

Monitoring and assessment - 2026

Buxton Primary School (1669)



Submitted for review by Sarah Irving (School Principal) on 08 February, 2026 at 03:33 PM

Endorsed by Brendan Bicknell (Senior Education Improvement Leader) on 19 February, 2026 at 12:03 PM

Term 2 Monitoring submitted by Sarah Irving (School Principal) on 11 July, 2026 at 04:17 PM

Monitoring and assessment - 2026

Term 1 monitoring (optional)

Goal 1	To optimise literacy and numeracy outcomes for all students.
KIS 1.a	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.
Actions	- Review and redesign the whole-school curriculum documents (planning, assessment and instructional approach) to better align with and embed the VTLM 2.0 across the school. - Provide professional learning opportunities for education support staff to increase their ability/confidence to support students needing additional support in literacy and numeracy.
Delivery of the annual actions for this KIS	
Evidence of change	- Teachers will use a shared language, structure and approach to planning and assessment that is evidence-based and informed by the VTLM 2.0. - Through PLC teacher collaboration and professional learning, the whole-school scope and sequences for literacy and numeracy will be revised and implemented with fidelity. - Through PLC teacher collaboration and professional learning, the whole-school assessment schedule and instructional approach will revised and implemented with fidelity. - Education Support staff will be able to have a greater positive impact on student outcomes for those needing additional support in literacy and numeracy. - The principal will take on a more direct role as instructional leader, to support staff professional learning and collaboration in the implementation of the VTLM 2.0 practices.
Progress of evidence of change for this KIS	
Enablers	

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	- Audit current planning templates, assessment practices and scope and sequences	☑ Teacher(s)	-1%
Task 2	- Provide PL for teachers (via PLC) on the VTLM 2.0	☑ Principal	-1%
Task 3	- Collaboratively draft (via PLC) new scope and sequences, planning templates and assessment practices for literacy and numeracy	☑ Teacher(s)	-1%
Task 4	- Provide PL for education support staff on the Department of Education's Reading Approach	☑ Principal	-1%

Goal 2	To strengthen student wellbeing capabilities.
KIS 2.c	Embed a whole school approach to student mental health and wellbeing.
Actions	- Continue to refine and embed the SWPBS model as a whole-school approach to support behaviour management and student wellbeing, attendance and engagement. - Continue to refine data collection and documentation processes to support disability inclusion applications for relevant students.
Delivery of the annual actions for this KIS	
Evidence of change	- The wellbeing team will progress at least three DI applications through the process by the end of 2026. - The school community (staff, students and families) can explain how the the SWPBS model at Buxton PS works and why it is important. - Teachers and education support staff will continue to ensure that student support documents are regularly reviewed

	and updated, including SSG minutes, IEPs, BSPs, student observation notes and documented adjustments. - Wellbeing team will refine the approach to tracking and managing attendance, including developing a flow chart for supports, interventions and communication with families		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	- Review approaches to attendance management, tracking and supports for families	☑ Wellbeing team	-1%
Task 2	- Continue to embed consistent SWPBS practices across the school and communicate expectations clearly with families	☑ Wellbeing team	-1%
Task 3	- Maintain detailed student support documents to support student mental health, wellbeing and engagement	☑ Education support ☑ Teacher(s)	-1%
Task 4	- Progress DI applications and adjust processes based on feedback from facilitators and Disability Coordinators	☑ Disability inclusion coordinator ☑ Principal	-1%

Monitoring and assessment - 2026

Mid-year monitoring

Goal 1	To optimise literacy and numeracy outcomes for all students.
KIS 1.a	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.
Actions	- Review and redesign the whole-school curriculum documents (planning, assessment and instructional approach) to better align with and embed the VTLM 2.0 across the school. - Provide professional learning opportunities for education support staff to increase their ability/confidence to support students needing additional support in literacy and numeracy.
Delivery of the annual actions for this KIS	Partially Completed
Evidence of change	- Teachers will use a shared language, structure and approach to planning and assessment that is evidence-based and informed by the VTLM 2.0. - Through PLC teacher collaboration and professional learning, the whole-school scope and sequences for literacy and numeracy will be revised and implemented with fidelity. - Through PLC teacher collaboration and professional learning, the whole-school assessment schedule and instructional approach will revised and implemented with fidelity. - Education Support staff will be able to have a greater positive impact on student outcomes for those needing additional support in literacy and numeracy. - The principal will take on a more direct role as instructional leader, to support staff professional learning and collaboration in the implementation of the VTLM 2.0 practices.
Progress of evidence of change for this KIS	Some evidence of change observed
Enablers	☑ Access to resources/programs

	☒ Sufficient time allocated ☒ Key improvement strategies are able to be implemented		
Barriers	☒ Staff readiness for change / limited change management and support in place		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	- Audit current planning templates, assessment practices and scope and sequences	☒ Teacher(s)	100%
Task 2	- Provide PL for teachers (via PLC) on the VTLM 2.0	☒ Principal	50%
Task 3	- Collaboratively draft (via PLC) new scope and sequences, planning templates and assessment practices for literacy and numeracy	☒ Teacher(s)	25%
Task 4	- Provide PL for education support staff on the Department of Education's Reading Approach	☒ Principal	75%

Goal 2	To strengthen student wellbeing capabilities.
KIS 2.c	Embed a whole school approach to student mental health and wellbeing.
Actions	- Continue to refine and embed the SWPBS model as a whole-school approach to support behaviour management and student wellbeing, attendance and engagement. - Continue to refine data collection and documentation processes to support disability inclusion applications for relevant students.
Delivery of the annual actions for this KIS	Completed

Evidence of change	- The wellbeing team will progress at least three DI applications through the process by the end of 2026. - The school community (staff, students and families) can explain how the the SWPBS model at Buxton PS works and why it is important. - Teachers and education support staff will continue to ensure that student support documents are regularly reviewed and updated, including SSG minutes, IEPs, BSPs, student observation notes and documented adjustments. - Wellbeing team will refine the approach to tracking and managing attendance, including developing a flow chart for supports, interventions and communication with families		
Progress of evidence of change for this KIS	All expected evidence of change observed		
Enablers	✓ Access to resources/programs ✓ Sufficient time allocated ✓ Key improvement strategies are able to be implemented ✓ Positive staff culture and readiness for change		
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	- Review approaches to attendance management, tracking and supports for families	✓ Wellbeing team	75%
Task 2	- Continue to embed consistent SWPBS practices across the school and communicate expectations clearly with families	✓ Wellbeing team	75%
Task 3	- Maintain detailed student support documents to support student mental health, wellbeing and engagement	✓ Education support ✓ Teacher(s)	75%

Task 4	- Progress DI applications and adjust processes based on feedback from facilitators and Disability Coordinators	☒ Disability inclusion coordinator ☒ Principal	75%
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Monitoring and assessment - 2026

Term 3 monitoring (optional)

Goal 1	To optimise literacy and numeracy outcomes for all students.
KIS 1.a	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.
Actions	- Review and redesign the whole-school curriculum documents (planning, assessment and instructional approach) to better align with and embed the VTLM 2.0 across the school. - Provide professional learning opportunities for education support staff to increase their ability/confidence to support students needing additional support in literacy and numeracy.
Delivery of the annual actions for this KIS	Partially Completed
Evidence of change	- Teachers will use a shared language, structure and approach to planning and assessment that is evidence-based and informed by the VTLM 2.0. - Through PLC teacher collaboration and professional learning, the whole-school scope and sequences for literacy and numeracy will be revised and implemented with fidelity. - Through PLC teacher collaboration and professional learning, the whole-school assessment schedule and instructional approach will revised and implemented with fidelity. - Education Support staff will be able to have a greater positive impact on student outcomes for those needing additional support in literacy and numeracy. - The principal will take on a more direct role as instructional leader, to support staff professional learning and collaboration in the implementation of the VTLM 2.0 practices.
Progress of evidence of change for this KIS	
Enablers	

Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	- Audit current planning templates, assessment practices and scope and sequences	☑ Teacher(s)	100%
Task 2	- Provide PL for teachers (via PLC) on the VTLM 2.0	☑ Principal	50%
Task 3	- Collaboratively draft (via PLC) new scope and sequences, planning templates and assessment practices for literacy and numeracy	☑ Teacher(s)	25%
Task 4	- Provide PL for education support staff on the Department of Education's Reading Approach	☑ Principal	75%

Goal 2	To strengthen student wellbeing capabilities.
KIS 2.c	Embed a whole school approach to student mental health and wellbeing.
Actions	- Continue to refine and embed the SWPBS model as a whole-school approach to support behaviour management and student wellbeing, attendance and engagement. - Continue to refine data collection and documentation processes to support disability inclusion applications for relevant students.
Delivery of the annual actions for this KIS	Completed
Evidence of change	- The wellbeing team will progress at least three DI applications through the process by the end of 2026. - The school community (staff, students and families) can explain how the the SWPBS model at Buxton PS works and why it is important. - Teachers and education support staff will continue to ensure that student support documents are regularly reviewed

	and updated, including SSG minutes, IEPs, BSPs, student observation notes and documented adjustments. - Wellbeing team will refine the approach to tracking and managing attendance, including developing a flow chart for supports, interventions and communication with families		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	- Review approaches to attendance management, tracking and supports for families	☑ Wellbeing team	75%
Task 2	- Continue to embed consistent SWPBS practices across the school and communicate expectations clearly with families	☑ Wellbeing team	75%
Task 3	- Maintain detailed student support documents to support student mental health, wellbeing and engagement	☑ Education support ☑ Teacher(s)	75%
Task 4	- Progress DI applications and adjust processes based on feedback from facilitators and Disability Coordinators	☑ Disability inclusion coordinator ☑ Principal	75%

Monitoring and assessment - 2026

End-of-year monitoring

Goal 1	To optimise literacy and numeracy outcomes for all students.
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Delivery of the annual actions for this KIS	Partially Completed
Evidence of change	- Teachers will use a shared language, structure and approach to planning and assessment that is evidence-based and informed by the VTLM 2.0. - Through PLC teacher collaboration and professional learning, the whole-school scope and sequences for literacy and numeracy will be revised and implemented with fidelity. - Through PLC teacher collaboration and professional learning, the whole-school assessment schedule and instructional approach will revised and implemented with fidelity. - Education Support staff will be able to have a greater positive impact on student outcomes for those needing additional support in literacy and numeracy. - The principal will take on a more direct role as instructional leader, to support staff professional learning and collaboration in the implementation of the VTLM 2.0 practices.
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Barriers			
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Delivery of the annual actions for this KIS	Completed
Evidence of change	- The wellbeing team will progress at least three DI applications through the process by the end of 2026. - The school community (staff, students and families) can explain how the the SWPBS model at Buxton PS works and why it is important. - Teachers and education support staff will continue to ensure that student support documents are regularly reviewed

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Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	- Review approaches to attendance management, tracking and supports for families	☑ Wellbeing team	75%
Task 2	- Continue to embed consistent SWPBS practices across the school and communicate expectations clearly with families	☑ Wellbeing team	75%
Task 3	- Maintain detailed student support documents to support student mental health, wellbeing and engagement	☑ Education support ☑ Teacher(s)	75%
Task 4	- Progress DI applications and adjust processes based on feedback from facilitators and Disability Coordinators	☑ Disability inclusion coordinator ☑ Principal	75%

Future planning	
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Monitoring and Self-assessment - 2026

SEIL Feedback