

Monitoring and assessment - 2024

Travancore School (4465)



Submitted for review by Katie Archibald (School Principal) on 17 April, 2024 at 01:11 PM

Endorsed by Jennifer Crowle (Senior Education Improvement Leader) on 29 April, 2024 at 11:52 AM

Endorsed by Pam St Leger (School Council President) on 30 April, 2024 at 08:17 AM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	In 2024 85% of student ILP goals will be attained.
12-month target 2.2 target	In 2024 the PLC maturity matrix assessment will improve and be rated at embedding.
12-month target 2.3 target	The percentage of positive endorsement in the Student Survey (school adapted) be: ‘Travancore teachers support me to set learning goals for myself’ from 95% in 2023 to 98% or more in 2024. ‘I feel that I have a voice at Travancore School’ at 94% (2023) to 96%(2024)
12-month target 2.4 target	Increase 91% (2023) to 95% in 2024
KIS 2.c Empowering students and building school pride	Broaden the use of student voice in intervention planning.
Actions	<ol style="list-style-type: none"> 1. Strengthen PLC structures to support staff collaboration to improve student learning outcomes. 2. Implement an instructional framework for teaching and learning 3. Embed the Travancore School HIWS as a school-wide approach to enact our school values of collaboration, inclusion and engagement
Delivery of the annual actions for this KIS	
Outcomes	<ol style="list-style-type: none"> 1. PLC process will inform regular teacher practice, improve the students learning experience, increase staff knowledge when implementing strategies the HIWS on "Engage Students" 2. Teachers will be consistently implementing TICTAR lesson plan for planning and delivery of sessions

	3. Staff will be able to recognise and articulate their use of HIWS			
Success indicators	1. Documented Travancore School PLC cycle/framework. 2. Evidence of PLC practices from across the school that include student learning outcomes. 3. Documented program term scope and sequences with completed TICTAR lesson plans 4. Staff will be able to identify and articulate their use of Travancore adapted version of the High Impact Wellbeing Strategies (HIWS) 5. Staff will improve their self-assessment completed from 2023			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PLC leaders will meet regularly to engage in reflective practice, evaluate and plan for continuing to strengthen PLC structures and processes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	-1%
Activity 2	Use elements from our instructional framework to guide PLC teams scaffolded inquiry cycle. Semester 1: HIWS focus - select strategy based on staff self-assessment results. Semester 2: TICTAR focus - select an	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

	element identified by whole-staff self-assessment.			
Activity 3	Use peer observation and feedback process as part of the PLC inquiry cycle.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 4	-1%
Activity 4	Develop a PLC handbook to support staff with their confidence to engage with the inquiry cycle.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 5	Audit existing program curriculum and lesson plans. What are we currently teaching with links to the curriculum and what does our program want to achieve (with curriculum links). Identify the intended student outcome/s when students participate in Travancore School programs.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 6	SIT will develop the criteria that Travancore programs need to include to document their curriculum scope and sequence, that aligns to the Victorian Curriculum.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 2 to: Term 2	-1%
Activity 7	Each program will be provided time and support to create their own documented Victorian Curriculum scope and sequence.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	-1%

Activity 8	Provide and plan for regular opportunities for teams to review current and plan new lessons that align to the scope and sequence, using the TICTAR instructional model.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 9	Provide structured opportunities for cross-program curriculum sharing, and to observe teaching and learning across other programs.	<input checked="" type="checkbox"/> All staff	from: Term 4 to: Term 4	-1%
Activity 10	Create and administer staff self-assessment focusing on the TICTAR elements, and seek feedback to identify areas of improvement for staff skills and knowledge.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 2	-1%
Activity 11	Small team of staff to attend 'Responsive Teaching' professional learning and to use this learning to build the capabilities of Travancore Staff.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 12	Staff to nominate and write at least 1 illustration of practice for our HIWS document.	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	-1%
Activity 13	Leadership team to review pre-data for self-assessment of HIWS to identify strengths and needs at an individual, team and whole school level. Use the data to inform targeted school-based professional learning and peer observation opportunities for staff to	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	-1%

	demonstrate best practice of HIWS for others.			
Activity 14	Incorporate HIWS within the peer observation and feedback cycle and develop some observation tools and protocols for peer feedback focusing on HIWS.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 15	Repeat staff self-assessment of HIWS and compare with pre-data from Term 4, 2023	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 3	-1%

Goal 4	Improve student wellbeing.
12-month target 4.1 target	By the end of 2024 feedback from capacity building programs will indicate that 90% or more participants have increased their capacity to respond to mental health presentations.
12-month target 4.2 target	By the end of 2024 the percentage of positive endorsement will increase from 78% to 85% or above.
12-month target 4.3 target	By the end of 2024 the percentage of positive endorsement will increase from 95% (2023) to 98%.
KIS 4.a Networks with schools, services and agencies	Enhance community partnerships to support and promote the mental health of students.
Actions	1. Broaden an awareness of our vision and values to the wider community 2. Collaborating and preparing for changes to RCH MH and Orygen Specialist Programs age range transition
Delivery of the annual actions for this KIS	

Outcomes	<p>1. Schools and our mental health partners have an increased knowledge and awareness of our school, its purpose and capacity to support young people engaged in the mental health system.</p> <p>2. Adapted programs in response to service changes of our MH partner organisations.</p>			
Success indicators	<p>Teachers and leaders are using the values to inform student learning outcomes and improve teacher practice. School resources such as professional learning materials are updated to our new brand. We will use our staff, student and partner surveys to monitor progress. The website will be update and refined over the year to include updated information about our programs and support resources.</p>			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Communicate new vision and values to school community and partnership organisations.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 2	Launch new school branding including logo, website and style guide materials.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 2	-1%
Activity 3	SIT to work with staff teams to develop behaviours that demonstrate the values to align with the HIWS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1	-1%

		<input checked="" type="checkbox"/> Principal	to: Term 4	
Activity 4	Review SWPBS student expectations within programs to align to the values	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 4.c Building practice excellence	Build the teams capacity to provide professional learning that develops mental health awareness and strategies for response within other settings.			
Actions	Develop MTSS recommendations for Travancore School staff to provide to partner schools, including the use of DI funding to support increasing engagement of students experiencing mental ill-health.			
Delivery of the annual actions for this KIS				
Outcomes	Improved confidence of teachers to understand and provide recommendations and supports based on the MTSS framework			
Success indicators	<ul style="list-style-type: none"> -Staff are able to talk to the different levels of MTSS. -Staff can give specific examples of MTSS strategies focusing on increasing engagement. -Staff are providing recommendations to schools using MTSS strategies to implement -Feedback from capacity building events 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				

Activities	Activity	Who	When	Percentage complete
Activity 1	Facilitate and lead 'Understanding and Responding to SR' Professional Learning for all Travancore School staff, with a specific focus on MTSS for school based staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Collaborate with staff to develop MTSS resource for schools - Identify recommended strategies or interventions school may use at each level?	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Consult with HAWKCs and partner schools about their current tier 1 and 2 MTSS strategies - gain consent to share practice to other schools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 4	Review compass IEP chronicle to include recommendation section - tick boxes of a few key areas?	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 3 to: Term 4	-1%
Activity 5	Review feedback from PL to enhance presentation and adjust as needed to specific audiences. Provide opportunities for professional learning for targeted schools in the Wyndham network.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	In 2024 85% of student ILP goals will be attained.
12-month target 2.2 target	In 2024 the PLC maturity matrix assessment will improve and be rated at embedding.
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Enablers				
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Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
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Activity 1	PLC leaders will meet regularly to engage in reflective practice, evaluate and plan for continuing to strengthen PLC structures and processes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 1	-1%
Activity 2	Use elements from our instructional framework to guide PLC teams scaffolded inquiry cycle. Semester 1: HIWS focus - select strategy based on staff self-assessment results. Semester 2: TICTAR focus - select an	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

	element identified by whole-staff self-assessment.			
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Delivery of the annual actions for this KIS	

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Future planning				
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Activity 2	Launch new school branding including logo, website and style guide materials.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 2	-1%
Activity 3	SIT to work with staff teams to develop behaviours that demonstrate the values to align with the HIWS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1	-1%

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Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	In 2024 85% of student ILP goals will be attained.
12-month target 2.2 target	In 2024 the PLC maturity matrix assessment will improve and be rated at embedding.
12-month target 2.3 target	The percentage of positive endorsement in the Student Survey (school adapted) be: ‘Travancore teachers support me to set learning goals for myself’ from 95% in 2023 to 98% or more in 2024. ‘I feel that I have a voice at Travancore School’ at 94% (2023) to 96%(2024)
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Activity 2	Use elements from our instructional framework to guide PLC teams scaffolded inquiry cycle. Semester 1: HIWS focus - select strategy based on staff self-assessment results. Semester 2: TICTAR focus - select an	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

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Actions	Develop MTSS recommendations for Travancore School staff to provide to partner schools, including the use of DI funding to support increasing engagement of students experiencing mental ill-health.			
Delivery of the annual actions for this KIS				
Outcomes	Improved confidence of teachers to understand and provide recommendations and supports based on the MTSS framework			
Success indicators	<ul style="list-style-type: none"> -Staff are able to talk to the different levels of MTSS. -Staff can give specific examples of MTSS strategies focusing on increasing engagement. -Staff are providing recommendations to schools using MTSS strategies to implement -Feedback from capacity building events 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				

Activities	Activity	Who	When	Percentage complete
Activity 1	Facilitate and lead 'Understanding and Responding to SR' Professional Learning for all Travancore School staff, with a specific focus on MTSS for school based staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Collaborate with staff to develop MTSS resource for schools - Identify recommended strategies or interventions school may use at each level?	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Consult with HAWKCs and partner schools about their current tier 1 and 2 MTSS strategies - gain consent to share practice to other schools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 4	Review compass IEP chronicle to include recommendation section - tick boxes of a few key areas?	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 3 to: Term 4	-1%
Activity 5	Review feedback from PL to enhance presentation and adjust as needed to specific audiences. Provide opportunities for professional learning for targeted schools in the Wyndham network.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 2	Improve student learning outcomes.
12-month target 2.1 target	In 2024 85% of student ILP goals will be attained.
Has this 12-month target been met	Not Met
12-month target 2.2 target	In 2024 the PLC maturity matrix assessment will improve and be rated at embedding.
Has this 12-month target been met	Not Met
12-month target 2.3 target	The percentage of positive endorsement in the Student Survey (school adapted) be: ‘Travancore teachers support me to set learning goals for myself’ from 95% in 2023 to 98% or more in 2024. ‘I feel that I have a voice at Travancore School’ at 94% (2023) to 96%(2024)
Has this 12-month target been met	Not Met
12-month target 2.4 target	Increase 91% (2023) to 95% in 2024
Has this 12-month target been met	Not Met
KIS 2.c Empowering students and building school pride	Broaden the use of student voice in intervention planning.

Actions	<ol style="list-style-type: none"> 1. Strengthen PLC structures to support staff collaboration to improve student learning outcomes. 2. Implement an instructional framework for teaching and learning 3. Embed the Travancore School HIWS as a school-wide approach to enact our school values of collaboration, inclusion and engagement 			
Delivery of the annual actions for this KIS				
Outcomes	<ol style="list-style-type: none"> 1. PLC process will inform regular teacher practice, improve the students learning experience, increase staff knowledge when implementing strategies the HIWS on "Engage Students" 2. Teachers will be consistently implementing TICTAR lesson plan for planning and delivery of sessions 3. Staff will be able to recognise and articulate their use of HIWS 			
Success indicators	<ol style="list-style-type: none"> 1. Documented Travancore School PLC cycle/framework. 2. Evidence of PLC practices from across the school that include student learning outcomes. 3. Documented program term scope and sequences with completed TICTAR lesson plans 4. Staff will be able to identify and articulate their use of Travancore adapted version of the High Impact Wellbeing Strategies (HIWS) 5. Staff will improve their self-assessment completed from 2023 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PLC leaders will meet regularly to engage in reflective practice, evaluate and plan for continuing to strengthen PLC structures and processes.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1 to: Term 1	-1%

		<input checked="" type="checkbox"/> Learning specialist(s)		
Activity 2	<p>Use elements from our instructional framework to guide PLC teams scaffolded inquiry cycle.</p> <p>Semester 1: HIWS focus - select strategy based on staff self-assessment results.</p> <p>Semester 2: TICTAR focus - select an element identified by whole-staff self-assessment.</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Assistant principal	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Use peer observation and feedback process as part of the PLC inquiry cycle.</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s)	<p>from: Term 1 to: Term 4</p>	-1%
Activity 4	<p>Develop a PLC handbook to support staff with their confidence to engage with the inquiry cycle.</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal	<p>from: Term 1 to: Term 4</p>	-1%
Activity 5	<p>Audit existing program curriculum and lesson plans. What are we currently teaching with links to the curriculum and what does our program want to achieve (with curriculum links).</p> <p>Identify the intended student outcome/s when students participate in Travancore School programs.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal	<p>from: Term 1 to: Term 4</p>	-1%
Activity 6	<p>SIT will develop the criteria that Travancore programs need to include to document their curriculum scope and sequence, that aligns to the Victorian</p>	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	<p>from: Term 2</p>	-1%

	Curriculum.	<input checked="" type="checkbox"/> Leading teacher(s)	to: Term 2	
Activity 7	Each program will be provided time and support to create their own documented Victorian Curriculum scope and sequence.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	-1%
Activity 8	Provide and plan for regular opportunities for teams to review current and plan new lessons that align to the scope and sequence, using the TICTAR instructional model.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 9	Provide structured opportunities for cross-program curriculum sharing, and to observe teaching and learning across other programs.	<input checked="" type="checkbox"/> All staff	from: Term 4 to: Term 4	-1%
Activity 10	Create and administer staff self-assessment focusing on the TICTAR elements, and seek feedback to identify areas of improvement for staff skills and knowledge.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 2	-1%
Activity 11	Small team of staff to attend 'Responsive Teaching' professional learning and to use this learning to build the capabilities of Travancore Staff.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 2 to: Term 4	-1%
Activity 12	Staff to nominate and write at least 1 illustration of practice for our HIWS document.	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	-1%

Activity 13	Leadership team to review pre-data for self-assessment of HIWS to identify strengths and needs at an individual, team and whole school level. Use the data to inform targeted school-based professional learning and peer observation opportunities for staff to demonstrate best practice of HIWS for others.	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 3	-1%
Activity 14	Incorporate HIWS within the peer observation and feedback cycle and develop some observation tools and protocols for peer feedback focusing on HIWS.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 15	Repeat staff self-assessment of HIWS and compare with pre-data from Term 4, 2023	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 3	-1%

Goal 4	Improve student wellbeing.
12-month target 4.1 target	By the end of 2024 feedback from capacity building programs will indicate that 90% or more participants have increased their capacity to respond to mental health presentations.
Has this 12-month target been met	Not Met
12-month target 4.2 target	By the end of 2024 the percentage of positive endorsement will increase from 78% to 85% or above.
Has this 12-month target been met	Not Met

12-month target 4.3 target	By the end of 2024 the percentage of positive endorsement will increase from 95% (2023) to 98%.			
Has this 12-month target been met	Not Met			
KIS 4.a Networks with schools, services and agencies	Enhance community partnerships to support and promote the mental health of students.			
Actions	1. Broaden an awareness of our vision and values to the wider community 2. Collaborating and preparing for changes to RCH MH and Orygen Specialist Programs age range transition			
Delivery of the annual actions for this KIS				
Outcomes	1. Schools and our mental health partners have an increased knowledge and awareness of our school, its purpose and capacity to support young people engaged in the mental health system. 2. Adapted programs in response to service changes of our MH partner organisations.			
Success indicators	Teachers and leaders are using the values to inform student learning outcomes and improve teacher practice. School resources such as professional learning materials are updated to our new brand. We will use our staff, student and partner surveys to monitor progress. The website will be update and refined over the year to include updated information about our programs and support resources.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Communicate new vision and values to school community and partnership organisations.	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 2	Launch new school branding including logo, website and style guide materials.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 2	-1%
Activity 3	SIT to work with staff teams to develop behaviours that demonstrate the values to align with the HIWS.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 4	Review SWPBS student expectations within programs to align to the values	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 4.c Building practice excellence	Build the teams capacity to provide professional learning that develops mental health awareness and strategies for response within other settings.			
Actions	Develop MTSS recommendations for Travancore School staff to provide to partner schools, including the use of DI funding to support increasing engagement of students experiencing mental ill-health.			
Delivery of the annual actions for this KIS				
Outcomes	Improved confidence of teachers to understand and provide recommendations and supports based on the MTSS framework			
Success indicators	-Staff are able to talk to the different levels of MTSS. -Staff can give specific examples of MTSS strategies focusing on increasing engagement.			

	-Staff are providing recommendations to schools using MTSS strategies to implement -Feedback from capacity building events			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Facilitate and lead 'Understanding and Responding to SR' Professional Learning for all Travancore School staff, with a specific focus on MTSS for school based staff.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Collaborate with staff to develop MTSS resource for schools - Identify recommended strategies or interventions school may use at each level?	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Consult with HAWKCs and partner schools about their current tier 1 and 2 MTSS strategies - gain consent to share practice to other schools	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 4	Review compass IEP chronicle to include recommendation section - tick boxes of a few key areas?	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal	from: Term 3	-1%

			to: Term 4	
Activity 5	Review feedback from PL to enhance presentation and adjust as needed to specific audiences. Provide opportunities for professional learning for targeted schools in the Wyndham network.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	-1%

Future planning	
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Monitoring and Self-assessment - 2024

SEIL Feedback