

Monitoring and assessment - 2026

Fairhills High School (7823)



Submitted for review by Ian Van Schie (School Principal) on 28 January, 2026 at 06:26 PM

Endorsed by Patricia Fahy (Senior Education Improvement Leader) on 05 February, 2026 at 03:47 PM

Term 2 Monitoring submitted by Ian Van Schie (School Principal) on 13 July, 2026 at 02:55 PM

Monitoring and assessment - 2026

Term 1 monitoring (optional)

Goal 1	Maximise learning growth for all students
KIS 1.b	Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.
Actions	Build teacher capacity to deliver engaging and meaningful lessons through consistent use of High-Impact Teaching Strategies.
Delivery of the annual actions for this KIS	Completed
Evidence of change	Learning areas have developed high quality lesson plans linked to Unit Plans & Scope and Sequences. Increased teacher confidence and self-reported capacity to design and deliver engaging, purposeful lessons using HITs. Participation in peer observation and learning walks that leads to consistent implementation of high quality lesson plans. Students know what they are learning and why it is relevant. Students are building collaborative partnerships in the classroom.
Progress of evidence of change for this KIS	No evidence of change yet observed
Enablers	☒ Sufficient time allocated ☒ The school was able to prioritise well ☒ Positive staff culture and readiness for change
Barriers	☒ Workforce capability
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Building capacity to collaboratively refine and document the GVC.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 2	Regularly audit the GVC and provide feedback to teachers.	☒ Assistant principal ☒ Leading teacher(s)	0%
Task 3	Implement targeted and differentiated HITS PLC cycles.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 4	Peer Observations and Learning Walks to build capacity.	☒ Assistant principal ☒ School improvement team ☒ Teacher(s)	25%
KIS 1.c	Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment.		
Actions	Strengthen teacher practice in using assessment rubrics to identify student readiness, adjust instruction, and provide targeted feedback that supports individual learning progress. VCE teachers deliver one structured, high-impact exam preparation lesson per week.		
Delivery of the annual actions for this KIS	Partially Completed		
Evidence of change	Through effective feedback, students can articulate what they need to learn to achieve success. Weekly exam-skills lesson plans documented and uploaded to Compass. Consistent implementation of high quality exam-skills lessons. Teachers are collaborating in structured meetings to learn from one another.		

Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	☑ Sufficient time allocated		
Barriers	☑ Workforce capability		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Teachers upload all Y7–10 CAT rubrics (PDF) to the Compass Learning Task by the end of Week 2 each term in Semester 1.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ KLA leader	100%
Task 2	Teachers create Compass rubrics for all Semester 2 Y7-10 CATs by the end of Week 2 in Term 3.	☑ Assistant principal ☑ Curriculum co-ordinator (s) ☑ Leading teacher(s) ☑ KLA leader	25%
Task 3	Provide professional learning and support to teachers to create online rubrics within the Compass module.	☑ Assistant principal ☑ Leading teacher(s)	100%
Task 4	VCE teachers use data to identify exam-skills gaps in their VCE class.	☑ Leading teacher(s) ☑ Teacher(s)	0%
Task 5	Provide professional learning opportunities, Peer Observations and Learning Walks to build capacity.	☑ Leading teacher(s)	25%

Task 6	Teachers deliver structured, evidence-based lessons that include targeted feedback to strengthen exam readiness.	☒ Leading teacher(s) ☒ Teacher(s)	0%
KIS 1.d	Activate learner agency to strengthen student participation and engagement in learning.		
Actions	Establish structured student goal-setting through the use of personalised student dashboards to strengthen learner agency and promote meaningful engagement in learning.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Students articulate clear learning goals during learning conferences, THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program, using their dashboards as evidence. Teachers begin to integrate student dashboards and learning goals into planning Students use their dashboards to guide Learning Conference discussions and co-develop next steps that are actionable and achievable. AtoSS results in Motivation and Goal-Setting factors improve.		
Progress of evidence of change for this KIS	No evidence of change yet observed		
Enablers	☒ Access to resources/programs ☒ School review has refocussed directions for the school		
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Integrate goal-setting into the THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program.	☒ Leading teacher(s) ☒ Principal	100%

		☒ Assistant principal	
Task 2	Build teacher capacity to support students to use dashboards effectively.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	100%
Task 3	Create a structured process involving student dashboards, that empowers students to articulate their learning progress, needs and next steps during Learning Conferences.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	25%

Goal 2	Maximise student wellbeing and connectedness.
KIS 2.a	Develop and implement a comprehensive whole school wellbeing curriculum.
Actions	Strengthen and align the wellbeing curriculum by refining and developing programs to establish a structured sequence from Year 7 through to Year 12.
Delivery of the annual actions for this KIS	Completed
Evidence of change	The wellbeing curriculum is documented on the school curriculum drive and aligned with the FHS curriculum framework. School Staff Survey data indicates improved staff confidence in the delivery of a guaranteed and viable curriculum and an increased focus on learning connected to real-life contexts. Teachers selected for the 2027 wellbeing programs have been supported through targeted professional learning and collaborative planning, strengthening the quality and consistency of wellbeing program delivery.
Progress of evidence of change for this KIS	
Enablers	☒ Sufficient time allocated

	☒ The school was able to prioritise well ☒ School review has refocussed directions for the school ☒ Positive staff culture and readiness for change		
Barriers	☒ Budget constraints		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establish a wellbeing curriculum project steering committee.	☒ Assistant principal	100%
Task 2	Consult with subject matter experts and exemplar schools to inform and guide wellbeing curriculum development.	☒ Respectful relationships implementation team	75%
Task 3	Audit and refine Y7-9 wellbeing curriculum using evidence-based strategies and resources.	☒ Leading teacher(s) ☒ Assistant principal ☒ Respectful relationships implementation team	-1%
Task 4	Create 2027 Y10-12 wellbeing curriculum using evidence-based strategies and resources.	☒ Assistant principal ☒ Leading teacher(s) ☒ Respectful relationships implementation team	25%
Task 5	Build the capacity of staff to deliver the wellbeing curriculum with fidelity.	☒ Assistant principal ☒ Leading teacher(s)	25%

KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing and inclusion and allow students to feel valued, supported and connected.		
Actions	Enhance staff capacity to cater for the inclusion needs of all students.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Teachers regularly collaborate to plan targeted supports for individual students, with adjustments consistently documented in lesson plans on Compass. Targeted and differentiated inclusion-related professional learning is embedded, leading to more consistent and effective strategies utilised. Classroom observations and feedback cycles show improved quality and consistency of Tier 3 adjustments in response to individual student needs. A reduction in red Chronicle posts and suspensions indicates improved student behaviour and more effective early intervention and support. AtoSS shows that students feel more connected to the school and demonstrate stronger emotional awareness and regulation.		
Progress of evidence of change for this KIS			
Enablers	☒ Access to resources/programs ☒ The school was able to prioritise well ☒ Staff capability and consistency of practice		
Barriers	☒ Time constraints		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Create and refine Tier 3 program processes to more effectively identify and refer students in collaboration	☒ Assistant principal	75%

	with relevant stakeholders.	☒ Disability inclusion coordinator	
Task 2	Build the capacity of staff to implement and document adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ School improvement team	25%
Task 3	Hold regular whole-staff Case Management meetings.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 4	Provide staff with regular and differentiated inclusion-related professional learning.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 5	Observe and provide explicit feedback to staff to enhance Tier 3 adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator	0%
Task 6	Provide coaching to classroom-based staff to improve practice.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 7	Reduce the number of students identified as Needs Additional Support (NAS) in reading and numeracy through a coordinated, evidence based approach, including MacqLit for reading, QuickSmart for numeracy, and alternative programs for students with complex needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Leading teacher(s)	0%
KIS 2.c	Further embed a safe and orderly school culture that enables effective learning.		
Actions	Strengthen staff capacity to implement consistent and proactive student management practices that promote safety, predictability and readiness for learning.		

Delivery of the annual actions for this KIS	Completed		
Evidence of change	Greater consistency in staff wellbeing practices, supported by targeted professional learning and the Berry Street Education Model, has strengthened staff capacity to support positive classroom behaviour. Improved student behaviour is evidenced by increased green Chronicle posts and fewer red and amber Chronicle posts. ATOSS data demonstrates positive shifts in how students feel about their sense of connectedness, the management of bullying, respect for diversity and emotional awareness and regulation.		
Progress of evidence of change for this KIS			
Enablers	☒ Sufficient budget ☒ The school was able to prioritise well ☒ Positive staff culture and readiness for change		
Barriers	☒ Time constraints		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Deliver and implement Year 7-10 SWPBS lesson plans every term.	☒ Assistant principal ☒ Team leader(s) ☒ Teacher(s)	25%
Task 2	Implement regular and differentiated PLC cycles and structured observation of classroom practice to embed the Berry Street Education Model and FHS behaviour and engagement strategies.	☒ Assistant principal ☒ School improvement team	25%

Task 3	To conduct regular classroom observations, and provide explicit feedback and coaching support focused on proactive behaviour strategies.	☒ Assistant principal ☒ School improvement team ☒ Team leader(s)	25%
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Monitoring and assessment - 2026

Mid-year monitoring

Goal 1	Maximise learning growth for all students
KIS 1.b	Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.
Actions	Build teacher capacity to deliver engaging and meaningful lessons through consistent use of High-Impact Teaching Strategies.
Delivery of the annual actions for this KIS	Completed
Evidence of change	Learning areas have developed high quality lesson plans linked to Unit Plans & Scope and Sequences. Increased teacher confidence and self-reported capacity to design and deliver engaging, purposeful lessons using HITs. Participation in peer observation and learning walks that leads to consistent implementation of high quality lesson plans. Students know what they are learning and why it is relevant. Students are building collaborative partnerships in the classroom.
Progress of evidence of change for this KIS	Some evidence of change observed
Enablers	☒ Access to resources/programs ☒ School review has refocussed directions for the school
Barriers	☒ Time constraints ☒ Workforce capability
OPTIONAL: Upload evidence	

Tasks	Task	Who	Percentage Complete
Task 1	Building capacity to collaboratively refine and document the GVC.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 2	Regularly audit the GVC and provide feedback to teachers.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 3	Implement targeted and differentiated HITS PLC cycles.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 4	Peer Observations and Learning Walks to build capacity.	☒ Assistant principal ☒ School improvement team ☒ Teacher(s)	25%
KIS 1.c	Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment.		
Actions	Strengthen teacher practice in using assessment rubrics to identify student readiness, adjust instruction, and provide targeted feedback that supports individual learning progress. VCE teachers deliver one structured, high-impact exam preparation lesson per week.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Through effective feedback, students can articulate what they need to learn to achieve success. Weekly exam-skills lesson plans documented and uploaded to Compass. Consistent implementation of high quality exam-skills lessons. Teachers are collaborating in structured meetings to learn from one another.		

Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	☒ Access to resources/programs ☒ The school was able to prioritise well ☒ School review has refocussed directions for the school		
Barriers	☒ Time constraints ☒ Workforce capability		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Teachers upload all Y7–10 CAT rubrics (PDF) to the Compass Learning Task by the end of Week 2 each term in Semester 1.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	100%
Task 2	Teachers create Compass rubrics for all Semester 2 Y7-10 CATs by the end of Week 2 in Term 3.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	50%
Task 3	Provide professional learning and support to teachers to create online rubrics within the Compass module.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 4	VCE teachers use data to identify exam-skills gaps in their VCE class.	☒ Leading teacher(s)	50%

		☑ Teacher(s)	
Task 5	Provide professional learning opportunities, Peer Observations and Learning Walks to build capacity.	☑ Leading teacher(s)	50%
Task 6	Teachers deliver structured, evidence-based lessons that include targeted feedback to strengthen exam readiness.	☑ Leading teacher(s) ☑ Teacher(s)	25%
KIS 1.d	Activate learner agency to strengthen student participation and engagement in learning.		
Actions	Establish structured student goal-setting through the use of personalised student dashboards to strengthen learner agency and promote meaningful engagement in learning.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Students articulate clear learning goals during learning conferences, THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program, using their dashboards as evidence. Teachers begin to integrate student dashboards and learning goals into planning Students use their dashboards to guide Learning Conference discussions and co-develop next steps that are actionable and achievable. AtoSS results in Motivation and Goal-Setting factors improve.		
Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	☑ 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	Integrate goal-setting into the THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program.	✔ Leading teacher(s) ✔ Principal ✔ Assistant principal	50%
Task 2	Build teacher capacity to support students to use dashboards effectively.	✔ Assistant principal ✔ Leading teacher(s) ✔ Curriculum co-ordinator (s)	100%
Task 3	Create a structured process involving student dashboards, that empowers students to articulate their learning progress, needs and next steps during Learning Conferences.	✔ Assistant principal ✔ Leading teacher(s) ✔ Curriculum co-ordinator (s)	25%

Goal 2	Maximise student wellbeing and connectedness.
KIS 2.a	Develop and implement a comprehensive whole school wellbeing curriculum.
Actions	Strengthen and align the wellbeing curriculum by refining and developing programs to establish a structured sequence from Year 7 through to Year 12.
Delivery of the annual actions for this KIS	Completed

Evidence of change	The wellbeing curriculum is documented on the school curriculum drive and aligned with the FHS curriculum framework. School Staff Survey data indicates improved staff confidence in the delivery of a guaranteed and viable curriculum and an increased focus on learning connected to real-life contexts. Teachers selected for the 2027 wellbeing programs have been supported through targeted professional learning and collaborative planning, strengthening the quality and consistency of wellbeing program delivery.		
Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	✓ Access to resources/programs ✓ The school was able to prioritise well ✓ Positive staff culture and readiness for change		
Barriers	✓ Time constraints ✓ Workforce capability		
OPTIONAL: Upload evidence	1. 2026 Respectful Relationships planning day.pptx (4.21 MB)		
Tasks	Task	Who	Percentage Complete
Task 1	Establish a wellbeing curriculum project steering committee.	✓ Assistant principal	100%
Task 2	Consult with subject matter experts and exemplar schools to inform and guide wellbeing curriculum development.	✓ Respectful relationships implementation team	100%
Task 3	Audit and refine Y7-9 wellbeing curriculum using evidence-based strategies and resources.	✓ Leading teacher(s) ✓ Assistant principal	75%

		☒ Respectful relationships implementation team	
Task 4	Create 2027 Y10-12 wellbeing curriculum using evidence-based strategies and resources.	☒ Assistant principal ☒ Leading teacher(s) ☒ Respectful relationships implementation team	25%
Task 5	Build the capacity of staff to deliver the wellbeing curriculum with fidelity.	☒ Assistant principal ☒ Leading teacher(s)	-1%
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing and inclusion and allow students to feel valued, supported and connected.		
Actions	Enhance staff capacity to cater for the inclusion needs of all students.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Teachers regularly collaborate to plan targeted supports for individual students, with adjustments consistently documented in lesson plans on Compass. Targeted and differentiated inclusion-related professional learning is embedded, leading to more consistent and effective strategies utilised. Classroom observations and feedback cycles show improved quality and consistency of Tier 3 adjustments in response to individual student needs. A reduction in red Chronicle posts and suspensions indicates improved student behaviour and more effective early intervention and support. AtoSS shows that students feel more connected to the school and demonstrate stronger emotional awareness and regulation.		
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 ☒ Positive staff culture and readiness for change		
Barriers	☒ Time constraints ☒ Budget constraints		
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Create and refine Tier 3 program processes to more effectively identify and refer students in collaboration with relevant stakeholders.	☒ Assistant principal ☒ Disability inclusion coordinator	75%
Task 2	Build the capacity of staff to implement and document adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ School improvement team	50%
Task 3	Hold regular whole-staff Case Management meetings.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 4	Provide staff with regular and differentiated inclusion-related professional learning.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 5	Observe and provide explicit feedback to staff to enhance Tier 3 adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%

Task 6	Provide coaching to classroom-based staff to improve practice.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 7	Reduce the number of students identified as Needs Additional Support (NAS) in reading and numeracy through a coordinated, evidence based approach, including MacqLit for reading, QuickSmart for numeracy, and alternative programs for students with complex needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Leading teacher(s)	25%
KIS 2.c	Further embed a safe and orderly school culture that enables effective learning.		
Actions	Strengthen staff capacity to implement consistent and proactive student management practices that promote safety, predictability and readiness for learning.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Greater consistency in staff wellbeing practices, supported by targeted professional learning and the Berry Street Education Model, has strengthened staff capacity to support positive classroom behaviour. Improved student behaviour is evidenced by increased green Chronicle posts and fewer red and amber Chronicle posts. ATOSS data demonstrates positive shifts in how students feel about their sense of connectedness, the management of bullying, respect for diversity and emotional awareness and regulation.		
Progress of evidence of change for this KIS	Some evidence of change observed		
Enablers	☒ Access to resources/programs ☒ Positive staff culture and readiness for change		
Barriers	☒ Workforce capability		

OPTIONAL: Upload evidence	1. 17_06_2026 Wellbeing and Engagement .pptx (8.13 MB)		
Tasks	Task	Who	Percentage Complete
Task 1	Deliver and implement Year 7-10 SWPBS lesson plans every term.	☒ Assistant principal ☒ Team leader(s) ☒ Teacher(s)	50%
Task 2	Implement regular and differentiated PLC cycles and structured observation of classroom practice to embed the Berry Street Education Model and FHS behaviour and engagement strategies.	☒ Assistant principal ☒ School improvement team	50%
Task 3	To conduct regular classroom observations, and provide explicit feedback and coaching support focused on proactive behaviour strategies.	☒ Assistant principal ☒ School improvement team ☒ Team leader(s)	-1%

Monitoring and assessment - 2026

Term 3 monitoring (optional)

Goal 1	Maximise learning growth for all students		
KIS 1.b	Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.		
Actions	Build teacher capacity to deliver engaging and meaningful lessons through consistent use of High-Impact Teaching Strategies.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Learning areas have developed high quality lesson plans linked to Unit Plans & Scope and Sequences. Increased teacher confidence and self-reported capacity to design and deliver engaging, purposeful lessons using HITs. Participation in peer observation and learning walks that leads to consistent implementation of high quality lesson plans. Students know what they are learning and why it is relevant. Students are building collaborative partnerships in the classroom.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete

Task 1	Building capacity to collaboratively refine and document the GVC.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 2	Regularly audit the GVC and provide feedback to teachers.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 3	Implement targeted and differentiated HITS PLC cycles.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 4	Peer Observations and Learning Walks to build capacity.	☒ Assistant principal ☒ School improvement team ☒ Teacher(s)	25%
KIS 1.c	Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment.		
Actions	Strengthen teacher practice in using assessment rubrics to identify student readiness, adjust instruction, and provide targeted feedback that supports individual learning progress. VCE teachers deliver one structured, high-impact exam preparation lesson per week.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Through effective feedback, students can articulate what they need to learn to achieve success. Weekly exam-skills lesson plans documented and uploaded to Compass. Consistent implementation of high quality exam-skills lessons. Teachers are collaborating in structured meetings to learn from one another.		
Progress of evidence of change for this KIS			

Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Teachers upload all Y7–10 CAT rubrics (PDF) to the Compass Learning Task by the end of Week 2 each term in Semester 1.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	100%
Task 2	Teachers create Compass rubrics for all Semester 2 Y7-10 CATs by the end of Week 2 in Term 3.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	50%
Task 3	Provide professional learning and support to teachers to create online rubrics within the Compass module.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 4	VCE teachers use data to identify exam-skills gaps in their VCE class.	☒ Leading teacher(s) ☒ Teacher(s)	50%
Task 5	Provide professional learning opportunities, Peer Observations and Learning Walks to build capacity.	☒ Leading teacher(s)	50%
Task 6	Teachers deliver structured, evidence-based lessons that include targeted feedback to strengthen exam	☒ Leading teacher(s) ☒ Teacher(s)	25%

	readiness.		
KIS 1.d	Activate learner agency to strengthen student participation and engagement in learning.		
Actions	Establish structured student goal-setting through the use of personalised student dashboards to strengthen learner agency and promote meaningful engagement in learning.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Students articulate clear learning goals during learning conferences, THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program, using their dashboards as evidence. Teachers begin to integrate student dashboards and learning goals into planning Students use their dashboards to guide Learning Conference discussions and co-develop next steps that are actionable and achievable. AtoSS results in Motivation and Goal-Setting factors improve.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Integrate goal-setting into the THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program.	☒ Leading teacher(s) ☒ Principal ☒ Assistant principal	50%

Task 2	Build teacher capacity to support students to use dashboards effectively.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	100%
Task 3	Create a structured process involving student dashboards, that empowers students to articulate their learning progress, needs and next steps during Learning Conferences.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	25%

Goal 2	Maximise student wellbeing and connectedness.		
KIS 2.a	Develop and implement a comprehensive whole school wellbeing curriculum.		
Actions	Strengthen and align the wellbeing curriculum by refining and developing programs to establish a structured sequence from Year 7 through to Year 12.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	The wellbeing curriculum is documented on the school curriculum drive and aligned with the FHS curriculum framework. School Staff Survey data indicates improved staff confidence in the delivery of a guaranteed and viable curriculum and an increased focus on learning connected to real-life contexts. Teachers selected for the 2027 wellbeing programs have been supported through targeted professional learning and collaborative planning, strengthening the quality and consistency of wellbeing program delivery.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			

OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establish a wellbeing curriculum project steering committee.	☑ Assistant principal	100%
Task 2	Consult with subject matter experts and exemplar schools to inform and guide wellbeing curriculum development.	☑ Respectful relationships implementation team	100%
Task 3	Audit and refine Y7-9 wellbeing curriculum using evidence-based strategies and resources.	☑ Leading teacher(s) ☑ Assistant principal ☑ Respectful relationships implementation team	75%
Task 4	Create 2027 Y10-12 wellbeing curriculum using evidence-based strategies and resources.	☑ Assistant principal ☑ Leading teacher(s) ☑ Respectful relationships implementation team	25%
Task 5	Build the capacity of staff to deliver the wellbeing curriculum with fidelity.	☑ Assistant principal ☑ Leading teacher(s)	-1%
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing and inclusion and allow students to feel valued, supported and connected.		
Actions	Enhance staff capacity to cater for the inclusion needs of all students.		
Delivery of the annual actions for this KIS	Completed		

Evidence of change	Teachers regularly collaborate to plan targeted supports for individual students, with adjustments consistently documented in lesson plans on Compass. Targeted and differentiated inclusion-related professional learning is embedded, leading to more consistent and effective strategies utilised. Classroom observations and feedback cycles show improved quality and consistency of Tier 3 adjustments in response to individual student needs. A reduction in red Chronicle posts and suspensions indicates improved student behaviour and more effective early intervention and support. AtoSS shows that students feel more connected to the school and demonstrate stronger emotional awareness and regulation.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Create and refine Tier 3 program processes to more effectively identify and refer students in collaboration with relevant stakeholders.	☒ Assistant principal ☒ Disability inclusion coordinator	75%
Task 2	Build the capacity of staff to implement and document adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ School improvement team	50%
Task 3	Hold regular whole-staff Case Management meetings.	☒ Assistant principal	25%

		☒ Disability inclusion coordinator	
Task 4	Provide staff with regular and differentiated inclusion-related professional learning.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 5	Observe and provide explicit feedback to staff to enhance Tier 3 adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 6	Provide coaching to classroom-based staff to improve practice.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 7	Reduce the number of students identified as Needs Additional Support (NAS) in reading and numeracy through a coordinated, evidence based approach, including MacqLit for reading, QuickSmart for numeracy, and alternative programs for students with complex needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Leading teacher(s)	25%
KIS 2.c	Further embed a safe and orderly school culture that enables effective learning.		
Actions	Strengthen staff capacity to implement consistent and proactive student management practices that promote safety, predictability and readiness for learning.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Greater consistency in staff wellbeing practices, supported by targeted professional learning and the Berry Street Education Model, has strengthened staff capacity to support positive classroom behaviour. Improved student behaviour is evidenced by increased green Chronicle posts and fewer red and amber Chronicle posts. ATOSS data demonstrates positive shifts in how students feel about their sense of connectedness, the management of bullying, respect for diversity and emotional awareness and regulation.		

Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Deliver and implement Year 7-10 SWPBS lesson plans every term.	☒ Assistant principal ☒ Team leader(s) ☒ Teacher(s)	50%
Task 2	Implement regular and differentiated PLC cycles and structured observation of classroom practice to embed the Berry Street Education Model and FHS behaviour and engagement strategies.	☒ Assistant principal ☒ School improvement team	50%
Task 3	To conduct regular classroom observations, and provide explicit feedback and coaching support focused on proactive behaviour strategies.	☒ Assistant principal ☒ School improvement team ☒ Team leader(s)	-1%

Monitoring and assessment - 2026

End-of-year monitoring

Goal 1	Maximise learning growth for all students		
KIS 1.b	Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.		
Actions	Build teacher capacity to deliver engaging and meaningful lessons through consistent use of High-Impact Teaching Strategies.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Learning areas have developed high quality lesson plans linked to Unit Plans & Scope and Sequences. Increased teacher confidence and self-reported capacity to design and deliver engaging, purposeful lessons using HITs. Participation in peer observation and learning walks that leads to consistent implementation of high quality lesson plans. Students know what they are learning and why it is relevant. Students are building collaborative partnerships in the classroom.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete

Task 1	Building capacity to collaboratively refine and document the GVC.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 2	Regularly audit the GVC and provide feedback to teachers.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 3	Implement targeted and differentiated HITS PLC cycles.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 4	Peer Observations and Learning Walks to build capacity.	☒ Assistant principal ☒ School improvement team ☒ Teacher(s)	25%
KIS 1.c	Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment.		
Actions	Strengthen teacher practice in using assessment rubrics to identify student readiness, adjust instruction, and provide targeted feedback that supports individual learning progress. VCE teachers deliver one structured, high-impact exam preparation lesson per week.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Through effective feedback, students can articulate what they need to learn to achieve success. Weekly exam-skills lesson plans documented and uploaded to Compass. Consistent implementation of high quality exam-skills lessons. Teachers are collaborating in structured meetings to learn from one another.		
Progress of evidence of change for this KIS			

Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Teachers upload all Y7–10 CAT rubrics (PDF) to the Compass Learning Task by the end of Week 2 each term in Semester 1.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	100%
Task 2	Teachers create Compass rubrics for all Semester 2 Y7-10 CATs by the end of Week 2 in Term 3.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	50%
Task 3	Provide professional learning and support to teachers to create online rubrics within the Compass module.	☒ Assistant principal ☒ Leading teacher(s)	25%
Task 4	VCE teachers use data to identify exam-skills gaps in their VCE class.	☒ Leading teacher(s) ☒ Teacher(s)	50%
Task 5	Provide professional learning opportunities, Peer Observations and Learning Walks to build capacity.	☒ Leading teacher(s)	50%
Task 6	Teachers deliver structured, evidence-based lessons that include targeted feedback to strengthen exam	☒ Leading teacher(s) ☒ Teacher(s)	25%

	readiness.		
KIS 1.d	Activate learner agency to strengthen student participation and engagement in learning.		
Actions	Establish structured student goal-setting through the use of personalised student dashboards to strengthen learner agency and promote meaningful engagement in learning.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Students articulate clear learning goals during learning conferences, THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program, using their dashboards as evidence. Teachers begin to integrate student dashboards and learning goals into planning Students use their dashboards to guide Learning Conference discussions and co-develop next steps that are actionable and achievable. AtoSS results in Motivation and Goal-Setting factors improve.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Integrate goal-setting into the THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program.	☒ Leading teacher(s) ☒ Principal ☒ Assistant principal	50%

Task 2	Build teacher capacity to support students to use dashboards effectively.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	100%
Task 3	Create a structured process involving student dashboards, that empowers students to articulate their learning progress, needs and next steps during Learning Conferences.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	25%

Goal 2	Maximise student wellbeing and connectedness.		
KIS 2.a	Develop and implement a comprehensive whole school wellbeing curriculum.		
Actions	Strengthen and align the wellbeing curriculum by refining and developing programs to establish a structured sequence from Year 7 through to Year 12.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	The wellbeing curriculum is documented on the school curriculum drive and aligned with the FHS curriculum framework. School Staff Survey data indicates improved staff confidence in the delivery of a guaranteed and viable curriculum and an increased focus on learning connected to real-life contexts. Teachers selected for the 2027 wellbeing programs have been supported through targeted professional learning and collaborative planning, strengthening the quality and consistency of wellbeing program delivery.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			

OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establish a wellbeing curriculum project steering committee.	☑ Assistant principal	100%
Task 2	Consult with subject matter experts and exemplar schools to inform and guide wellbeing curriculum development.	☑ Respectful relationships implementation team	100%
Task 3	Audit and refine Y7-9 wellbeing curriculum using evidence-based strategies and resources.	☑ Leading teacher(s) ☑ Assistant principal ☑ Respectful relationships implementation team	75%
Task 4	Create 2027 Y10-12 wellbeing curriculum using evidence-based strategies and resources.	☑ Assistant principal ☑ Leading teacher(s) ☑ Respectful relationships implementation team	25%
Task 5	Build the capacity of staff to deliver the wellbeing curriculum with fidelity.	☑ Assistant principal ☑ Leading teacher(s)	-1%
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing and inclusion and allow students to feel valued, supported and connected.		
Actions	Enhance staff capacity to cater for the inclusion needs of all students.		
Delivery of the annual actions for this KIS	Completed		

Evidence of change	Teachers regularly collaborate to plan targeted supports for individual students, with adjustments consistently documented in lesson plans on Compass. Targeted and differentiated inclusion-related professional learning is embedded, leading to more consistent and effective strategies utilised. Classroom observations and feedback cycles show improved quality and consistency of Tier 3 adjustments in response to individual student needs. A reduction in red Chronicle posts and suspensions indicates improved student behaviour and more effective early intervention and support. AtoSS shows that students feel more connected to the school and demonstrate stronger emotional awareness and regulation.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Create and refine Tier 3 program processes to more effectively identify and refer students in collaboration with relevant stakeholders.	☒ Assistant principal ☒ Disability inclusion coordinator	75%
Task 2	Build the capacity of staff to implement and document adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ School improvement team	50%
Task 3	Hold regular whole-staff Case Management meetings.	☒ Assistant principal	25%

		☒ Disability inclusion coordinator	
Task 4	Provide staff with regular and differentiated inclusion-related professional learning.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 5	Observe and provide explicit feedback to staff to enhance Tier 3 adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 6	Provide coaching to classroom-based staff to improve practice.	☒ Assistant principal ☒ Disability inclusion coordinator	25%
Task 7	Reduce the number of students identified as Needs Additional Support (NAS) in reading and numeracy through a coordinated, evidence based approach, including MacqLit for reading, QuickSmart for numeracy, and alternative programs for students with complex needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Leading teacher(s)	25%
KIS 2.c	Further embed a safe and orderly school culture that enables effective learning.		
Actions	Strengthen staff capacity to implement consistent and proactive student management practices that promote safety, predictability and readiness for learning.		
Delivery of the annual actions for this KIS	Completed		
Evidence of change	Greater consistency in staff wellbeing practices, supported by targeted professional learning and the Berry Street Education Model, has strengthened staff capacity to support positive classroom behaviour. Improved student behaviour is evidenced by increased green Chronicle posts and fewer red and amber Chronicle posts. ATOSS data demonstrates positive shifts in how students feel about their sense of connectedness, the management of bullying, respect for diversity and emotional awareness and regulation.		

Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Deliver and implement Year 7-10 SWPBS lesson plans every term.	☒ Assistant principal ☒ Team leader(s) ☒ Teacher(s)	50%
Task 2	Implement regular and differentiated PLC cycles and structured observation of classroom practice to embed the Berry Street Education Model and FHS behaviour and engagement strategies.	☒ Assistant principal ☒ School improvement team	50%
Task 3	To conduct regular classroom observations, and provide explicit feedback and coaching support focused on proactive behaviour strategies.	☒ Assistant principal ☒ School improvement team ☒ Team leader(s)	-1%

Future planning	
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Monitoring and assessment - 2026

Mid Term 1 monitoring

Goal 1	Maximise learning growth for all students		
KIS 1.b	Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.		
Actions	Build teacher capacity to deliver engaging and meaningful lessons through consistent use of High-Impact Teaching Strategies.		
Delivery of the annual actions for this KIS			
Evidence of change	Learning areas have developed high quality lesson plans linked to Unit Plans & Scope and Sequences. Increased teacher confidence and self-reported capacity to design and deliver engaging, purposeful lessons using HITs. Participation in peer observation and learning walks that leads to consistent implementation of high quality lesson plans. Students know what they are learning and why it is relevant. Students are building collaborative partnerships in the classroom.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete

Task 1	Building capacity to collaboratively refine and document the GVC.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 2	Regularly audit the GVC and provide feedback to teachers.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 3	Implement targeted and differentiated HITS PLC cycles.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 4	Peer Observations and Learning Walks to build capacity.	☒ Assistant principal ☒ School improvement team ☒ Teacher(s)	-1%
KIS 1.c	Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment.		
Actions	Strengthen teacher practice in using assessment rubrics to identify student readiness, adjust instruction, and provide targeted feedback that supports individual learning progress. VCE teachers deliver one structured, high-impact exam preparation lesson per week.		
Delivery of the annual actions for this KIS			
Evidence of change	Through effective feedback, students can articulate what they need to learn to achieve success. Weekly exam-skills lesson plans documented and uploaded to Compass. Consistent implementation of high quality exam-skills lessons. Teachers are collaborating in structured meetings to learn from one another.		
Progress of evidence of change for this KIS			

Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Teachers upload all Y7–10 CAT rubrics (PDF) to the Compass Learning Task by the end of Week 2 each term in Semester 1.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	-1%
Task 2	Teachers create Compass rubrics for all Semester 2 Y7-10 CATs by the end of Week 2 in Term 3.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	-1%
Task 3	Provide professional learning and support to teachers to create online rubrics within the Compass module.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 4	VCE teachers use data to identify exam-skills gaps in their VCE class.	☒ Leading teacher(s) ☒ Teacher(s)	-1%
Task 5	Provide professional learning opportunities, Peer Observations and Learning Walks to build capacity.	☒ Leading teacher(s)	-1%
Task 6	Teachers deliver structured, evidence-based lessons that include targeted feedback to strengthen exam	☒ Leading teacher(s) ☒ Teacher(s)	-1%

	readiness.		
KIS 1.d	Activate learner agency to strengthen student participation and engagement in learning.		
Actions	Establish structured student goal-setting through the use of personalised student dashboards to strengthen learner agency and promote meaningful engagement in learning.		
Delivery of the annual actions for this KIS			
Evidence of change	Students articulate clear learning goals during learning conferences, THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program, using their dashboards as evidence. Teachers begin to integrate student dashboards and learning goals into planning Students use their dashboards to guide Learning Conference discussions and co-develop next steps that are actionable and achievable. AtoSS results in Motivation and Goal-Setting factors improve.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Integrate goal-setting into the THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program.	☒ Leading teacher(s) ☒ Principal ☒ Assistant principal	-1%

Task 2	Build teacher capacity to support students to use dashboards effectively.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	-1%
Task 3	Create a structured process involving student dashboards, that empowers students to articulate their learning progress, needs and next steps during Learning Conferences.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	-1%

Goal 2	Maximise student wellbeing and connectedness.		
KIS 2.a	Develop and implement a comprehensive whole school wellbeing curriculum.		
Actions	Strengthen and align the wellbeing curriculum by refining and developing programs to establish a structured sequence from Year 7 through to Year 12.		
Delivery of the annual actions for this KIS			
Evidence of change	The wellbeing curriculum is documented on the school curriculum drive and aligned with the FHS curriculum framework. School Staff Survey data indicates improved staff confidence in the delivery of a guaranteed and viable curriculum and an increased focus on learning connected to real-life contexts. Teachers selected for the 2027 wellbeing programs have been supported through targeted professional learning and collaborative planning, strengthening the quality and consistency of wellbeing program delivery.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			

OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establish a wellbeing curriculum project steering committee.	☑ Assistant principal	-1%
Task 2	Consult with subject matter experts and exemplar schools to inform and guide wellbeing curriculum development.	☑ Respectful relationships implementation team	-1%
Task 3	Audit and refine Y7-9 wellbeing curriculum using evidence-based strategies and resources.	☑ Leading teacher(s) ☑ Assistant principal ☑ Respectful relationships implementation team	-1%
Task 4	Create 2027 Y10-12 wellbeing curriculum using evidence-based strategies and resources.	☑ Assistant principal ☑ Leading teacher(s) ☑ Respectful relationships implementation team	-1%
Task 5	Build the capacity of staff to deliver the wellbeing curriculum with fidelity.	☑ Assistant principal ☑ Leading teacher(s)	-1%
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing and inclusion and allow students to feel valued, supported and connected.		
Actions	Enhance staff capacity to cater for the inclusion needs of all students.		
Delivery of the annual actions for this KIS			

Evidence of change	Teachers regularly collaborate to plan targeted supports for individual students, with adjustments consistently documented in lesson plans on Compass. Targeted and differentiated inclusion-related professional learning is embedded, leading to more consistent and effective strategies utilised. Classroom observations and feedback cycles show improved quality and consistency of Tier 3 adjustments in response to individual student needs. A reduction in red Chronicle posts and suspensions indicates improved student behaviour and more effective early intervention and support. AtoSS shows that students feel more connected to the school and demonstrate stronger emotional awareness and regulation.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Create and refine Tier 3 program processes to more effectively identify and refer students in collaboration with relevant stakeholders.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 2	Build the capacity of staff to implement and document adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ School improvement team	-1%
Task 3	Hold regular whole-staff Case Management meetings.	☒ Assistant principal	-1%

		☒ Disability inclusion coordinator	
Task 4	Provide staff with regular and differentiated inclusion-related professional learning.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 5	Observe and provide explicit feedback to staff to enhance Tier 3 adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 6	Provide coaching to classroom-based staff to improve practice.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 7	Reduce the number of students identified as Needs Additional Support (NAS) in reading and numeracy through a coordinated, evidence based approach, including MacqLit for reading, QuickSmart for numeracy, and alternative programs for students with complex needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Leading teacher(s)	-1%
KIS 2.c	Further embed a safe and orderly school culture that enables effective learning.		
Actions	Strengthen staff capacity to implement consistent and proactive student management practices that promote safety, predictability and readiness for learning.		
Delivery of the annual actions for this KIS			
Evidence of change	Greater consistency in staff wellbeing practices, supported by targeted professional learning and the Berry Street Education Model, has strengthened staff capacity to support positive classroom behaviour. Improved student behaviour is evidenced by increased green Chronicle posts and fewer red and amber Chronicle posts. ATOSS data demonstrates positive shifts in how students feel about their sense of connectedness, the management of bullying, respect for diversity and emotional awareness and regulation.		

Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Deliver and implement Year 7-10 SWPBS lesson plans every term.	☒ Assistant principal ☒ Team leader(s) ☒ Teacher(s)	-1%
Task 2	Implement regular and differentiated PLC cycles and structured observation of classroom practice to embed the Berry Street Education Model and FHS behaviour and engagement strategies.	☒ Assistant principal ☒ School improvement team	-1%
Task 3	To conduct regular classroom observations, and provide explicit feedback and coaching support focused on proactive behaviour strategies.	☒ Assistant principal ☒ School improvement team ☒ Team leader(s)	-1%

Monitoring and assessment - 2026

Mid Term 2 monitoring

Goal 1	Maximise learning growth for all students		
KIS 1.b	Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.		
Actions	Build teacher capacity to deliver engaging and meaningful lessons through consistent use of High-Impact Teaching Strategies.		
Delivery of the annual actions for this KIS			
Evidence of change	Learning areas have developed high quality lesson plans linked to Unit Plans & Scope and Sequences. Increased teacher confidence and self-reported capacity to design and deliver engaging, purposeful lessons using HITs. Participation in peer observation and learning walks that leads to consistent implementation of high quality lesson plans. Students know what they are learning and why it is relevant. Students are building collaborative partnerships in the classroom.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete

Task 1	Building capacity to collaboratively refine and document the GVC.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 2	Regularly audit the GVC and provide feedback to teachers.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 3	Implement targeted and differentiated HITS PLC cycles.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 4	Peer Observations and Learning Walks to build capacity.	☒ Assistant principal ☒ School improvement team ☒ Teacher(s)	-1%
KIS 1.c	Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment.		
Actions	Strengthen teacher practice in using assessment rubrics to identify student readiness, adjust instruction, and provide targeted feedback that supports individual learning progress. VCE teachers deliver one structured, high-impact exam preparation lesson per week.		
Delivery of the annual actions for this KIS			
Evidence of change	Through effective feedback, students can articulate what they need to learn to achieve success. Weekly exam-skills lesson plans documented and uploaded to Compass. Consistent implementation of high quality exam-skills lessons. Teachers are collaborating in structured meetings to learn from one another.		
Progress of evidence of change for this KIS			

Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Teachers upload all Y7–10 CAT rubrics (PDF) to the Compass Learning Task by the end of Week 2 each term in Semester 1.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	-1%
Task 2	Teachers create Compass rubrics for all Semester 2 Y7-10 CATs by the end of Week 2 in Term 3.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	-1%
Task 3	Provide professional learning and support to teachers to create online rubrics within the Compass module.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 4	VCE teachers use data to identify exam-skills gaps in their VCE class.	☒ Leading teacher(s) ☒ Teacher(s)	-1%
Task 5	Provide professional learning opportunities, Peer Observations and Learning Walks to build capacity.	☒ Leading teacher(s)	-1%
Task 6	Teachers deliver structured, evidence-based lessons that include targeted feedback to strengthen exam	☒ Leading teacher(s) ☒ Teacher(s)	-1%

	readiness.		
KIS 1.d	Activate learner agency to strengthen student participation and engagement in learning.		
Actions	Establish structured student goal-setting through the use of personalised student dashboards to strengthen learner agency and promote meaningful engagement in learning.		
Delivery of the annual actions for this KIS			
Evidence of change	Students articulate clear learning goals during learning conferences, THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program, using their dashboards as evidence. Teachers begin to integrate student dashboards and learning goals into planning Students use their dashboards to guide Learning Conference discussions and co-develop next steps that are actionable and achievable. AtoSS results in Motivation and Goal-Setting factors improve.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Integrate goal-setting into the THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program.	☒ Leading teacher(s) ☒ Principal ☒ Assistant principal	-1%

Task 2	Build teacher capacity to support students to use dashboards effectively.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	-1%
Task 3	Create a structured process involving student dashboards, that empowers students to articulate their learning progress, needs and next steps during Learning Conferences.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	-1%

Goal 2	Maximise student wellbeing and connectedness.		
KIS 2.a	Develop and implement a comprehensive whole school wellbeing curriculum.		
Actions	Strengthen and align the wellbeing curriculum by refining and developing programs to establish a structured sequence from Year 7 through to Year 12.		
Delivery of the annual actions for this KIS			
Evidence of change	The wellbeing curriculum is documented on the school curriculum drive and aligned with the FHS curriculum framework. School Staff Survey data indicates improved staff confidence in the delivery of a guaranteed and viable curriculum and an increased focus on learning connected to real-life contexts. Teachers selected for the 2027 wellbeing programs have been supported through targeted professional learning and collaborative planning, strengthening the quality and consistency of wellbeing program delivery.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			

OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establish a wellbeing curriculum project steering committee.	☑ Assistant principal	-1%
Task 2	Consult with subject matter experts and exemplar schools to inform and guide wellbeing curriculum development.	☑ Respectful relationships implementation team	-1%
Task 3	Audit and refine Y7-9 wellbeing curriculum using evidence-based strategies and resources.	☑ Leading teacher(s) ☑ Assistant principal ☑ Respectful relationships implementation team	-1%
Task 4	Create 2027 Y10-12 wellbeing curriculum using evidence-based strategies and resources.	☑ Assistant principal ☑ Leading teacher(s) ☑ Respectful relationships implementation team	-1%
Task 5	Build the capacity of staff to deliver the wellbeing curriculum with fidelity.	☑ Assistant principal ☑ Leading teacher(s)	-1%
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing and inclusion and allow students to feel valued, supported and connected.		
Actions	Enhance staff capacity to cater for the inclusion needs of all students.		
Delivery of the annual actions for this KIS			

Evidence of change	Teachers regularly collaborate to plan targeted supports for individual students, with adjustments consistently documented in lesson plans on Compass. Targeted and differentiated inclusion-related professional learning is embedded, leading to more consistent and effective strategies utilised. Classroom observations and feedback cycles show improved quality and consistency of Tier 3 adjustments in response to individual student needs. A reduction in red Chronicle posts and suspensions indicates improved student behaviour and more effective early intervention and support. AtoSS shows that students feel more connected to the school and demonstrate stronger emotional awareness and regulation.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Create and refine Tier 3 program processes to more effectively identify and refer students in collaboration with relevant stakeholders.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 2	Build the capacity of staff to implement and document adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ School improvement team	-1%
Task 3	Hold regular whole-staff Case Management meetings.	☒ Assistant principal	-1%

		☒ Disability inclusion coordinator	
Task 4	Provide staff with regular and differentiated inclusion-related professional learning.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 5	Observe and provide explicit feedback to staff to enhance Tier 3 adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 6	Provide coaching to classroom-based staff to improve practice.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 7	Reduce the number of students identified as Needs Additional Support (NAS) in reading and numeracy through a coordinated, evidence based approach, including MacqLit for reading, QuickSmart for numeracy, and alternative programs for students with complex needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Leading teacher(s)	-1%
KIS 2.c	Further embed a safe and orderly school culture that enables effective learning.		
Actions	Strengthen staff capacity to implement consistent and proactive student management practices that promote safety, predictability and readiness for learning.		
Delivery of the annual actions for this KIS			
Evidence of change	Greater consistency in staff wellbeing practices, supported by targeted professional learning and the Berry Street Education Model, has strengthened staff capacity to support positive classroom behaviour. Improved student behaviour is evidenced by increased green Chronicle posts and fewer red and amber Chronicle posts. ATOSS data demonstrates positive shifts in how students feel about their sense of connectedness, the management of bullying, respect for diversity and emotional awareness and regulation.		

Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Deliver and implement Year 7-10 SWPBS lesson plans every term.	☒ Assistant principal ☒ Team leader(s) ☒ Teacher(s)	-1%
Task 2	Implement regular and differentiated PLC cycles and structured observation of classroom practice to embed the Berry Street Education Model and FHS behaviour and engagement strategies.	☒ Assistant principal ☒ School improvement team	-1%
Task 3	To conduct regular classroom observations, and provide explicit feedback and coaching support focused on proactive behaviour strategies.	☒ Assistant principal ☒ School improvement team ☒ Team leader(s)	-1%

Monitoring and assessment - 2026

Mid Term 3 monitoring

Goal 1	Maximise learning growth for all students		
KIS 1.b	Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.		
Actions	Build teacher capacity to deliver engaging and meaningful lessons through consistent use of High-Impact Teaching Strategies.		
Delivery of the annual actions for this KIS			
Evidence of change	Learning areas have developed high quality lesson plans linked to Unit Plans & Scope and Sequences. Increased teacher confidence and self-reported capacity to design and deliver engaging, purposeful lessons using HITs. Participation in peer observation and learning walks that leads to consistent implementation of high quality lesson plans. Students know what they are learning and why it is relevant. Students are building collaborative partnerships in the classroom.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete

Task 1	Building capacity to collaboratively refine and document the GVC.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 2	Regularly audit the GVC and provide feedback to teachers.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 3	Implement targeted and differentiated HITS PLC cycles.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 4	Peer Observations and Learning Walks to build capacity.	☒ Assistant principal ☒ School improvement team ☒ Teacher(s)	-1%
KIS 1.c	Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment.		
Actions	Strengthen teacher practice in using assessment rubrics to identify student readiness, adjust instruction, and provide targeted feedback that supports individual learning progress. VCE teachers deliver one structured, high-impact exam preparation lesson per week.		
Delivery of the annual actions for this KIS			
Evidence of change	Through effective feedback, students can articulate what they need to learn to achieve success. Weekly exam-skills lesson plans documented and uploaded to Compass. Consistent implementation of high quality exam-skills lessons. Teachers are collaborating in structured meetings to learn from one another.		
Progress of evidence of change for this KIS			

Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Teachers upload all Y7–10 CAT rubrics (PDF) to the Compass Learning Task by the end of Week 2 each term in Semester 1.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	-1%
Task 2	Teachers create Compass rubrics for all Semester 2 Y7-10 CATs by the end of Week 2 in Term 3.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	-1%
Task 3	Provide professional learning and support to teachers to create online rubrics within the Compass module.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 4	VCE teachers use data to identify exam-skills gaps in their VCE class.	☒ Leading teacher(s) ☒ Teacher(s)	-1%
Task 5	Provide professional learning opportunities, Peer Observations and Learning Walks to build capacity.	☒ Leading teacher(s)	-1%
Task 6	Teachers deliver structured, evidence-based lessons that include targeted feedback to strengthen exam	☒ Leading teacher(s) ☒ Teacher(s)	-1%

	readiness.		
KIS 1.d	Activate learner agency to strengthen student participation and engagement in learning.		
Actions	Establish structured student goal-setting through the use of personalised student dashboards to strengthen learner agency and promote meaningful engagement in learning.		
Delivery of the annual actions for this KIS			
Evidence of change	Students articulate clear learning goals during learning conferences, THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program, using their dashboards as evidence. Teachers begin to integrate student dashboards and learning goals into planning Students use their dashboards to guide Learning Conference discussions and co-develop next steps that are actionable and achievable. AtoSS results in Motivation and Goal-Setting factors improve.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Integrate goal-setting into the THRIVE and Connect curriculum and Year 10-12 Respectful Relationship program.	☒ Leading teacher(s) ☒ Principal ☒ Assistant principal	-1%

Task 2	Build teacher capacity to support students to use dashboards effectively.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	-1%
Task 3	Create a structured process involving student dashboards, that empowers students to articulate their learning progress, needs and next steps during Learning Conferences.	☒ Assistant principal ☒ Leading teacher(s) ☒ Curriculum co-ordinator (s)	-1%

Goal 2	Maximise student wellbeing and connectedness.		
KIS 2.a	Develop and implement a comprehensive whole school wellbeing curriculum.		
Actions	Strengthen and align the wellbeing curriculum by refining and developing programs to establish a structured sequence from Year 7 through to Year 12.		
Delivery of the annual actions for this KIS			
Evidence of change	The wellbeing curriculum is documented on the school curriculum drive and aligned with the FHS curriculum framework. School Staff Survey data indicates improved staff confidence in the delivery of a guaranteed and viable curriculum and an increased focus on learning connected to real-life contexts. Teachers selected for the 2027 wellbeing programs have been supported through targeted professional learning and collaborative planning, strengthening the quality and consistency of wellbeing program delivery.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			

OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Establish a wellbeing curriculum project steering committee.	☑ Assistant principal	-1%
Task 2	Consult with subject matter experts and exemplar schools to inform and guide wellbeing curriculum development.	☑ Respectful relationships implementation team	-1%
Task 3	Audit and refine Y7-9 wellbeing curriculum using evidence-based strategies and resources.	☑ Leading teacher(s) ☑ Assistant principal ☑ Respectful relationships implementation team	-1%
Task 4	Create 2027 Y10-12 wellbeing curriculum using evidence-based strategies and resources.	☑ Assistant principal ☑ Leading teacher(s) ☑ Respectful relationships implementation team	-1%
Task 5	Build the capacity of staff to deliver the wellbeing curriculum with fidelity.	☑ Assistant principal ☑ Leading teacher(s)	-1%
KIS 2.b	Embed multi-tiered systems of support that enhance student wellbeing and inclusion and allow students to feel valued, supported and connected.		
Actions	Enhance staff capacity to cater for the inclusion needs of all students.		
Delivery of the annual actions for this KIS			

Evidence of change	Teachers regularly collaborate to plan targeted supports for individual students, with adjustments consistently documented in lesson plans on Compass. Targeted and differentiated inclusion-related professional learning is embedded, leading to more consistent and effective strategies utilised. Classroom observations and feedback cycles show improved quality and consistency of Tier 3 adjustments in response to individual student needs. A reduction in red Chronicle posts and suspensions indicates improved student behaviour and more effective early intervention and support. AtoSS shows that students feel more connected to the school and demonstrate stronger emotional awareness and regulation.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Create and refine Tier 3 program processes to more effectively identify and refer students in collaboration with relevant stakeholders.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 2	Build the capacity of staff to implement and document adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ School improvement team	-1%
Task 3	Hold regular whole-staff Case Management meetings.	☒ Assistant principal	-1%

		☒ Disability inclusion coordinator	
Task 4	Provide staff with regular and differentiated inclusion-related professional learning.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 5	Observe and provide explicit feedback to staff to enhance Tier 3 adjustments in the classroom.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 6	Provide coaching to classroom-based staff to improve practice.	☒ Assistant principal ☒ Disability inclusion coordinator	-1%
Task 7	Reduce the number of students identified as Needs Additional Support (NAS) in reading and numeracy through a coordinated, evidence based approach, including MacqLit for reading, QuickSmart for numeracy, and alternative programs for students with complex needs.	☒ Assistant principal ☒ Disability inclusion coordinator ☒ Leading teacher(s)	-1%
KIS 2.c	Further embed a safe and orderly school culture that enables effective learning.		
Actions	Strengthen staff capacity to implement consistent and proactive student management practices that promote safety, predictability and readiness for learning.		
Delivery of the annual actions for this KIS			
Evidence of change	Greater consistency in staff wellbeing practices, supported by targeted professional learning and the Berry Street Education Model, has strengthened staff capacity to support positive classroom behaviour. Improved student behaviour is evidenced by increased green Chronicle posts and fewer red and amber Chronicle posts. ATOSS data demonstrates positive shifts in how students feel about their sense of connectedness, the management of bullying, respect for diversity and emotional awareness and regulation.		

Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Deliver and implement Year 7-10 SWPBS lesson plans every term.	☒ Assistant principal ☒ Team leader(s) ☒ Teacher(s)	-1%
Task 2	Implement regular and differentiated PLC cycles and structured observation of classroom practice to embed the Berry Street Education Model and FHS behaviour and engagement strategies.	☒ Assistant principal ☒ School improvement team	-1%
Task 3	To conduct regular classroom observations, and provide explicit feedback and coaching support focused on proactive behaviour strategies.	☒ Assistant principal ☒ School improvement team ☒ Team leader(s)	-1%

Monitoring and assessment - 2026

Mid Term 4 monitoring

Goal 1	Maximise learning growth for all students		
KIS 1.b	Strengthen staff capacity in the delivery of a guaranteed and viable curriculum in an engaging and meaningful way.		
Actions	Build teacher capacity to deliver engaging and meaningful lessons through consistent use of High-Impact Teaching Strategies.		
Delivery of the annual actions for this KIS			
Evidence of change	Learning areas have developed high quality lesson plans linked to Unit Plans & Scope and Sequences. Increased teacher confidence and self-reported capacity to design and deliver engaging, purposeful lessons using HITs. Participation in peer observation and learning walks that leads to consistent implementation of high quality lesson plans. Students know what they are learning and why it is relevant. Students are building collaborative partnerships in the classroom.		
Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete

Task 1	Building capacity to collaboratively refine and document the GVC.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 2	Regularly audit the GVC and provide feedback to teachers.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 3	Implement targeted and differentiated HITS PLC cycles.	☒ Assistant principal ☒ Leading teacher(s)	-1%
Task 4	Peer Observations and Learning Walks to build capacity.	☒ Assistant principal ☒ School improvement team ☒ Teacher(s)	-1%
KIS 1.c	Strengthen staff capacity to analyse and use data to inform differentiated learning and to provide effective assessment and feedback on student learning growth and attainment.		
Actions	Strengthen teacher practice in using assessment rubrics to identify student readiness, adjust instruction, and provide targeted feedback that supports individual learning progress. VCE teachers deliver one structured, high-impact exam preparation lesson per week.		
Delivery of the annual actions for this KIS			
Evidence of change	Through effective feedback, students can articulate what they need to learn to achieve success. Weekly exam-skills lesson plans documented and uploaded to Compass. Consistent implementation of high quality exam-skills lessons. Teachers are collaborating in structured meetings to learn from one another.		
Progress of evidence of change for this KIS			

Enablers			
Barriers			
OPTIONAL: Upload evidence			
Tasks	Task	Who	Percentage Complete
Task 1	Teachers upload all Y7–10 CAT rubrics (PDF) to the Compass Learning Task by the end of Week 2 each term in Semester 1.	☒ Assistant principal ☒ Curriculum co-ordinator (s) ☒ Leading teacher(s) ☒ KLA leader	-1%
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Progress of evidence of change for this KIS			
Enablers			
Barriers			
OPTIONAL: Upload evidence			
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Monitoring and Self-assessment - 2026

SEIL Feedback