

Monitoring and assessment - 2025

Buxton Primary School (1669)



Submitted for review by Sarah Irving (School Principal) on 27 January, 2025 at 12:38 PM

Endorsed by Steven Rogers (Senior Education Improvement Leader) on 28 January, 2025 at 10:24 AM

Term 2 Monitoring submitted by Sarah Irving (School Principal) on 29 June, 2025 at 08:06 PM

Term 4 Monitoring submitted by Sarah Irving (School Principal) on 15 January, 2026 at 03:31 PM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1 target	By the end of 2025, increase the percentage of matched cohort Foundation to Year 6 students achieving At or Above Expected Level in Teacher Judgement in: -Reading and Viewing from 86% (three year rolling average 2022 - 2024) to 88% (three year rolling average 2023 - 2025) -Writing from 77% (three year rolling average 2022 - 2024) to 79% (three year rolling average 2023 - 2025) - Number & Algebra from 90% (three year rolling average 2022 - 2024) to 93% (three year rolling average 2023 - 2025)
12-month target 1.2 target	By the end of 2025, increase the proportion of positive response scores on the Staff Opinion Survey in: - Moderate assessment tasks together module in the Teaching and learning implementation module from 42% (three-year average 2022-24) to 65% (three-year average 2023-2025). - Academic Emphasis in the School Climate module in the Staff Opinion Survey from 78% (three-year average 2022-24) to 82% (three-year average 2023-2025). Note: SSP target 'Understanding how to use data' three year average (2022 - 2024) is 98% so a more appropriate Staff Opinion Survey 12-month target was selected for 2025, based on 2024 data.
12-month target 1.3 target	Target no longer relevant due to lack of AToSS data available. School based tool was developed, aligned to AToSS domains and used for 2024 to obtain baseline data for 2025 targets. By the end of 2025, increase the proportion of positive response scores on the Buxton Primary School Student Wellbeing Survey in: - the Stimulated Learning domain from 62% (2024) to 68% (2025).
KIS 1.a Systematic use of assessment strategies and	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.

measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Actions	To revise and update our documented teaching and learning program and instructional approaches for English to align with the new Victorian Teaching and Learning Model 2.0 (VTLM2.0) and Victorian Curriculum 2.0 English, including the F-2 Reading Approach.
Delivery of the annual actions for this KIS	
Outcomes	Principal will facilitate the implementation of the VTLM2.0 and Victorian Curriculum 2.0 English by: - providing adequate time and resources for staff to access quality professional learning via PLCs to develop their knowledge and skills - facilitating a collaborative staff review of our current practices and how they align/deviate from the new approaches - facilitating and supporting staff to work collaboratively on documenting and implementing the revised English curriculum program for teaching and learning - facilitating and supporting staff to work collaboratively on documenting and implementing revised instructional approaches (including 25 mins daily phonics F-2) - monitoring implementation of the new curriculum and instructional approaches by teachers through PLCs and learning walks, and providing feedback - communicating the changes to curriculum and instructional approaches to the school community and inviting feedback Teachers will facilitate implementation of the VTLM2.0 and Victorian Curriculum 2.0 English by: - engaging in professional learning through PLCs to develop their knowledge and skills about the new approaches - working collaboratively with colleagues to review current practices and where they align or deviate from the new approaches - actively contributing to the collaborative development and implementation of the revised English curriculum program for teaching and learning - actively contributing to the collaborative development and implementation of revised instructional approaches (including 25 mins daily phonics F-2) - reflecting on their own progress with the implementation of the new English curriculum and instructional approach via PLCs and learning walks to other classes

	- monitoring the impact of the changes to the instructional approach on student learning outcomes via formative and summative assessment and student feedback Students will: - adjust to modified learning routines and approaches once the new instructional model is implemented - be able to explain in simple terms how the changed instructional model helps with their learning - reflect on how the changes have impacted their learning in different ways and have opportunities to provide feedback to teachers - have opportunities to document their new learning through learning journals and portfolio tasks			
Success indicators	Early indicators: - Classroom observations and learning walks demonstrating use of strategies from professional learning - Evidence of communication with parents/carers/kin - Differentiated curriculum documents and evidence of student learning at different levels - Documented instructional approach that is referenced/embedded in curriculum planning documents and visible in action in classrooms Late indicators: - Semester 2 teacher judgements - Post-test results from assessments from sources such as PAT or the Digital Assessment Library - Staff, Parent/Carer and Student Survey feedback and data			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review the professional calendar and update to prioritise collaboration	☑ Principal	from: Term 1	-1%

	time in PLCs		to: Term 1	
Activity 2	Identify and schedule appropriate professional learning for teachers on the VTLM 2.0, Victorian Curriculum 2.0 English and documented teaching and learning materials	☑ Principal	from: Term 1 to: Term 1	-1%
Activity 3	Provide CRT coverage to release teachers to enable them to effectively collaborate on revising and updating new curriculum documentation and the instructional model, focusing on the F - 2 Reading and 25 minutes per day implementation	☑ Principal	from: Term 2 to: Term 3	-1%
Activity 4	Schedule learning walks to provide support and feedback for/between teachers once they start implementing the new F - 2 Reading curriculum program and instructional approaches	☑ Principal	from: Term 4 to: Term 4	-1%
Activity 5	Align the staff Statement of Expectations professional development priorities and term reflections closely to the key improvement strategy and action for F- 2 Reading and the Six Essential Elements of Reading	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 6	Provide regular updates to the school community via the school	☑ Principal	from: Term 1	-1%

	newsletter communicating changes to curriculum and instructional approaches as they are implemented		to: Term 4	
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Goal 2	To strengthen student wellbeing capabilities.			
12-month target 2.1 target	Target no longer relevant due to lack of AToSS data available. School based tool was developed, aligned to AToSS domains and used for 2024 to obtain baseline data for 2025 targets. By the end of 2025, increase the proportion of positive response scores on the Buxton Primary School Student Wellbeing Survey in: - the Sense of Connectedness domain from 72% (2024) to 74% (2025). - the Student Voice and Agency domain from 62% (2024) to 68% (2025). - the Self Regulation and Goal Setting domain from 64% (2024) to 68% (2025).			
12-month target 2.2 target	By the end of 2025, increase the proportion of positive response scores for: - the Not Experiencing Bullying factor in the Safety module on the Parent Opinion Survey from 74% (three-year average 2022-24) to 76% (three-year average 2023-2025).			
12-month target 2.3 target	By the end of 2025, reduce the percentage of students with 20 or more days of absence from 34% (three-year average 2022-25) to 24% (three-year average 2023-2025).			
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to student mental health and wellbeing.			
Actions	Implement year 1 of the School-Wide Positive Behaviour Support initiative and associated mental health and wellbeing supports			

Delivery of the annual actions for this KIS	
Outcomes	Principal and Mental Health and Wellbeing Lead (MHWL) will: - regularly collaborate and communicate with the external SWPBS coach and wellbeing team members to progress the SWPBS initiative - provide regular communication and updates to the broader school community about SWPBS - ensure students, staff and families have opportunities to have input into developing the SWPBS approach at BPS - invite feedback from staff, students and the school community regarding the SWPBS implementation and adjustments required - provide structures and processes for at-risk students to be identified and receive targeted support in a timely manner - communicate high expectations about attendance to students, staff, parents/carers and the broader school community Teachers will: - actively participate in professional learning about SWPBS and associated mental health and wellbeing initiatives to develop a common understanding and approach to supporting students - implement and model consistent routines and expectations with fidelity to the SWPBS initiative - raise concerns or observations with the principal and MHWL to ensure that at-risk students are identified and receive targeted support in a timely manner - implement the student wellbeing survey for students in years 2 - 6 once per term and collate data for tracking trends and identifying needs - actively participate in reflection and practice discussions to further refine the SWPBS approach Students will: - develop a sense of agency and voice through their contribution to the development and implementation of the SWPBS initiative - be able to describe in simple terms how the SWPBS initiative supports all members of our school community to learn, grow and feel safe and supported - demonstrate increased positive responses to factors on the BPS Student Survey throughout the year
Success indicators	Early indicators: - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Student survey data collected each term - Observation and documentation of trends in student behaviours and conflict - Observation of student response to the SWPBS initiative

	Late indicators: - Staff, parent and student survey results - Improved attendance data - Health and wellbeing dashboards			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement the staff professional learning calendar as advised by the SWPBS initiative coach, including CRT cover to ensure staff have sufficient time and resources	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 2	Implement fortnightly wellbeing team meetings including the principal, MHWL and other relevant staff and/or SSS/allied health professionals as required	☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Monitor implementation of the SWPBS initiative across the school, provide feedback for staff and extra support as required	☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 4	Develop a documented attendance strategy that includes tracking of	☑ Principal	from: Term 1	-1%

	relevant meeting minutes, correspondence and follow up actions		to: Term 4	
Activity 5	Employ an extra teacher with experience in mental health and wellbeing role to share the responsibilities of implementing SWPBS, Disability Inclusion and student wellbeing programs with the principal	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 6	Employ a teacher to implement the Disability Inclusion model, including preparing for SSGs, supporting staff with IEPs, behaviour management plans, documenting suitable adjustments, liaising with allied health and other external providers and coordinating DIPs	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 7	Provide fortnightly OT and Speech Therapy for students requiring extra support	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 8	Review and enhance Tier 1 Attendance strategies, including using attendance self-assessment tool to monitor improvement of systems	☑ Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 9	At least one member of the Wellbeing Team to attend the	☑ Wellbeing team	from: Term 1	-1%

	Wellbeing Community of Practice Days each Term		to: Term 4	
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Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1 target	By the end of 2025, increase the percentage of matched cohort Foundation to Year 6 students achieving At or Above Expected Level in Teacher Judgement in: -Reading and Viewing from 86% (three year rolling average 2022 - 2024) to 88% (three year rolling average 2023 - 2025) -Writing from 77% (three year rolling average 2022 - 2024) to 79% (three year rolling average 2023 - 2025) - Number & Algebra from 90% (three year rolling average 2022 - 2024) to 93% (three year rolling average 2023 - 2025)
12-month target 1.2 target	By the end of 2025, increase the proportion of positive response scores on the Staff Opinion Survey in: - Moderate assessment tasks together module in the Teaching and learning implementation module from 42% (three-year average 2022-24) to 65% (three-year average 2023-2025). - Academic Emphasis in the School Climate module in the Staff Opinion Survey from 78% (three-year average 2022-24) to 82% (three-year average 2023-2025). Note: SSP target 'Understanding how to use data' three year average (2022 - 2024) is 98% so a more appropriate Staff Opinion Survey 12-month target was selected for 2025, based on 2024 data.
12-month target 1.3 target	Target no longer relevant due to lack of AToSS data available. School based tool was developed, aligned to AToSS domains and used for 2024 to obtain baseline data for 2025 targets. By the end of 2025, increase the proportion of positive response scores on the Buxton Primary School Student Wellbeing Survey in: - the Stimulated Learning domain from 62% (2024) to 68% (2025).
KIS 1.a Systematic use of assessment strategies and	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.

measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Actions	To revise and update our documented teaching and learning program and instructional approaches for English to align with the new Victorian Teaching and Learning Model 2.0 (VTLM2.0) and Victorian Curriculum 2.0 English, including the F-2 Reading Approach.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Principal will facilitate the implementation of the VTLM2.0 and Victorian Curriculum 2.0 English by: - providing adequate time and resources for staff to access quality professional learning via PLCs to develop their knowledge and skills - facilitating a collaborative staff review of our current practices and how they align/deviate from the new approaches - facilitating and supporting staff to work collaboratively on documenting and implementing the revised English curriculum program for teaching and learning - facilitating and supporting staff to work collaboratively on documenting and implementing revised instructional approaches (including 25 mins daily phonics F-2) - monitoring implementation of the new curriculum and instructional approaches by teachers through PLCs and learning walks, and providing feedback - communicating the changes to curriculum and instructional approaches to the school community and inviting feedback Teachers will facilitate implementation of the VTLM2.0 and Victorian Curriculum 2.0 English by: - engaging in professional learning through PLCs to develop their knowledge and skills about the new approaches - working collaboratively with colleagues to review current practices and where they align or deviate from the new approaches - actively contributing to the collaborative development and implementation of the revised English curriculum program for teaching and learning - actively contributing to the collaborative development and implementation of revised instructional approaches (including 25 mins daily phonics F-2) - reflecting on their own progress with the implementation of the new English curriculum and instructional approach via PLCs and learning walks to other classes

	- monitoring the impact of the changes to the instructional approach on student learning outcomes via formative and summative assessment and student feedback Students will: - adjust to modified learning routines and approaches once the new instructional model is implemented - be able to explain in simple terms how the changed instructional model helps with their learning - reflect on how the changes have impacted their learning in different ways and have opportunities to provide feedback to teachers - have opportunities to document their new learning through learning journals and portfolio tasks
Success indicators	Early indicators: - Classroom observations and learning walks demonstrating use of strategies from professional learning - Evidence of communication with parents/carers/kin - Differentiated curriculum documents and evidence of student learning at different levels - Documented instructional approach that is referenced/embedded in curriculum planning documents and visible in action in classrooms Late indicators: - Semester 2 teacher judgements - Post-test results from assessments from sources such as PAT or the Digital Assessment Library - Staff, Parent/Carer and Student Survey feedback and data
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	The work to revise and update our documented teaching and learning program and instructional approaches for English to align with the new Victorian Teaching and Learning Model 2.0 (VTLM2.0) and Victorian Curriculum 2.0 English, including the F-2 Reading Approach have been delayed until Term 3 2025 due to: - Underestimating the level of work required to begin our implementation journey for the SWPBS - Prioritising SWPBS staff professional learning modules and the co-construction of our new school values, behaviour matrix and revised classroom expectations via PLC in Term 1 and 2 meetings for authentic collaboration and shared ownership from all stakeholders - High staff absence and the principal taking on a 0.8 teaching load to address the needs of students Positive indicators and progress on this priority: - The PLC meeting structure and professional learning scheduled to start in Term 3 will enable us to get back on track with this priority action - Our approach to teaching phonics and aligning with the F-2 Reading approach are already underway as we are in the

	third year of using Decodable Readers Australia with students in F-2, including changes to our direct instruction approach - Staff professional learning sessions and resources on the VTLM 2.0 were started at our Term 1 curriculum day prior to the start of the school year, so staff are have started their professional learning on this priority Next steps: -Term 3 and 4 PLC meetings will be dedicated to further progressing this priority action - The school community will learn about this work vis the school newsletter			
Enablers • What enablers are supporting the delivery of this KIS?	☒ Sufficient budget ☒ Key improvement strategies are able to be implemented ☒ Positive staff culture and readiness for change			
Barriers • What barriers are impeding the delivery of this KIS?	☒ Workforce constraints ☒ Time constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review the professional calendar and update to prioritise collaboration time in PLCs	☒ Principal	from: Term 1 to: Term 1	100%
Activity 2	Identify and schedule appropriate professional learning for teachers on	☒ Principal	from: Term 1	50%

	the VTLM 2.0, Victorian Curriculum 2.0 English and documented teaching and learning materials		to: Term 1	
Activity 3	Provide CRT coverage to release teachers to enable them to effectively collaborate on revising and updating new curriculum documentation and the instructional model, focusing on the F - 2 Reading and 25 minutes per day implementation	☑ Principal	from: Term 2 to: Term 3	25%
Activity 4	Schedule learning walks to provide support and feedback for/between teachers once they start implementing the new F - 2 Reading curriculum program and instructional approaches	☑ Principal	from: Term 4 to: Term 4	0%
Activity 5	Align the staff Statement of Expectations professional development priorities and term reflections closely to the key improvement strategy and action for F- 2 Reading and the Six Essential Elements of Reading	☑ All staff	from: Term 1 to: Term 4	50%
Activity 6	Provide regular updates to the school community via the school newsletter communicating changes to curriculum and instructional approaches as they are implemented	☑ Principal	from: Term 1 to: Term 4	0%

Goal 2	To strengthen student wellbeing capabilities.
12-month target 2.1 target	Target no longer relevant due to lack of AToSS data available. School based tool was developed, aligned to AToSS domains and used for 2024 to obtain baseline data for 2025 targets. By the end of 2025, increase the proportion of positive response scores on the Buxton Primary School Student Wellbeing Survey in: - the Sense of Connectedness domain from 72% (2024) to 74% (2025). - the Student Voice and Agency domain from 62% (2024) to 68% (2025). - the Self Regulation and Goal Setting domain from 64% (2024) to 68% (2025).
12-month target 2.2 target	By the end of 2025, increase the proportion of positive response scores for: - the Not Experiencing Bullying factor in the Safety module on the Parent Opinion Survey from 74% (three-year average 2022-24) to 76% (three-year average 2023-2025).
12-month target 2.3 target	By the end of 2025, reduce the percentage of students with 20 or more days of absence from 34% (three-year average 2022-25) to 24% (three-year average 2023-2025).
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to student mental health and wellbeing.
Actions	Implement year 1 of the School-Wide Positive Behaviour Support initiative and associated mental health and wellbeing supports
Delivery of the annual actions for this KIS	Completed
Outcomes	Principal and Mental Health and Wellbeing Lead (MHWL) will: - regularly collaborate and communicate with the external SWPBS coach and wellbeing team members to progress the SWPBS initiative

	- provide regular communication and updates to the broader school community about SWPBS - ensure students, staff and families have opportunities to have input into developing the SWPBS approach at BPS - invite feedback from staff, students and the school community regarding the SWPBS implementation and adjustments required - provide structures and processes for at-risk students to be identified and receive targeted support in a timely manner - communicate high expectations about attendance to students, staff, parents/carers and the broader school community Teachers will: - actively participate in professional learning about SWPBS and associated mental health and wellbeing initiatives to develop a common understanding and approach to supporting students - implement and model consistent routines and expectations with fidelity to the SWPBS initiative - raise concerns or observations with the principal and MHWL to ensure that at-risk students are identified and receive targeted support in a timely manner - implement the student wellbeing survey for students in years 2 - 6 once per term and collate data for tracking trends and identifying needs - actively participate in reflection and practice discussions to further refine the SWPBS approach Students will: - develop a sense of agency and voice through their contribution to the development and implementation of the SWPBS initiative - be able to describe in simple terms how the SWPBS initiative supports all members of our school community to learn, grow and feel safe and supported - demonstrate increased positive responses to factors on the BPS Student Survey throughout the year
Success indicators	Early indicators: - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Student survey data collected each term - Observation and documentation of trends in student behaviours and conflict - Observation of student response to the SWPBS initiative Late indicators: - Staff, parent and student survey results - Improved attendance data - Health and wellbeing dashboards

Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	Actions completed: - All staff being completing the SWPBS training module collaboratively via PLC to facilitate the implementation of the program with fidelity - Co-construction of our new school values, behaviour matrix and revised classroom expectations via PLC in Term 1 and 2 meetings for authentic collaboration and shared ownership from all stakeholders - Regular communication with the school community about SWPBS and inviting feedback about our school values and behaviour matrix - Ready for full implementation of SWPBS from Term 3 2025 and review in Term 4 2025 - Regular meetings with and support from allied health professionals			
Enablers • What enablers are supporting the delivery of this KIS?	☒ Sufficient budget ☒ Access to resources/programs ☒ Sufficient time allocated ☒ The school was able to prioritise well ☒ Positive staff culture and readiness for change			
Barriers • What barriers are impeding the delivery of this KIS?	☒ Workforce constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Implement the staff professional learning calendar as advised by the SWPBS initiative coach, including CRT cover to ensure staff have sufficient time and resources	☑ Principal	from: Term 1 to: Term 4	100%
Activity 2	Implement fortnightly wellbeing team meetings including the principal, MHWL and other relevant staff and/or SSS/allied health professionals as required	☑ Wellbeing team	from: Term 1 to: Term 4	50%
Activity 3	Monitor implementation of the SWPBS initiative across the school, provide feedback for staff and extra support as required	☑ Wellbeing team	from: Term 1 to: Term 4	50%
Activity 4	Develop a documented attendance strategy that includes tracking of relevant meeting minutes, correspondence and follow up actions	☑ Principal	from: Term 1 to: Term 4	50%
Activity 5	Employ an extra teacher with experience in mental health and wellbeing role to share the responsibilities of implementing SWPBS, Disability Inclusion and student wellbeing programs with the principal	☑ Principal	from: Term 1 to: Term 4	100%
Activity 6	Employ a teacher to implement the Disability Inclusion model, including preparing for SSGs, supporting staff with IEPs, behaviour management	☑ Principal	from: Term 1 to: Term 4	100%

	plans, documenting suitable adjustments, liaising with allied health and other external providers and coordinating DIPs			
Activity 7	Provide fortnightly OT and Speech Therapy for students requiring extra support	✅ Principal	from: Term 1 to: Term 4	50%
Activity 8	Review and enhance Tier 1 Attendance strategies, including using attendance self-assessment tool to monitor improvement of systems	✅ Wellbeing team	from: Term 1 to: Term 4	50%
Activity 9	At least one member of the Wellbeing Team to attend the Wellbeing Community of Practice Days each Term	✅ Wellbeing team	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1 target	By the end of 2025, increase the percentage of matched cohort Foundation to Year 6 students achieving At or Above Expected Level in Teacher Judgement in: -Reading and Viewing from 86% (three year rolling average 2022 - 2024) to 88% (three year rolling average 2023 - 2025) -Writing from 77% (three year rolling average 2022 - 2024) to 79% (three year rolling average 2023 - 2025) - Number & Algebra from 90% (three year rolling average 2022 - 2024) to 93% (three year rolling average 2023 - 2025)
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12-month target 1.3 target	Target no longer relevant due to lack of AToSS data available. School based tool was developed, aligned to AToSS domains and used for 2024 to obtain baseline data for 2025 targets. By the end of 2025, increase the proportion of positive response scores on the Buxton Primary School Student Wellbeing Survey in: - the Stimulated Learning domain from 62% (2024) to 68% (2025).
KIS 1.a Systematic use of assessment strategies and	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.

measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	
Actions	To revise and update our documented teaching and learning program and instructional approaches for English to align with the new Victorian Teaching and Learning Model 2.0 (VTLM2.0) and Victorian Curriculum 2.0 English, including the F-2 Reading Approach.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Principal will facilitate the implementation of the VTLM2.0 and Victorian Curriculum 2.0 English by: - providing adequate time and resources for staff to access quality professional learning via PLCs to develop their knowledge and skills - facilitating a collaborative staff review of our current practices and how they align/deviate from the new approaches - facilitating and supporting staff to work collaboratively on documenting and implementing the revised English curriculum program for teaching and learning - facilitating and supporting staff to work collaboratively on documenting and implementing revised instructional approaches (including 25 mins daily phonics F-2) - monitoring implementation of the new curriculum and instructional approaches by teachers through PLCs and learning walks, and providing feedback - communicating the changes to curriculum and instructional approaches to the school community and inviting feedback Teachers will facilitate implementation of the VTLM2.0 and Victorian Curriculum 2.0 English by: - engaging in professional learning through PLCs to develop their knowledge and skills about the new approaches - working collaboratively with colleagues to review current practices and where they align or deviate from the new approaches - actively contributing to the collaborative development and implementation of the revised English curriculum program for teaching and learning - actively contributing to the collaborative development and implementation of revised instructional approaches (including 25 mins daily phonics F-2) - reflecting on their own progress with the implementation of the new English curriculum and instructional approach via PLCs and learning walks to other classes

	- monitoring the impact of the changes to the instructional approach on student learning outcomes via formative and summative assessment and student feedback Students will: - adjust to modified learning routines and approaches once the new instructional model is implemented - be able to explain in simple terms how the changed instructional model helps with their learning - reflect on how the changes have impacted their learning in different ways and have opportunities to provide feedback to teachers - have opportunities to document their new learning through learning journals and portfolio tasks
Success indicators	Early indicators: - Classroom observations and learning walks demonstrating use of strategies from professional learning - Evidence of communication with parents/carers/kin - Differentiated curriculum documents and evidence of student learning at different levels - Documented instructional approach that is referenced/embedded in curriculum planning documents and visible in action in classrooms Late indicators: - Semester 2 teacher judgements - Post-test results from assessments from sources such as PAT or the Digital Assessment Library - Staff, Parent/Carer and Student Survey feedback and data
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	

Enablers What enablers are supporting the delivery of this KIS?				
Barriers What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
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Activity 2	Identify and schedule appropriate professional learning for teachers on the VTLM 2.0, Victorian Curriculum 2.0 English and documented teaching and learning materials	☑ Principal	from: Term 1 to: Term 1	50%
Activity 3	Provide CRT coverage to release teachers to enable them to effectively collaborate on revising	☑ Principal	from: Term 2	25%

	and updating new curriculum documentation and the instructional model, focusing on the F - 2 Reading and 25 minutes per day implementation		to: Term 3	
Activity 4	Schedule learning walks to provide support and feedback for/between teachers once they start implementing the new F - 2 Reading curriculum program and instructional approaches	✅ Principal	from: Term 4 to: Term 4	0%
Activity 5	Align the staff Statement of Expectations professional development priorities and term reflections closely to the key improvement strategy and action for F- 2 Reading and the Six Essential Elements of Reading	✅ All staff	from: Term 1 to: Term 4	50%
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Goal 2	To strengthen student wellbeing capabilities.
12-month target 2.1 target	Target no longer relevant due to lack of AToSS data available. School based tool was developed, aligned to AToSS domains and used for 2024 to obtain baseline data for 2025 targets. By the end of 2025, increase the proportion of positive response scores on the Buxton Primary School Student Wellbeing

	Survey in: - the Sense of Connectedness domain from 72% (2024) to 74% (2025). - the Student Voice and Agency domain from 62% (2024) to 68% (2025). - the Self Regulation and Goal Setting domain from 64% (2024) to 68% (2025).
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KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to student mental health and wellbeing.
Actions	Implement year 1 of the School-Wide Positive Behaviour Support initiative and associated mental health and wellbeing supports
Delivery of the annual actions for this KIS	Completed
Outcomes	Principal and Mental Health and Wellbeing Lead (MHWL) will: - regularly collaborate and communicate with the external SWPBS coach and wellbeing team members to progress the SWPBS initiative - provide regular communication and updates to the broader school community about SWPBS - ensure students, staff and families have opportunities to have input into developing the SWPBS approach at BPS - invite feedback from staff, students and the school community regarding the SWPBS implementation and adjustments required - provide structures and processes for at-risk students to be identified and receive targeted support in a timely manner - communicate high expectations about attendance to students, staff, parents/carers and the broader school community

	Teachers will: - actively participate in professional learning about SWPBS and associated mental health and wellbeing initiatives to develop a common understanding and approach to supporting students - implement and model consistent routines and expectations with fidelity to the SWPBS initiative - raise concerns or observations with the principal and MHWL to ensure that at-risk students are identified and receive targeted support in a timely manner - implement the student wellbeing survey for students in years 2 - 6 once per term and collate data for tracking trends and identifying needs - actively participate in reflection and practice discussions to further refine the SWPBS approach Students will: - develop a sense of agency and voice through their contribution to the development and implementation of the SWPBS initiative - be able to describe in simple terms how the SWPBS initiative supports all members of our school community to learn, grow and feel safe and supported - demonstrate increased positive responses to factors on the BPS Student Survey throughout the year
Success indicators	Early indicators: - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Student survey data collected each term - Observation and documentation of trends in student behaviours and conflict - Observation of student response to the SWPBS initiative Late indicators: - Staff, parent and student survey results - Improved attendance data - Health and wellbeing dashboards
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress	

towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?				
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement the staff professional learning calendar as advised by the SWPBS initiative coach, including CRT cover to ensure staff have sufficient time and resources	☑ Principal	from: Term 1 to: Term 4	100%

Activity 2	Implement fortnightly wellbeing team meetings including the principal, MHWL and other relevant staff and/or SSS/allied health professionals as required	☑ Wellbeing team	from: Term 1 to: Term 4	50%
Activity 3	Monitor implementation of the SWPBS initiative across the school, provide feedback for staff and extra support as required	☑ Wellbeing team	from: Term 1 to: Term 4	50%
Activity 4	Develop a documented attendance strategy that includes tracking of relevant meeting minutes, correspondence and follow up actions	☑ Principal	from: Term 1 to: Term 4	50%
Activity 5	Employ an extra teacher with experience in mental health and wellbeing role to share the responsibilities of implementing SWPBS, Disability Inclusion and student wellbeing programs with the principal	☑ Principal	from: Term 1 to: Term 4	100%
Activity 6	Employ a teacher to implement the Disability Inclusion model, including preparing for SSGs, supporting staff with IEPs, behaviour management plans, documenting suitable adjustments, liaising with allied health and other external providers and coordinating DIPs	☑ Principal	from: Term 1 to: Term 4	100%

Activity 7	Provide fortnightly OT and Speech Therapy for students requiring extra support	☑ Principal	from: Term 1 to: Term 4	50%
Activity 8	Review and enhance Tier 1 Attendance strategies, including using attendance self-assessment tool to monitor improvement of systems	☑ Wellbeing team	from: Term 1 to: Term 4	50%
Activity 9	At least one member of the Wellbeing Team to attend the Wellbeing Community of Practice Days each Term	☑ Wellbeing team	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1 target	By the end of 2025, increase the percentage of matched cohort Foundation to Year 6 students achieving At or Above Expected Level in Teacher Judgement in: -Reading and Viewing from 86% (three year rolling average 2022 - 2024) to 88% (three year rolling average 2023 - 2025) -Writing from 77% (three year rolling average 2022 - 2024) to 79% (three year rolling average 2023 - 2025) - Number & Algebra from 90% (three year rolling average 2022 - 2024) to 93% (three year rolling average 2023 - 2025)
Has this 12-month target been met	Partially Met
12-month target 1.2 target	By the end of 2025, increase the proportion of positive response scores on the Staff Opinion Survey in: - Moderate assessment tasks together module in the Teaching and learning implementation module from 42% (three-year average 2022-24) to 65% (three-year average 2023-2025). - Academic Emphasis in the School Climate module in the Staff Opinion Survey from 78% (three-year average 2022-24) to 82% (three-year average 2023-2025). Note: SSP target 'Understanding how to use data' three year average (2022 - 2024) is 98% so a more appropriate Staff Opinion Survey 12-month target was selected for 2025, based on 2024 data.
Has this 12-month target been met	Partially Met
12-month target 1.3 target	Target no longer relevant due to lack of AToSS data available. School based tool was developed, aligned to AToSS domains and used for 2024 to obtain baseline data for 2025 targets. By the end of 2025, increase the proportion of positive response scores on the Buxton Primary School Student Wellbeing

	Survey in: - the Stimulated Learning domain from 62% (2024) to 68% (2025).
Has this 12-month target been met	Met
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.
Actions	To revise and update our documented teaching and learning program and instructional approaches for English to align with the new Victorian Teaching and Learning Model 2.0 (VTLM2.0) and Victorian Curriculum 2.0 English, including the F-2 Reading Approach.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Principal will facilitate the implementation of the VTLM2.0 and Victorian Curriculum 2.0 English by: - providing adequate time and resources for staff to access quality professional learning via PLCs to develop their knowledge and skills - facilitating a collaborative staff review of our current practices and how they align/deviate from the new approaches - facilitating and supporting staff to work collaboratively on documenting and implementing the revised English curriculum program for teaching and learning - facilitating and supporting staff to work collaboratively on documenting and implementing revised instructional approaches (including 25 mins daily phonics F-2) - monitoring implementation of the new curriculum and instructional approaches by teachers through PLCs and learning walks, and providing feedback - communicating the changes to curriculum and instructional approaches to the school community and inviting feedback Teachers will facilitate implementation of the VTLM2.0 and Victorian Curriculum 2.0 English by:

	- engaging in professional learning through PLCs to develop their knowledge and skills about the new approaches - working collaboratively with colleagues to review current practices and where they align or deviate from the new approaches - actively contributing to the collaborative development and implementation of the revised English curriculum program for teaching and learning - actively contributing to the collaborative development and implementation of revised instructional approaches (including 25 mins daily phonics F-2) - reflecting on their own progress with the implementation of the new English curriculum and instructional approach via PLCs and learning walks to other classes - monitoring the impact of the changes to the instructional approach on student learning outcomes via formative and summative assessment and student feedback Students will: - adjust to modified learning routines and approaches once the new instructional model is implemented - be able to explain in simple terms how the changed instructional model helps with their learning - reflect on how the changes have impacted their learning in different ways and have opportunities to provide feedback to teachers - have opportunities to document their new learning through learning journals and portfolio tasks
Success indicators	Early indicators: - Classroom observations and learning walks demonstrating use of strategies from professional learning - Evidence of communication with parents/carers/kin - Differentiated curriculum documents and evidence of student learning at different levels - Documented instructional approach that is referenced/embedded in curriculum planning documents and visible in action in classrooms Late indicators: - Semester 2 teacher judgements - Post-test results from assessments from sources such as PAT or the Digital Assessment Library - Staff, Parent/Carer and Student Survey feedback and data
Reflection on progress	As per triad meeting notes shared with Brendan Bicknell, SEIL
Enablers	☒ Positive staff culture and readiness for change

What enablers are supporting/supported the delivery of this KIS?				
Barriers What barriers are impeding/impeded the delivery of this KIS?	☒ Workforce constraints ☒ Time constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review the professional calendar and update to prioritise collaboration time in PLCs	☒ Principal	from: Term 1 to: Term 1	100%
Activity 2	Identify and schedule appropriate professional learning for teachers on the VTLM 2.0, Victorian Curriculum 2.0 English and documented teaching and learning materials	☒ Principal	from: Term 1 to: Term 1	100%
Activity 3	Provide CRT coverage to release teachers to enable them to effectively collaborate on revising and updating new curriculum documentation and the instructional	☒ Principal	from: Term 2 to: Term 3	75%

	model, focusing on the F - 2 Reading and 25 minutes per day implementation			
Activity 4	Schedule learning walks to provide support and feedback for/between teachers once they start implementing the new F - 2 Reading curriculum program and instructional approaches	✅ Principal	from: Term 4 to: Term 4	100%
Activity 5	Align the staff Statement of Expectations professional development priorities and term reflections closely to the key improvement strategy and action for F- 2 Reading and the Six Essential Elements of Reading	✅ All staff	from: Term 1 to: Term 4	100%
Activity 6	Provide regular updates to the school community via the school newsletter communicating changes to curriculum and instructional approaches as they are implemented	✅ Principal	from: Term 1 to: Term 4	75%

Goal 2	To strengthen student wellbeing capabilities.
12-month target 2.1 target	Target no longer relevant due to lack of AToSS data available. School based tool was developed, aligned to AToSS domains and used for 2024 to obtain baseline data for 2025 targets. By the end of 2025, increase the proportion of positive response scores on the Buxton Primary School Student Wellbeing Survey in: - the Sense of Connectedness domain from 72% (2024) to 74% (2025).

	- the Student Voice and Agency domain from 62% (2024) to 68% (2025). - the Self Regulation and Goal Setting domain from 64% (2024) to 68% (2025).
Has this 12-month target been met	Met
12-month target 2.2 target	By the end of 2025, increase the proportion of positive response scores for: - the Not Experiencing Bullying factor in the Safety module on the Parent Opinion Survey from 74% (three-year average 2022-24) to 76% (three-year average 2023-2025).
Has this 12-month target been met	Met
12-month target 2.3 target	By the end of 2025, reduce the percentage of students with 20 or more days of absence from 34% (three-year average 2022-25) to 24% (three-year average 2023-2025).
Has this 12-month target been met	Not Met
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed a whole school approach to student mental health and wellbeing.
Actions	Implement year 1 of the School-Wide Positive Behaviour Support initiative and associated mental health and wellbeing supports
Delivery of the annual actions for this KIS	Completed
Outcomes	Principal and Mental Health and Wellbeing Lead (MHWL) will: - regularly collaborate and communicate with the external SWPBS coach and wellbeing team members to progress the SWPBS initiative

	- provide regular communication and updates to the broader school community about SWPBS - ensure students, staff and families have opportunities to have input into developing the SWPBS approach at BPS - invite feedback from staff, students and the school community regarding the SWPBS implementation and adjustments required - provide structures and processes for at-risk students to be identified and receive targeted support in a timely manner - communicate high expectations about attendance to students, staff, parents/carers and the broader school community Teachers will: - actively participate in professional learning about SWPBS and associated mental health and wellbeing initiatives to develop a common understanding and approach to supporting students - implement and model consistent routines and expectations with fidelity to the SWPBS initiative - raise concerns or observations with the principal and MHWL to ensure that at-risk students are identified and receive targeted support in a timely manner - implement the student wellbeing survey for students in years 2 - 6 once per term and collate data for tracking trends and identifying needs - actively participate in reflection and practice discussions to further refine the SWPBS approach Students will: - develop a sense of agency and voice through their contribution to the development and implementation of the SWPBS initiative - be able to describe in simple terms how the SWPBS initiative supports all members of our school community to learn, grow and feel safe and supported - demonstrate increased positive responses to factors on the BPS Student Survey throughout the year
Success indicators	Early indicators: - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Student survey data collected each term - Observation and documentation of trends in student behaviours and conflict - Observation of student response to the SWPBS initiative Late indicators: - Staff, parent and student survey results - Improved attendance data - Health and wellbeing dashboards

Reflection on progress	As per triad meeting notes shared with Brendan Bicknell, SEIL			
Enablers What enablers are supporting/supported the delivery of this KIS?	☒ Sufficient time allocated ☒ Staff capability and consistency of practice ☒ Positive staff culture and readiness for change			
Barriers What barriers are impeding/impeded the delivery of this KIS?	☒ Time constraints			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement the staff professional learning calendar as advised by the SWPBS initiative coach, including CRT cover to ensure staff have sufficient time and resources	☒ Principal	from: Term 1 to: Term 4	100%
Activity 2	Implement fortnightly wellbeing team meetings including the principal, MHWL and other relevant staff and/or SSS/allied health professionals as required	☒ Wellbeing team	from: Term 1 to: Term 4	100%

Activity 3	Monitor implementation of the SWPBS initiative across the school, provide feedback for staff and extra support as required	☑ Wellbeing team	from: Term 1 to: Term 4	100%
Activity 4	Develop a documented attendance strategy that includes tracking of relevant meeting minutes, correspondence and follow up actions	☑ Principal	from: Term 1 to: Term 4	100%
Activity 5	Employ an extra teacher with experience in mental health and wellbeing role to share the responsibilities of implementing SWPBS, Disability Inclusion and student wellbeing programs with the principal	☑ Principal	from: Term 1 to: Term 4	100%
Activity 6	Employ a teacher to implement the Disability Inclusion model, including preparing for SSGs, supporting staff with IEPs, behaviour management plans, documenting suitable adjustments, liaising with allied health and other external providers and coordinating DIPs	☑ Principal	from: Term 1 to: Term 4	100%
Activity 7	Provide fortnightly OT and Speech Therapy for students requiring extra support	☑ Principal	from: Term 1 to: Term 4	100%
Activity 8	Review and enhance Tier 1 Attendance strategies, including	☑ Wellbeing team	from: Term 1	100%

	using attendance self-assessment tool to monitor improvement of systems		to: Term 4	
Activity 9	At least one member of the Wellbeing Team to attend the Wellbeing Community of Practice Days each Term	✅ Wellbeing team	from: Term 1 to: Term 4	100%

Future planning	As per triad meeting notes shared with Brendan Bicknell, SEIL
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Monitoring and Self-assessment - 2025

SEIL Feedback

Submitted Feedback

From our end of year Triad discussion, you shared the journey of Buxton PS in 2025. You highlighted the following: Success – IM/ Behaviour Matrix/ POS Managing Bullying/ Shared Responsibility (Building Staff capability) 150th Celebration Phonics DRA ES training Challenges – Staffing (Prin only FT staff member) 2026 focus is attendance – communication SSP in term 4 Buxton PS's 2025 Annual Implementation Plan demonstrates sound alignment with Department of Education Victoria priorities. The plan reflects a clear focus on VTLM 2.0, with improvement strategies that support consistent, high-impact teaching practices and strengthened instructional coherence across the school. There is a clear emphasis on foundational learning in F–2 reading, aligned to evidence-based practice. The inclusion of student wellbeing and behaviour as key enablers of learning is well articulated, with strategies that promote safe, inclusive and supportive learning environments. Support for priority cohorts is evident, with data-informed actions to identify need and monitor progress. Continued attention to implementation fidelity and evaluation will support sustained improvement. Well done on challenging year Sarah. Having to teach and lead a small school with staffing challenges and also commit to the Network Executive has not gone unnoticed. Although your targets were not met, the work you are doing is the right work and understand the challenges you faced in 2026. I look forward to a settled 2026.

Submitted by Brendan Bicknell (SEIL) on 14 January, 2026 at 10:19 AM

Mid-year monitoring is complete with the following being highlighted during mid-year discussions: Goal 1 To optimise literacy and numeracy outcomes for all students (instructional practices, curriculum documentation and assessment): - Whole staff PL on VTLM2.0 started with a briefing and readings on curriculum day in Jan 25 - TLI continuing for Reading in 2025, staff training in systemic synthetic phonics intervention program – Cracking the ABC Code - Third year of implementation of Decodable Readers Australia for F-2 and remediation for older students. This program will be mapped to the new F-2 Reading approach Goal 2 To strengthen student wellbeing capabilities (whole school approach to student mental health and wellbeing): - All teachers and ES staff are currently completing the SWPBS Training Modules together through our PLC (growth of school) - Revised school values – collaborative process involving parents, students and staff Belonging/Respect/Learning - New SWPBS Behaviour Matrix completed by staff and provided to school community for feedback - Revised classroom expectations in line with Matrix - Inclusive practice – regular wellbeing meetings with ES Staff, MHWL and Principal ü Fortnightly visits from allied health (Speech and OT) - Small group wellbeing focus groups for students identified as at risk, working on woodworking, sewing projects etc to provide opportunities for scaffolded struggle and development of resilience and emotional regulation skills - Continued implementation of the Berry St Education Model for trauma informed practice - Morning circle time, individual ready to learn plans, wellbeing lessons ü Investment in OT recommended items support student fine and gross motor skills - Communication campaign via school newsletter and targeted comms to address tier 1 and 2 absences - One DIP process underway with two more to follow in Term 3 - Wellbeing CoP organising committee member and participants Semester 2 focus: - Continue to develop the F-2 reading approach with collaborative documentation and monitoring

instructional practices - Continue to implement SWBPS and focus on attendance strategies. Whilst identified as being slightly behind schedule on one of the goals and how ambitious it was to undertake both goals, evidence suggest you will work towards successful completion of these goals.

Submitted by Brendan Bicknell (SEIL) on 11 July, 2025 at 10:12 AM