent, high-impact pedagogical practice aligned to VTLM 2.0 - Introduce VTLM 2.0 alignment with the College instructional model (Engage, Explain, Action, Review) - Professional learning on: Learning intentions and success criteria (Teaching and Learning 4 Year Plan)	☑ Assistant principal ☑ Teaching and learning coordinator ☑ Principal ☑ School improvement team	-1%

Task 2	Develop and implement Mooroolbark College Literacy Non-negotiables and agreed common instructional language to enable all students to be learners and users of literacy using a whole school literacy language (Literacy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Literacy improvement teacher	-1%
Task 3	Review the problem solving strategy (Know, find, how) and make it evident in all maths classroom walls with staff referencing the strategy when students are problem solving. (Mathematics 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy leader ☒ Teacher(s)	-1%
Task 4	Deliver professional learning to all staff with a focus on numeracy across the curriculum. (Numeracy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy improvement teacher ☒ Teacher(s)	-1%
Task 5	Strengthen curriculum coherence, documentation and compliance • Establish curriculum design protocols within templates that include: - o Aligned learning intentions and success criteria - o Explicit links to curriculum content descriptions and achievement standards aligned to Vic Curric 2.0 (Teaching and Learning 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teaching and learning coordinator ☒ Teacher(s)	-1%
Task 6	Through professional learning develop the ability of staff to access and effectively use a range of whole school data sets to improve and maximise student	☒ Principal ☒ Assistant principal	-1%

	learning activities (Naplan, Analytics, PAT etc)	☒ Data leader ☒ Teacher(s)	
Task 7	Develop knowledge (English Teachers) of evidence-based and explicit writing strategies, including explicit grammar instruction, sentence construction and editing skills, to address student writing needs identified through NAPLAN and classroom assessment data. (English 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	-1%
KIS 1.c	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.		
Actions	Strengthen assessment and feedback practices through collaborative development and implementation of consistent, meaningful feedback processes that support student improvement and learning growth.		
Delivery of the annual actions for this KIS			
Evidence of change	Summative Assessment and Feedback Curriculum Assessment and Writing Teams and other opportunities to collaboratively developing comment banks. Teaching staff will provide meaningful feedback to students using collaboratively developed comment banks within two weeks of assessment (three weeks for English) for students in Years 7–12. Evidence of development and implementation 4 year plans for Assessment and Reporting Consistent application of the Mooroolbark College Assessment and Reporting Policy. VCE Results VCE mean study score - 28 Percentage of students with a study score of 37 or above 8%		
Progress of evidence of change for this KIS			
Enablers			

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establishment of a Reporting and Assessment Improvement Team to drive consistency, documentation and improvement in Assessment and Reporting. (RAIT)	☒ School improvement team ☒ Principal ☒ Assistant principal	-1%
Task 2	Monitor and strengthen assessment documentation and reporting practices to ensure Compass records are complete, accurate and consistently maintained across Years 7–12. (Assessment and Reporting Handbook)	☒ Principal ☒ Assistant principal ☒ School improvement team	-1%
Task 3	Allocate educational support staff resources to ensure assessment tasks are accurately created and published in Compass, providing students and families with timely, consistent and accessible assessment information.	☒ Principal ☒ Assistant principal ☒ Education support	-1%
Task 4	Teachers will collaboratively develop and implement consistent comment banks to support timely, meaningful and actionable feedback practices across Years 7–12	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Teacher(s) ☒ KLA leader	-1%

Goal 2	To maximise student wellbeing.
KIS 2.a	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.

Actions	Strengthen a consistent whole school approach to positive classroom management strategies.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of the Berry Street Education Model in: 1. the teaching and learning program 2. documented Connect activities 3. in the MC environment (posters, artefacts) Development of and evidence of, the SWPBS 4 Year plan being implemented including: Universal Interventions Restorative conversations Using Chronicle impulse data to identify and support students with Tier 2 and 3 behaviour 8000 Merits awarded Additional Green Chronicle Entries DATA: School Staff Survey Academic emphasis - 34% Believe student engagement is key to learning - 79% Attitudes to School Survey Effective classroom behaviour - 65% Managing bullying - 60% Normal and high resilience - 72%
Progress of evidence of change for this KIS	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Continue to provide ongoing professional learning to embed universal intervention strategies - Positive Classroom Management Strategies (Internal PL and Berry Street Education Model PL) (SWPBS 4 Year Plan	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
Task 2	Through the establishment of a Berry Street Team, implement strategies from the Berry Street Education Model as a planned and consistent manner as appropriate.	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
KIS 2.b	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.		
Actions	Strengthen a shared culture of attendance improvement by ensuring all staff and students understand their roles, responsibilities and the impact of regular attendance on student success. Embed a consistent and purposeful Connect program that strengthens student connectedness, wellbeing and engagement (attendance).		
Delivery of the annual actions for this KIS			
Evidence of change	Development of and evidence of the Connect 4 Year plan being implemented Every staff member understands, can articulate and completes their role in improving attendance. Student monitor their own attendance (specifically at Years 10, 11 and 12 - in 2026) Consistency of practice across Connect classes exist. Staff are able to articulate the purpose and value of Connect. Students able to articulate the purpose and value of Connect.		

	DATA: Average number of days absent, per student per year to 32 days Attitudes to School Survey: Sense of Connectedness 58% Effective classroom behaviour		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Development structures and processes to increase student accountability for their attendance, i.e. Senior School redemptions, Year 10 Graduating Certificate whilst positively acknowledging good student attendance (SWPBS)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Education support ☒ Homegroup teachers ☒ House leaders	-1%
Task 2	Implement and monitor the consistent delivery of Engage activities within every Connect Group, ensuring a minimum of 2–3 activities are completed each week with accountability processes used to ensure consistency. (Connect 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers	-1%

Task 3	Where appropriate, implement activities from the Berry Street Education Model into the Connect curriculum. (SWPBS 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers ☒ Wellbeing team	-1%
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Monitoring and assessment - 2026

Mid-year monitoring

Goal 1	To maximise student learning growth.
KIS 1.a	Develop, document and embed whole school collaborative and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
Actions	Strengthen curriculum consistency and teacher collaboration through a documented, evidence-based approach to planning and delivery aligned to the VTLM 2.0 Build teacher capability to use data and explicit teaching practices to improve student learning outcomes.
Delivery of the annual actions for this KIS	Partially Completed
Evidence of change	Evidence of development and implementation 4 year plans in Literacy, Numeracy, English, Mathematics, Teaching and Learning, Junior School, Senior School and Data Improvement. Evidence of staff planning and collaborating with each other in Curriculum and Assessment Writing Teams Evidence that the document curriculum (OneNote) is the single, documented source of curriculum content, ensuring all curriculum is complete, consistent and aligned with the Victorian Curriculum 2.0. Teachers regularly use data, including PAT, NAPLAN and attendance, to inform and refine their teaching practice. English teacher engaging in professional learning and collaborative planning to analyse NAPLAN writing data and implement consistent, explicit teaching strategies targeting grammar, sentence structure and written expression across Years 7–10. School Staff Survey - Maintain positive response level - Collaborate to plan curriculum at 84% NAPLAN Data Growth Relative Growth - The percentage of students achieving high growth: Reading - 21% Writing - 19%

	Numeracy 23% The percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, Reading - 80% Writing - 88% Numeracy - 81%		
Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	☒ Sufficient budget ☒ Key improvement strategies are able to be implemented ☒ School review has refocussed directions for the school ☒ Workforce stability and effective change management practices		
Barriers	☒ Time constraints ☒ Workforce capability ☒ Staff readiness for change / limited change management and support in place ☒ Other Professional learning Schedule		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete

Task 1	Embed consistent, high-impact pedagogical practice aligned to VTLM 2.0 • Introduce VTLM 2.0 alignment with the College instructional model (Engage, Explain, Action, Review) • Professional learning on: Learning intentions and success criteria (Teaching and Learning 4 Year Plan)	✓ Assistant principal ✓ Teaching and learning coordinator ✓ Principal ✓ School improvement team	50%
Task 2	Develop and implement Mooroolbark College Literacy Non-negotiables and agreed common instructional language to enable all students to be learners and users of literacy using a whole school literacy language (Literacy 4 Year Plan)	✓ Principal ✓ Assistant principal ✓ Teacher(s) ✓ Literacy improvement teacher	50%
Task 3	Review the problem solving strategy (Know, find, how) and make it evident in all maths classroom walls with staff referencing the strategy when students are problem solving. (Mathematics 4 Year Plan)	✓ Principal ✓ Assistant principal ✓ Numeracy leader ✓ Teacher(s)	50%
Task 4	Deliver professional learning to all staff with a focus on numeracy across the curriculum. (Numeracy 4 Year Plan)	✓ Principal ✓ Assistant principal ✓ Numeracy improvement teacher ✓ Teacher(s)	0%
Task 5	Strengthen curriculum coherence, documentation and compliance • Establish curriculum design protocols within templates that include:	✓ Principal ✓ Assistant principal	50%

	- o Aligned learning intentions and success criteria - o Explicit links to curriculum content descriptions and achievement standards aligned to Vic Curric 2.0 (Teaching and Learning 4 Year Plan	☒ Teaching and learning coordinator ☒ Teacher(s)	
Task 6	Through professional learning develop the ability of staff to access and effectively use a range of whole school data sets to improve and maximise student learning activities (Naplan, Analytics, PAT etc)	☒ Principal ☒ Assistant principal ☒ Data leader ☒ Teacher(s)	-1%
Task 7	Develop knowledge (English Teachers) of evidence-based and explicit writing strategies, including explicit grammar instruction, sentence construction and editing skills, to address student writing needs identified through NAPLAN and classroom assessment data. (English 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	0%
KIS 1.c	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.		
Actions	Strengthen assessment and feedback practices through collaborative development and implementation of consistent, meaningful feedback processes that support student improvement and learning growth.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Summative Assessment and Feedback Curriculum Assessment and Writing Teams and other opportunities to collaboratively developing comment banks. Teaching staff will provide meaningful feedback to students using collaboratively developed comment banks within two weeks of assessment (three weeks for English) for students in Years 7–12. Evidence of development and implementation 4 year plans for Assessment and Reporting Consistent application of the Mooroolbark College Assessment and Reporting Policy.		

	VCE Results VCE mean study score - 28 Percentage of students with a study score of 37 or above 8%		
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 ☒ School review has refocused directions for the school		
Barriers	☒ Time constraints ☒ Workforce capability ☒ Other Training, consistency		
OPTIONAL: Upload evidence	1. AIP SIT Mid Year Monitoring documents.pdf (3.56 MB)		
Tasks	Task	Who	Percentage Complete
Task 1	Establishment of a Reporting and Assessment Improvement Team to drive consistency, documentation and improvement in Assessment and Reporting. (RAIT)	☒ School improvement team ☒ Principal ☒ Assistant principal	100%
Task 2	Monitor and strengthen assessment documentation and reporting practices to ensure Compass records are complete, accurate and consistently maintained	☒ Principal ☒ Assistant principal ☒ School improvement team	75%

	across Years 7–12. (Assessment and Reporting Handbook)		
Task 3	Allocate educational support staff resources to ensure assessment tasks are accurately created and published in Compass, providing students and families with timely, consistent and accessible assessment information.	☒ Principal ☒ Assistant principal ☒ Education support	75%
Task 4	Teachers will collaboratively develop and implement consistent comment banks to support timely, meaningful and actionable feedback practices across Years 7–12	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Teacher(s) ☒ KLA leader	50%

Goal 2	To maximise student wellbeing.
KIS 2.a	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.
Actions	Strengthen a consistent whole school approach to positive classroom management strategies.
Delivery of the annual actions for this KIS	Completed
Evidence of change	Evidence of the Berry Street Education Model in: 1. the teaching and learning program 2. documented Connect activities 3. in the MC environment (posters, artefacts) Development of and evidence of, the SWPBS 4 Year plan being implemented including: Universal Interventions

	Restorative conversations Using Chronicle impulse data to identify and support students with Tier 2 and 3 behaviour 8000 Merits awarded Additional Green Chronicle Entries DATA: School Staff Survey Academic emphasis - 34% Believe student engagement is key to learning - 79% Attitudes to School Survey Effective classroom behaviour - 65% Managing bullying - 60% Normal and high resilience - 72%		
Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	☒ Sufficient budget ☒ Access to resources/programs ☒ School review has refocussed directions for the school ☒ Positive staff culture and readiness for change		
Barriers	☒ Time constraints ☒ Workforce capability		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Continue to provide ongoing professional learning to embed universal intervention strategies - Positive Classroom Management Strategies (Internal PL and	☒ Principal ☒ Assistant principal ☒ School improvement team	50%

	Berry Street Education Model PL) (SWPBS 4 Year Plan	☒ Wellbeing team ☒ All staff	
Task 2	Through the establishment of a Berry Street Team, implement strategies from the Berry Street Education Model as a planned and consistent manner as appropriate.	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	25%
KIS 2.b	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.		
Actions	Strengthen a shared culture of attendance improvement by ensuring all staff and students understand their roles, responsibilities and the impact of regular attendance on student success. Embed a consistent and purposeful Connect program that strengthens student connectedness, wellbeing and engagement (attendance).		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Development of and evidence of the Connect 4 Year plan being implemented Every staff member understands, can articulate and completes their role in improving attendance. Student monitor their own attendance (specifically at Years 10, 11 and 12 - in 2026) Consistency of practice across Connect classes exist. Staff are able to articulate the purpose and value of Connect. Students able to articulate the purpose and value of Connect. DATA: Average number of days absent, per student per year to 32 days Attitudes to School Survey: Sense of Connectedness 58% Effective classroom behaviour		

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 ☒ School review has refocussed directions for the school		
Barriers	☒ Workforce constraints ☒ Workforce capability		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Development structures and processes to increase student accountability for their attendance, i.e. Senior School redemptions, Year 10 Graduating Certificate whilst positively acknowledging good student attendance (SWPBS)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Education support ☒ Homegroup teachers ☒ House leaders	75%
Task 2	Implement and monitor the consistent delivery of Engage activities within every Connect Group, ensuring a minimum of 2–3 activities are completed each week with accountability processes used to ensure consistency. (Connect 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers	50%

Task 3	Where appropriate, implement activities from the Berry Street Education Model into the Connect curriculum. (SWPBS 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers ☒ Wellbeing team	25%
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Monitoring and assessment - 2026

Term 3 monitoring (optional)

Goal 1	To maximise student learning growth.
KIS 1.a	Develop, document and embed whole school collaborative and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
Actions	Strengthen curriculum consistency and teacher collaboration through a documented, evidence-based approach to planning and delivery aligned to the VTLM 2.0 Build teacher capability to use data and explicit teaching practices to improve student learning outcomes.
Delivery of the annual actions for this KIS	Partially Completed
Evidence of change	Evidence of development and implementation 4 year plans in Literacy, Numeracy, English, Mathematics, Teaching and Learning, Junior School, Senior School and Data Improvement. Evidence of staff planning and collaborating with each other in Curriculum and Assessment Writing Teams Evidence that the document curriculum (OneNote) is the single, documented source of curriculum content, ensuring all curriculum is complete, consistent and aligned with the Victorian Curriculum 2.0. Teachers regularly use data, including PAT, NAPLAN and attendance, to inform and refine their teaching practice. English teacher engaging in professional learning and collaborative planning to analyse NAPLAN writing data and implement consistent, explicit teaching strategies targeting grammar, sentence structure and written expression across Years 7–10. School Staff Survey - Maintain positive response level - Collaborate to plan curriculum at 84% NAPLAN Data Growth Relative Growth - The percentage of students achieving high growth: Reading - 21% Writing - 19%

	Numeracy 23% The percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, Reading - 80% Writing - 88% Numeracy - 81%		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Embed consistent, high-impact pedagogical practice aligned to VTLM 2.0 - Introduce VTLM 2.0 alignment with the College instructional model (Engage, Explain, Action, Review) - Professional learning on: Learning intentions and success criteria (Teaching and Learning 4 Year Plan)	☑ Assistant principal ☑ Teaching and learning coordinator ☑ Principal ☑ School improvement team	50%

Task 2	Develop and implement Mooroolbark College Literacy Non-negotiables and agreed common instructional language to enable all students to be learners and users of literacy using a whole school literacy language (Literacy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Literacy improvement teacher	50%
Task 3	Review the problem solving strategy (Know, find, how) and make it evident in all maths classroom walls with staff referencing the strategy when students are problem solving. (Mathematics 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy leader ☒ Teacher(s)	50%
Task 4	Deliver professional learning to all staff with a focus on numeracy across the curriculum. (Numeracy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy improvement teacher ☒ Teacher(s)	0%
Task 5	Strengthen curriculum coherence, documentation and compliance - Establish curriculum design protocols within templates that include: - Aligned learning intentions and success criteria - Explicit links to curriculum content descriptions and achievement standards aligned to Vic Curric 2.0 (Teaching and Learning 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teaching and learning coordinator ☒ Teacher(s)	50%
Task 6	Through professional learning develop the ability of staff to access and effectively use a range of whole school data sets to improve and maximise student	☒ Principal ☒ Assistant principal	-1%

	learning activities (Naplan, Analytics, PAT etc)	☒ Data leader ☒ Teacher(s)	
Task 7	Develop knowledge (English Teachers) of evidence-based and explicit writing strategies, including explicit grammar instruction, sentence construction and editing skills, to address student writing needs identified through NAPLAN and classroom assessment data. (English 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	0%
KIS 1.c	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.		
Actions	Strengthen assessment and feedback practices through collaborative development and implementation of consistent, meaningful feedback processes that support student improvement and learning growth.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Summative Assessment and Feedback Curriculum Assessment and Writing Teams and other opportunities to collaboratively developing comment banks. Teaching staff will provide meaningful feedback to students using collaboratively developed comment banks within two weeks of assessment (three weeks for English) for students in Years 7–12. Evidence of development and implementation 4 year plans for Assessment and Reporting Consistent application of the Mooroolbark College Assessment and Reporting Policy. VCE Results VCE mean study score - 28 Percentage of students with a study score of 37 or above 8%		
Progress of evidence of change for this KIS			
Enablers			

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establishment of a Reporting and Assessment Improvement Team to drive consistency, documentation and improvement in Assessment and Reporting. (RAIT)	☒ School improvement team ☒ Principal ☒ Assistant principal	100%
Task 2	Monitor and strengthen assessment documentation and reporting practices to ensure Compass records are complete, accurate and consistently maintained across Years 7–12. (Assessment and Reporting Handbook)	☒ Principal ☒ Assistant principal ☒ School improvement team	75%
Task 3	Allocate educational support staff resources to ensure assessment tasks are accurately created and published in Compass, providing students and families with timely, consistent and accessible assessment information.	☒ Principal ☒ Assistant principal ☒ Education support	75%
Task 4	Teachers will collaboratively develop and implement consistent comment banks to support timely, meaningful and actionable feedback practices across Years 7–12	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Teacher(s) ☒ KLA leader	50%

Goal 2	To maximise student wellbeing.
KIS 2.a	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.

Actions	Strengthen a consistent whole school approach to positive classroom management strategies.
Delivery of the annual actions for this KIS	Completed
Evidence of change	Evidence of the Berry Street Education Model in: 1. the teaching and learning program 2. documented Connect activities 3. in the MC environment (posters, artefacts) Development of and evidence of, the SWPBS 4 Year plan being implemented including: Universal Interventions Restorative conversations Using Chronicle impulse data to identify and support students with Tier 2 and 3 behaviour 8000 Merits awarded Additional Green Chronicle Entries DATA: School Staff Survey Academic emphasis - 34% Believe student engagement is key to learning - 79% Attitudes to School Survey Effective classroom behaviour - 65% Managing bullying - 60% Normal and high resilience - 72%
Progress of evidence of change for this KIS	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Continue to provide ongoing professional learning to embed universal intervention strategies - Positive Classroom Management Strategies (Internal PL and Berry Street Education Model PL) (SWPBS 4 Year Plan	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	50%
Task 2	Through the establishment of a Berry Street Team, implement strategies from the Berry Street Education Model as a planned and consistent manner as appropriate.	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	25%
KIS 2.b	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.		
Actions	Strengthen a shared culture of attendance improvement by ensuring all staff and students understand their roles, responsibilities and the impact of regular attendance on student success. Embed a consistent and purposeful Connect program that strengthens student connectedness, wellbeing and engagement (attendance).		
Delivery of the annual actions for this KIS	Completed		
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	DATA: Average number of days absent, per student per year to 32 days Attitudes to School Survey: Sense of Connectedness 58% Effective classroom behaviour		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Development structures and processes to increase student accountability for their attendance, i.e. Senior School redemptions, Year 10 Graduating Certificate whilst positively acknowledging good student attendance (SWPBS)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Education support ☒ Homegroup teachers ☒ House leaders	75%
Task 2	Implement and monitor the consistent delivery of Engage activities within every Connect Group, ensuring a minimum of 2–3 activities are completed each week with accountability processes used to ensure consistency. (Connect 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers	50%

Task 3	Where appropriate, implement activities from the Berry Street Education Model into the Connect curriculum. (SWPBS 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers ☒ Wellbeing team	25%
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Monitoring and assessment - 2026

End-of-year monitoring

Goal 1	To maximise student learning growth.
KIS 1.a	Develop, document and embed whole school collaborative and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
Actions	Strengthen curriculum consistency and teacher collaboration through a documented, evidence-based approach to planning and delivery aligned to the VTLM 2.0 Build teacher capability to use data and explicit teaching practices to improve student learning outcomes.
Delivery of the annual actions for this KIS	Partially Completed
Evidence of change	Evidence of development and implementation 4 year plans in Literacy, Numeracy, English, Mathematics, Teaching and Learning, Junior School, Senior School and Data Improvement. Evidence of staff planning and collaborating with each other in Curriculum and Assessment Writing Teams Evidence that the document curriculum (OneNote) is the single, documented source of curriculum content, ensuring all curriculum is complete, consistent and aligned with the Victorian Curriculum 2.0. Teachers regularly use data, including PAT, NAPLAN and attendance, to inform and refine their teaching practice. English teacher engaging in professional learning and collaborative planning to analyse NAPLAN writing data and implement consistent, explicit teaching strategies targeting grammar, sentence structure and written expression across Years 7–10. School Staff Survey - Maintain positive response level - Collaborate to plan curriculum at 84% NAPLAN Data Growth Relative Growth - The percentage of students achieving high growth: Reading - 21% Writing - 19%

	Numeracy 23% The percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, Reading - 80% Writing - 88% Numeracy - 81%		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Embed consistent, high-impact pedagogical practice aligned to VTLM 2.0 - Introduce VTLM 2.0 alignment with the College instructional model (Engage, Explain, Action, Review) - Professional learning on: Learning intentions and success criteria (Teaching and Learning 4 Year Plan)	☑ Assistant principal ☑ Teaching and learning coordinator ☑ Principal ☑ School improvement team	50%

Task 2	Develop and implement Mooroolbark College Literacy Non-negotiables and agreed common instructional language to enable all students to be learners and users of literacy using a whole school literacy language (Literacy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Literacy improvement teacher	50%
Task 3	Review the problem solving strategy (Know, find, how) and make it evident in all maths classroom walls with staff referencing the strategy when students are problem solving. (Mathematics 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy leader ☒ Teacher(s)	50%
Task 4	Deliver professional learning to all staff with a focus on numeracy across the curriculum. (Numeracy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy improvement teacher ☒ Teacher(s)	0%
Task 5	Strengthen curriculum coherence, documentation and compliance - Establish curriculum design protocols within templates that include: - Aligned learning intentions and success criteria - Explicit links to curriculum content descriptions and achievement standards aligned to Vic Curric 2.0 (Teaching and Learning 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teaching and learning coordinator ☒ Teacher(s)	50%
Task 6	Through professional learning develop the ability of staff to access and effectively use a range of whole school data sets to improve and maximise student	☒ Principal ☒ Assistant principal	-1%

	learning activities (Naplan, Analytics, PAT etc)	☒ Data leader ☒ Teacher(s)	
Task 7	Develop knowledge (English Teachers) of evidence-based and explicit writing strategies, including explicit grammar instruction, sentence construction and editing skills, to address student writing needs identified through NAPLAN and classroom assessment data. (English 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	0%
KIS 1.c	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.		
Actions	Strengthen assessment and feedback practices through collaborative development and implementation of consistent, meaningful feedback processes that support student improvement and learning growth.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Summative Assessment and Feedback Curriculum Assessment and Writing Teams and other opportunities to collaboratively developing comment banks. Teaching staff will provide meaningful feedback to students using collaboratively developed comment banks within two weeks of assessment (three weeks for English) for students in Years 7–12. Evidence of development and implementation 4 year plans for Assessment and Reporting Consistent application of the Mooroolbark College Assessment and Reporting Policy. VCE Results VCE mean study score - 28 Percentage of students with a study score of 37 or above 8%		
Progress of evidence of change for this KIS			
Enablers			

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establishment of a Reporting and Assessment Improvement Team to drive consistency, documentation and improvement in Assessment and Reporting. (RAIT)	☒ School improvement team ☒ Principal ☒ Assistant principal	100%
Task 2	Monitor and strengthen assessment documentation and reporting practices to ensure Compass records are complete, accurate and consistently maintained across Years 7–12. (Assessment and Reporting Handbook)	☒ Principal ☒ Assistant principal ☒ School improvement team	75%
Task 3	Allocate educational support staff resources to ensure assessment tasks are accurately created and published in Compass, providing students and families with timely, consistent and accessible assessment information.	☒ Principal ☒ Assistant principal ☒ Education support	75%
Task 4	Teachers will collaboratively develop and implement consistent comment banks to support timely, meaningful and actionable feedback practices across Years 7–12	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Teacher(s) ☒ KLA leader	50%

Goal 2	To maximise student wellbeing.
KIS 2.a	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.

Actions	Strengthen a consistent whole school approach to positive classroom management strategies.
Delivery of the annual actions for this KIS	Completed
Evidence of change	Evidence of the Berry Street Education Model in: 1. the teaching and learning program 2. documented Connect activities 3. in the MC environment (posters, artefacts) Development of and evidence of, the SWPBS 4 Year plan being implemented including: Universal Interventions Restorative conversations Using Chronicle impulse data to identify and support students with Tier 2 and 3 behaviour 8000 Merits awarded Additional Green Chronicle Entries DATA: School Staff Survey Academic emphasis - 34% Believe student engagement is key to learning - 79% Attitudes to School Survey Effective classroom behaviour - 65% Managing bullying - 60% Normal and high resilience - 72%
Progress of evidence of change for this KIS	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Continue to provide ongoing professional learning to embed universal intervention strategies - Positive Classroom Management Strategies (Internal PL and Berry Street Education Model PL) (SWPBS 4 Year Plan	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	50%
Task 2	Through the establishment of a Berry Street Team, implement strategies from the Berry Street Education Model as a planned and consistent manner as appropriate.	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	25%
KIS 2.b	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.		
Actions	Strengthen a shared culture of attendance improvement by ensuring all staff and students understand their roles, responsibilities and the impact of regular attendance on student success. Embed a consistent and purposeful Connect program that strengthens student connectedness, wellbeing and engagement (attendance).		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Development of and evidence of the Connect 4 Year plan being implemented Every staff member understands, can articulate and completes their role in improving attendance. Student monitor their own attendance (specifically at Years 10, 11 and 12 - in 2026) Consistency of practice across Connect classes exist. Staff are able to articulate the purpose and value of Connect. Students able to articulate the purpose and value of Connect.		

	DATA: Average number of days absent, per student per year to 32 days Attitudes to School Survey: Sense of Connectedness 58% Effective classroom behaviour		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Development structures and processes to increase student accountability for their attendance, i.e. Senior School redemptions, Year 10 Graduating Certificate whilst positively acknowledging good student attendance (SWPBS)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Education support ☒ Homegroup teachers ☒ House leaders	75%
Task 2	Implement and monitor the consistent delivery of Engage activities within every Connect Group, ensuring a minimum of 2–3 activities are completed each week with accountability processes used to ensure consistency. (Connect 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers	50%

Task 3	Where appropriate, implement activities from the Berry Street Education Model into the Connect curriculum. (SWPBS 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers ☒ Wellbeing team	25%
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Future planning	
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Monitoring and assessment - 2026

Mid Term 1 monitoring

Goal 1	To maximise student learning growth.
KIS 1.a	Develop, document and embed whole school collaborative and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
Actions	Strengthen curriculum consistency and teacher collaboration through a documented, evidence-based approach to planning and delivery aligned to the VTLM 2.0 Build teacher capability to use data and explicit teaching practices to improve student learning outcomes.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of development and implementation 4 year plans in Literacy, Numeracy, English, Mathematics, Teaching and Learning, Junior School, Senior School and Data Improvement. Evidence of staff planning and collaborating with each other in Curriculum and Assessment Writing Teams Evidence that the document curriculum (OneNote) is the single, documented source of curriculum content, ensuring all curriculum is complete, consistent and aligned with the Victorian Curriculum 2.0. Teachers regularly use data, including PAT, NAPLAN and attendance, to inform and refine their teaching practice. English teacher engaging in professional learning and collaborative planning to analyse NAPLAN writing data and implement consistent, explicit teaching strategies targeting grammar, sentence structure and written expression across Years 7–10. School Staff Survey - Maintain positive response level - Collaborate to plan curriculum at 84% NAPLAN Data Growth Relative Growth - The percentage of students achieving high growth: Reading - 21% Writing - 19%

	Numeracy 23% The percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, Reading - 80% Writing - 88% Numeracy - 81%		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Embed consistent, high-impact pedagogical practice aligned to VTLM 2.0 - Introduce VTLM 2.0 alignment with the College instructional model (Engage, Explain, Action, Review) - Professional learning on: Learning intentions and success criteria (Teaching and Learning 4 Year Plan)	☑ Assistant principal ☑ Teaching and learning coordinator ☑ Principal ☑ School improvement team	-1%

Task 2	Develop and implement Mooroolbark College Literacy Non-negotiables and agreed common instructional language to enable all students to be learners and users of literacy using a whole school literacy language (Literacy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Literacy improvement teacher	-1%
Task 3	Review the problem solving strategy (Know, find, how) and make it evident in all maths classroom walls with staff referencing the strategy when students are problem solving. (Mathematics 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy leader ☒ Teacher(s)	-1%
Task 4	Deliver professional learning to all staff with a focus on numeracy across the curriculum. (Numeracy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy improvement teacher ☒ Teacher(s)	-1%
Task 5	Strengthen curriculum coherence, documentation and compliance • Establish curriculum design protocols within templates that include: - o Aligned learning intentions and success criteria - o Explicit links to curriculum content descriptions and achievement standards aligned to Vic Curric 2.0 (Teaching and Learning 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teaching and learning coordinator ☒ Teacher(s)	-1%
Task 6	Through professional learning develop the ability of staff to access and effectively use a range of whole school data sets to improve and maximise student	☒ Principal ☒ Assistant principal	-1%

	learning activities (Naplan, Analytics, PAT etc)	☒ Data leader ☒ Teacher(s)	
Task 7	Develop knowledge (English Teachers) of evidence-based and explicit writing strategies, including explicit grammar instruction, sentence construction and editing skills, to address student writing needs identified through NAPLAN and classroom assessment data. (English 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	-1%
KIS 1.c	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.		
Actions	Strengthen assessment and feedback practices through collaborative development and implementation of consistent, meaningful feedback processes that support student improvement and learning growth.		
Delivery of the annual actions for this KIS			
Evidence of change	Summative Assessment and Feedback Curriculum Assessment and Writing Teams and other opportunities to collaboratively developing comment banks. Teaching staff will provide meaningful feedback to students using collaboratively developed comment banks within two weeks of assessment (three weeks for English) for students in Years 7–12. Evidence of development and implementation 4 year plans for Assessment and Reporting Consistent application of the Mooroolbark College Assessment and Reporting Policy. VCE Results VCE mean study score - 28 Percentage of students with a study score of 37 or above 8%		
Progress of evidence of change for this KIS			
Enablers			

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establishment of a Reporting and Assessment Improvement Team to drive consistency, documentation and improvement in Assessment and Reporting. (RAIT)	☒ School improvement team ☒ Principal ☒ Assistant principal	-1%
Task 2	Monitor and strengthen assessment documentation and reporting practices to ensure Compass records are complete, accurate and consistently maintained across Years 7–12. (Assessment and Reporting Handbook)	☒ Principal ☒ Assistant principal ☒ School improvement team	-1%
Task 3	Allocate educational support staff resources to ensure assessment tasks are accurately created and published in Compass, providing students and families with timely, consistent and accessible assessment information.	☒ Principal ☒ Assistant principal ☒ Education support	-1%
Task 4	Teachers will collaboratively develop and implement consistent comment banks to support timely, meaningful and actionable feedback practices across Years 7–12	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Teacher(s) ☒ KLA leader	-1%

Goal 2	To maximise student wellbeing.
KIS 2.a	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.

Actions	Strengthen a consistent whole school approach to positive classroom management strategies.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of the Berry Street Education Model in: 1. the teaching and learning program 2. documented Connect activities 3. in the MC environment (posters, artefacts) Development of and evidence of, the SWPBS 4 Year plan being implemented including: Universal Interventions Restorative conversations Using Chronicle impulse data to identify and support students with Tier 2 and 3 behaviour 8000 Merits awarded Additional Green Chronicle Entries DATA: School Staff Survey Academic emphasis - 34% Believe student engagement is key to learning - 79% Attitudes to School Survey Effective classroom behaviour - 65% Managing bullying - 60% Normal and high resilience - 72%
Progress of evidence of change for this KIS	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Continue to provide ongoing professional learning to embed universal intervention strategies - Positive Classroom Management Strategies (Internal PL and Berry Street Education Model PL) (SWPBS 4 Year Plan	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
Task 2	Through the establishment of a Berry Street Team, implement strategies from the Berry Street Education Model as a planned and consistent manner as appropriate.	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
KIS 2.b	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.		
Actions	Strengthen a shared culture of attendance improvement by ensuring all staff and students understand their roles, responsibilities and the impact of regular attendance on student success. Embed a consistent and purposeful Connect program that strengthens student connectedness, wellbeing and engagement (attendance).		
Delivery of the annual actions for this KIS			
Evidence of change	Development of and evidence of the Connect 4 Year plan being implemented Every staff member understands, can articulate and completes their role in improving attendance. Student monitor their own attendance (specifically at Years 10, 11 and 12 - in 2026) Consistency of practice across Connect classes exist. Staff are able to articulate the purpose and value of Connect. Students able to articulate the purpose and value of Connect.		

	DATA: Average number of days absent, per student per year to 32 days Attitudes to School Survey: Sense of Connectedness 58% Effective classroom behaviour		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Development structures and processes to increase student accountability for their attendance, i.e. Senior School redemptions, Year 10 Graduating Certificate whilst positively acknowledging good student attendance (SWPBS)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Education support ☒ Homegroup teachers ☒ House leaders	-1%
Task 2	Implement and monitor the consistent delivery of Engage activities within every Connect Group, ensuring a minimum of 2–3 activities are completed each week with accountability processes used to ensure consistency. (Connect 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers	-1%

Task 3	Where appropriate, implement activities from the Berry Street Education Model into the Connect curriculum. (SWPBS 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers ☒ Wellbeing team	-1%
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Monitoring and assessment - 2026

Mid Term 2 monitoring

Goal 1	To maximise student learning growth.
KIS 1.a	Develop, document and embed whole school collaborative and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
Actions	Strengthen curriculum consistency and teacher collaboration through a documented, evidence-based approach to planning and delivery aligned to the VTLM 2.0 Build teacher capability to use data and explicit teaching practices to improve student learning outcomes.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of development and implementation 4 year plans in Literacy, Numeracy, English, Mathematics, Teaching and Learning, Junior School, Senior School and Data Improvement. Evidence of staff planning and collaborating with each other in Curriculum and Assessment Writing Teams Evidence that the document curriculum (OneNote) is the single, documented source of curriculum content, ensuring all curriculum is complete, consistent and aligned with the Victorian Curriculum 2.0. Teachers regularly use data, including PAT, NAPLAN and attendance, to inform and refine their teaching practice. English teacher engaging in professional learning and collaborative planning to analyse NAPLAN writing data and implement consistent, explicit teaching strategies targeting grammar, sentence structure and written expression across Years 7–10. School Staff Survey - Maintain positive response level - Collaborate to plan curriculum at 84% NAPLAN Data Growth Relative Growth - The percentage of students achieving high growth: Reading - 21% Writing - 19%

	Numeracy 23% The percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, Reading - 80% Writing - 88% Numeracy - 81%		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Embed consistent, high-impact pedagogical practice aligned to VTLM 2.0 - Introduce VTLM 2.0 alignment with the College instructional model (Engage, Explain, Action, Review) - Professional learning on: Learning intentions and success criteria (Teaching and Learning 4 Year Plan)	☑ Assistant principal ☑ Teaching and learning coordinator ☑ Principal ☑ School improvement team	-1%

Task 2	Develop and implement Mooroolbark College Literacy Non-negotiables and agreed common instructional language to enable all students to be learners and users of literacy using a whole school literacy language (Literacy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Literacy improvement teacher	-1%
Task 3	Review the problem solving strategy (Know, find, how) and make it evident in all maths classroom walls with staff referencing the strategy when students are problem solving. (Mathematics 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy leader ☒ Teacher(s)	-1%
Task 4	Deliver professional learning to all staff with a focus on numeracy across the curriculum. (Numeracy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy improvement teacher ☒ Teacher(s)	-1%
Task 5	Strengthen curriculum coherence, documentation and compliance • Establish curriculum design protocols within templates that include: - o Aligned learning intentions and success criteria - o Explicit links to curriculum content descriptions and achievement standards aligned to Vic Curric 2.0 (Teaching and Learning 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teaching and learning coordinator ☒ Teacher(s)	-1%
Task 6	Through professional learning develop the ability of staff to access and effectively use a range of whole school data sets to improve and maximise student	☒ Principal ☒ Assistant principal	-1%

	learning activities (Naplan, Analytics, PAT etc)	☒ Data leader ☒ Teacher(s)	
Task 7	Develop knowledge (English Teachers) of evidence-based and explicit writing strategies, including explicit grammar instruction, sentence construction and editing skills, to address student writing needs identified through NAPLAN and classroom assessment data. (English 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	-1%
KIS 1.c	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.		
Actions	Strengthen assessment and feedback practices through collaborative development and implementation of consistent, meaningful feedback processes that support student improvement and learning growth.		
Delivery of the annual actions for this KIS			
Evidence of change	Summative Assessment and Feedback Curriculum Assessment and Writing Teams and other opportunities to collaboratively developing comment banks. Teaching staff will provide meaningful feedback to students using collaboratively developed comment banks within two weeks of assessment (three weeks for English) for students in Years 7–12. Evidence of development and implementation 4 year plans for Assessment and Reporting Consistent application of the Mooroolbark College Assessment and Reporting Policy. VCE Results VCE mean study score - 28 Percentage of students with a study score of 37 or above 8%		
Progress of evidence of change for this KIS			
Enablers			

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establishment of a Reporting and Assessment Improvement Team to drive consistency, documentation and improvement in Assessment and Reporting. (RAIT)	☒ School improvement team ☒ Principal ☒ Assistant principal	-1%
Task 2	Monitor and strengthen assessment documentation and reporting practices to ensure Compass records are complete, accurate and consistently maintained across Years 7–12. (Assessment and Reporting Handbook)	☒ Principal ☒ Assistant principal ☒ School improvement team	-1%
Task 3	Allocate educational support staff resources to ensure assessment tasks are accurately created and published in Compass, providing students and families with timely, consistent and accessible assessment information.	☒ Principal ☒ Assistant principal ☒ Education support	-1%
Task 4	Teachers will collaboratively develop and implement consistent comment banks to support timely, meaningful and actionable feedback practices across Years 7–12	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Teacher(s) ☒ KLA leader	-1%

Goal 2	To maximise student wellbeing.
KIS 2.a	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.

Actions	Strengthen a consistent whole school approach to positive classroom management strategies.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of the Berry Street Education Model in: 1. the teaching and learning program 2. documented Connect activities 3. in the MC environment (posters, artefacts) Development of and evidence of, the SWPBS 4 Year plan being implemented including: Universal Interventions Restorative conversations Using Chronicle impulse data to identify and support students with Tier 2 and 3 behaviour 8000 Merits awarded Additional Green Chronicle Entries DATA: School Staff Survey Academic emphasis - 34% Believe student engagement is key to learning - 79% Attitudes to School Survey Effective classroom behaviour - 65% Managing bullying - 60% Normal and high resilience - 72%
Progress of evidence of change for this KIS	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Continue to provide ongoing professional learning to embed universal intervention strategies - Positive Classroom Management Strategies (Internal PL and Berry Street Education Model PL) (SWPBS 4 Year Plan	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
Task 2	Through the establishment of a Berry Street Team, implement strategies from the Berry Street Education Model as a planned and consistent manner as appropriate.	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
KIS 2.b	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.		
Actions	Strengthen a shared culture of attendance improvement by ensuring all staff and students understand their roles, responsibilities and the impact of regular attendance on student success. Embed a consistent and purposeful Connect program that strengthens student connectedness, wellbeing and engagement (attendance).		
Delivery of the annual actions for this KIS			
Evidence of change	Development of and evidence of the Connect 4 Year plan being implemented Every staff member understands, can articulate and completes their role in improving attendance. Student monitor their own attendance (specifically at Years 10, 11 and 12 - in 2026) Consistency of practice across Connect classes exist. Staff are able to articulate the purpose and value of Connect. Students able to articulate the purpose and value of Connect.		

	DATA: Average number of days absent, per student per year to 32 days Attitudes to School Survey: Sense of Connectedness 58% Effective classroom behaviour		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Development structures and processes to increase student accountability for their attendance, i.e. Senior School redemptions, Year 10 Graduating Certificate whilst positively acknowledging good student attendance (SWPBS)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Education support ☒ Homegroup teachers ☒ House leaders	-1%
Task 2	Implement and monitor the consistent delivery of Engage activities within every Connect Group, ensuring a minimum of 2–3 activities are completed each week with accountability processes used to ensure consistency. (Connect 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers	-1%

Task 3	Where appropriate, implement activities from the Berry Street Education Model into the Connect curriculum. (SWPBS 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers ☒ Wellbeing team	-1%
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Monitoring and assessment - 2026

Mid Term 3 monitoring

Goal 1	To maximise student learning growth.
KIS 1.a	Develop, document and embed whole school collaborative and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
Actions	Strengthen curriculum consistency and teacher collaboration through a documented, evidence-based approach to planning and delivery aligned to the VTLM 2.0 Build teacher capability to use data and explicit teaching practices to improve student learning outcomes.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of development and implementation 4 year plans in Literacy, Numeracy, English, Mathematics, Teaching and Learning, Junior School, Senior School and Data Improvement. Evidence of staff planning and collaborating with each other in Curriculum and Assessment Writing Teams Evidence that the document curriculum (OneNote) is the single, documented source of curriculum content, ensuring all curriculum is complete, consistent and aligned with the Victorian Curriculum 2.0. Teachers regularly use data, including PAT, NAPLAN and attendance, to inform and refine their teaching practice. English teacher engaging in professional learning and collaborative planning to analyse NAPLAN writing data and implement consistent, explicit teaching strategies targeting grammar, sentence structure and written expression across Years 7–10. School Staff Survey - Maintain positive response level - Collaborate to plan curriculum at 84% NAPLAN Data Growth Relative Growth - The percentage of students achieving high growth: Reading - 21% Writing - 19%

	Numeracy 23% The percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, Reading - 80% Writing - 88% Numeracy - 81%		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Embed consistent, high-impact pedagogical practice aligned to VTLM 2.0 - Introduce VTLM 2.0 alignment with the College instructional model (Engage, Explain, Action, Review) - Professional learning on: Learning intentions and success criteria (Teaching and Learning 4 Year Plan)	☑ Assistant principal ☑ Teaching and learning coordinator ☑ Principal ☑ School improvement team	-1%

Task 2	Develop and implement Mooroolbark College Literacy Non-negotiables and agreed common instructional language to enable all students to be learners and users of literacy using a whole school literacy language (Literacy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Literacy improvement teacher	-1%
Task 3	Review the problem solving strategy (Know, find, how) and make it evident in all maths classroom walls with staff referencing the strategy when students are problem solving. (Mathematics 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy leader ☒ Teacher(s)	-1%
Task 4	Deliver professional learning to all staff with a focus on numeracy across the curriculum. (Numeracy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy improvement teacher ☒ Teacher(s)	-1%
Task 5	Strengthen curriculum coherence, documentation and compliance • Establish curriculum design protocols within templates that include: - o Aligned learning intentions and success criteria - o Explicit links to curriculum content descriptions and achievement standards aligned to Vic Curric 2.0 (Teaching and Learning 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teaching and learning coordinator ☒ Teacher(s)	-1%
Task 6	Through professional learning develop the ability of staff to access and effectively use a range of whole school data sets to improve and maximise student	☒ Principal ☒ Assistant principal	-1%

	learning activities (Naplan, Analytics, PAT etc)	☒ Data leader ☒ Teacher(s)	
Task 7	Develop knowledge (English Teachers) of evidence-based and explicit writing strategies, including explicit grammar instruction, sentence construction and editing skills, to address student writing needs identified through NAPLAN and classroom assessment data. (English 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	-1%
KIS 1.c	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.		
Actions	Strengthen assessment and feedback practices through collaborative development and implementation of consistent, meaningful feedback processes that support student improvement and learning growth.		
Delivery of the annual actions for this KIS			
Evidence of change	Summative Assessment and Feedback Curriculum Assessment and Writing Teams and other opportunities to collaboratively developing comment banks. Teaching staff will provide meaningful feedback to students using collaboratively developed comment banks within two weeks of assessment (three weeks for English) for students in Years 7–12. Evidence of development and implementation 4 year plans for Assessment and Reporting Consistent application of the Mooroolbark College Assessment and Reporting Policy. VCE Results VCE mean study score - 28 Percentage of students with a study score of 37 or above 8%		
Progress of evidence of change for this KIS			
Enablers			

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establishment of a Reporting and Assessment Improvement Team to drive consistency, documentation and improvement in Assessment and Reporting. (RAIT)	☒ School improvement team ☒ Principal ☒ Assistant principal	-1%
Task 2	Monitor and strengthen assessment documentation and reporting practices to ensure Compass records are complete, accurate and consistently maintained across Years 7–12. (Assessment and Reporting Handbook)	☒ Principal ☒ Assistant principal ☒ School improvement team	-1%
Task 3	Allocate educational support staff resources to ensure assessment tasks are accurately created and published in Compass, providing students and families with timely, consistent and accessible assessment information.	☒ Principal ☒ Assistant principal ☒ Education support	-1%
Task 4	Teachers will collaboratively develop and implement consistent comment banks to support timely, meaningful and actionable feedback practices across Years 7–12	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Teacher(s) ☒ KLA leader	-1%

Goal 2	To maximise student wellbeing.
KIS 2.a	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.

Actions	Strengthen a consistent whole school approach to positive classroom management strategies.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of the Berry Street Education Model in: 1. the teaching and learning program 2. documented Connect activities 3. in the MC environment (posters, artefacts) Development of and evidence of, the SWPBS 4 Year plan being implemented including: Universal Interventions Restorative conversations Using Chronicle impulse data to identify and support students with Tier 2 and 3 behaviour 8000 Merits awarded Additional Green Chronicle Entries DATA: School Staff Survey Academic emphasis - 34% Believe student engagement is key to learning - 79% Attitudes to School Survey Effective classroom behaviour - 65% Managing bullying - 60% Normal and high resilience - 72%
Progress of evidence of change for this KIS	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Continue to provide ongoing professional learning to embed universal intervention strategies - Positive Classroom Management Strategies (Internal PL and Berry Street Education Model PL) (SWPBS 4 Year Plan	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
Task 2	Through the establishment of a Berry Street Team, implement strategies from the Berry Street Education Model as a planned and consistent manner as appropriate.	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
KIS 2.b	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.		
Actions	Strengthen a shared culture of attendance improvement by ensuring all staff and students understand their roles, responsibilities and the impact of regular attendance on student success. Embed a consistent and purposeful Connect program that strengthens student connectedness, wellbeing and engagement (attendance).		
Delivery of the annual actions for this KIS			
Evidence of change	Development of and evidence of the Connect 4 Year plan being implemented Every staff member understands, can articulate and completes their role in improving attendance. Student monitor their own attendance (specifically at Years 10, 11 and 12 - in 2026) Consistency of practice across Connect classes exist. Staff are able to articulate the purpose and value of Connect. Students able to articulate the purpose and value of Connect.		

	DATA: Average number of days absent, per student per year to 32 days Attitudes to School Survey: Sense of Connectedness 58% Effective classroom behaviour		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Development structures and processes to increase student accountability for their attendance, i.e. Senior School redemptions, Year 10 Graduating Certificate whilst positively acknowledging good student attendance (SWPBS)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Education support ☒ Homegroup teachers ☒ House leaders	-1%
Task 2	Implement and monitor the consistent delivery of Engage activities within every Connect Group, ensuring a minimum of 2–3 activities are completed each week with accountability processes used to ensure consistency. (Connect 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers	-1%

Task 3	Where appropriate, implement activities from the Berry Street Education Model into the Connect curriculum. (SWPBS 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers ☒ Wellbeing team	-1%
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Monitoring and assessment - 2026

Mid Term 4 monitoring

Goal 1	To maximise student learning growth.
KIS 1.a	Develop, document and embed whole school collaborative and consistent approaches to high quality planning and shared instructional approaches to meet students at their point of need aligned to the VTLM 2.0
Actions	Strengthen curriculum consistency and teacher collaboration through a documented, evidence-based approach to planning and delivery aligned to the VTLM 2.0 Build teacher capability to use data and explicit teaching practices to improve student learning outcomes.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of development and implementation 4 year plans in Literacy, Numeracy, English, Mathematics, Teaching and Learning, Junior School, Senior School and Data Improvement. Evidence of staff planning and collaborating with each other in Curriculum and Assessment Writing Teams Evidence that the document curriculum (OneNote) is the single, documented source of curriculum content, ensuring all curriculum is complete, consistent and aligned with the Victorian Curriculum 2.0. Teachers regularly use data, including PAT, NAPLAN and attendance, to inform and refine their teaching practice. English teacher engaging in professional learning and collaborative planning to analyse NAPLAN writing data and implement consistent, explicit teaching strategies targeting grammar, sentence structure and written expression across Years 7–10. School Staff Survey - Maintain positive response level - Collaborate to plan curriculum at 84% NAPLAN Data Growth Relative Growth - The percentage of students achieving high growth: Reading - 21% Writing - 19%

	Numeracy 23% The percentage of students who achieved strong or exceeding NAPLAN results in Year 7, who achieve strong or exceeding results in Year 9, Reading - 80% Writing - 88% Numeracy - 81%		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Embed consistent, high-impact pedagogical practice aligned to VTLM 2.0 - Introduce VTLM 2.0 alignment with the College instructional model (Engage, Explain, Action, Review) - Professional learning on: Learning intentions and success criteria (Teaching and Learning 4 Year Plan)	☑ Assistant principal ☑ Teaching and learning coordinator ☑ Principal ☑ School improvement team	-1%

Task 2	Develop and implement Mooroolbark College Literacy Non-negotiables and agreed common instructional language to enable all students to be learners and users of literacy using a whole school literacy language (Literacy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Literacy improvement teacher	-1%
Task 3	Review the problem solving strategy (Know, find, how) and make it evident in all maths classroom walls with staff referencing the strategy when students are problem solving. (Mathematics 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy leader ☒ Teacher(s)	-1%
Task 4	Deliver professional learning to all staff with a focus on numeracy across the curriculum. (Numeracy 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Numeracy improvement teacher ☒ Teacher(s)	-1%
Task 5	Strengthen curriculum coherence, documentation and compliance - Establish curriculum design protocols within templates that include: - Aligned learning intentions and success criteria - Explicit links to curriculum content descriptions and achievement standards aligned to Vic Curric 2.0 (Teaching and Learning 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Teaching and learning coordinator ☒ Teacher(s)	-1%
Task 6	Through professional learning develop the ability of staff to access and effectively use a range of whole school data sets to improve and maximise student	☒ Principal ☒ Assistant principal	-1%

	learning activities (Naplan, Analytics, PAT etc)	☒ Data leader ☒ Teacher(s)	
Task 7	Develop knowledge (English Teachers) of evidence-based and explicit writing strategies, including explicit grammar instruction, sentence construction and editing skills, to address student writing needs identified through NAPLAN and classroom assessment data. (English 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ Literacy leader ☒ Teacher(s)	-1%
KIS 1.c	Strengthen teacher capacity to utilise and embed a range of assessment and reporting strategies to provide meaningful feedback that is data informed.		
Actions	Strengthen assessment and feedback practices through collaborative development and implementation of consistent, meaningful feedback processes that support student improvement and learning growth.		
Delivery of the annual actions for this KIS			
Evidence of change	Summative Assessment and Feedback Curriculum Assessment and Writing Teams and other opportunities to collaboratively developing comment banks. Teaching staff will provide meaningful feedback to students using collaboratively developed comment banks within two weeks of assessment (three weeks for English) for students in Years 7–12. Evidence of development and implementation 4 year plans for Assessment and Reporting Consistent application of the Mooroolbark College Assessment and Reporting Policy. VCE Results VCE mean study score - 28 Percentage of students with a study score of 37 or above 8%		
Progress of evidence of change for this KIS			
Enablers			

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establishment of a Reporting and Assessment Improvement Team to drive consistency, documentation and improvement in Assessment and Reporting. (RAIT)	☒ School improvement team ☒ Principal ☒ Assistant principal	-1%
Task 2	Monitor and strengthen assessment documentation and reporting practices to ensure Compass records are complete, accurate and consistently maintained across Years 7–12. (Assessment and Reporting Handbook)	☒ Principal ☒ Assistant principal ☒ School improvement team	-1%
Task 3	Allocate educational support staff resources to ensure assessment tasks are accurately created and published in Compass, providing students and families with timely, consistent and accessible assessment information.	☒ Principal ☒ Assistant principal ☒ Education support	-1%
Task 4	Teachers will collaboratively develop and implement consistent comment banks to support timely, meaningful and actionable feedback practices across Years 7–12	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Teacher(s) ☒ KLA leader	-1%

Goal 2	To maximise student wellbeing.
KIS 2.a	Embed a consistent approach to positive classroom management strategies, aligned to the VTLM 2.0.

Actions	Strengthen a consistent whole school approach to positive classroom management strategies.
Delivery of the annual actions for this KIS	
Evidence of change	Evidence of the Berry Street Education Model in: 1. the teaching and learning program 2. documented Connect activities 3. in the MC environment (posters, artefacts) Development of and evidence of, the SWPBS 4 Year plan being implemented including: Universal Interventions Restorative conversations Using Chronicle impulse data to identify and support students with Tier 2 and 3 behaviour 8000 Merits awarded Additional Green Chronicle Entries DATA: School Staff Survey Academic emphasis - 34% Believe student engagement is key to learning - 79% Attitudes to School Survey Effective classroom behaviour - 65% Managing bullying - 60% Normal and high resilience - 72%
Progress of evidence of change for this KIS	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Continue to provide ongoing professional learning to embed universal intervention strategies - Positive Classroom Management Strategies (Internal PL and Berry Street Education Model PL) (SWPBS 4 Year Plan	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
Task 2	Through the establishment of a Berry Street Team, implement strategies from the Berry Street Education Model as a planned and consistent manner as appropriate.	☒ Principal ☒ Assistant principal ☒ School improvement team ☒ Wellbeing team ☒ All staff	-1%
KIS 2.b	Develop and implement consistent strategies that foster resilience, positive behaviour and wellbeing.		
Actions	Strengthen a shared culture of attendance improvement by ensuring all staff and students understand their roles, responsibilities and the impact of regular attendance on student success. Embed a consistent and purposeful Connect program that strengthens student connectedness, wellbeing and engagement (attendance).		
Delivery of the annual actions for this KIS			
Evidence of change	Development of and evidence of the Connect 4 Year plan being implemented Every staff member understands, can articulate and completes their role in improving attendance. Student monitor their own attendance (specifically at Years 10, 11 and 12 - in 2026) Consistency of practice across Connect classes exist. Staff are able to articulate the purpose and value of Connect. Students able to articulate the purpose and value of Connect.		

	DATA: Average number of days absent, per student per year to 32 days Attitudes to School Survey: Sense of Connectedness 58% Effective classroom behaviour		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Development structures and processes to increase student accountability for their attendance, i.e. Senior School redemptions, Year 10 Graduating Certificate whilst positively acknowledging good student attendance (SWPBS)	☒ Principal ☒ Assistant principal ☒ Teacher(s) ☒ Education support ☒ Homegroup teachers ☒ House leaders	-1%
Task 2	Implement and monitor the consistent delivery of Engage activities within every Connect Group, ensuring a minimum of 2–3 activities are completed each week with accountability processes used to ensure consistency. (Connect 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers	-1%

Task 3	Where appropriate, implement activities from the Berry Street Education Model into the Connect curriculum. (SWPBS 4 Year Plan)	☒ Principal ☒ Assistant principal ☒ House leaders ☒ Homegroup teachers ☒ Wellbeing team	-1%
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Monitoring and Self-assessment - 2026

SEIL Feedback