

# Monitoring and assessment - 2023

Portland Bay School (5282)



Submitted for review by Steve Crossley (School Principal) on 20 December, 2022 at 03:48 PM  
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 04 April, 2023 at 03:04 PM  
Endorsed by Brad Anderson (School Council President) on 06 April, 2023 at 12:24 PM

# Monitoring and assessment - 2023

## Term 1 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Primary students show progress in maths against MOI or Working Towards MOI. Establish baseline data for new students.  Reduce the percentage of students with 20 or more days of absence from 30% (2020) to 20% (2024).
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain and develop school culture in a year where lots of new staff will begin new roles throughout the school including new leadership team members, new teaching staff, new beginning teachers and new education support staff.  Implement processes to build and strengthen collaboration and instructional practices.
Outcomes	All teachers will deliver effective classroom programs in maths.
Success indicators	90% of students (enrolled 2/23) achieve a maths learning goal in 2023.
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Induct new leadership team in roles and expectations. Support leaders to carry out tasks through team collaboration, peer observation, professional learning and regular review.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	0%
Activity 2	Provide new teachers and beginning teachers with quality mentoring and support to complete their roles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Provide education support staff with clear expectations and support to conduct their roles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	Support these teaching and learning strategies with targeted professional learning support. e.g. Effective mentoring, using Augmentative and Alternative Communication systems, supporting student well-being	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 5	Leverage off the previous PMSS program to improve outcomes. Share and implement the processes, development and learning from the PMSS program. Connect the PBS maths curriculum to individual student outcomes. Use the maths curriculum to imbed the school instructional model.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop and maintain a school culture that cares for the mental health and well-being of the school community.			
Outcomes	Support all students to maintain positive mental health and well-being. Induct new staff to implement respectful relationships and SWPBS whole school plan.			
Success indicators	Improved attendance Role statements and protocols of all new programs are implemented New electronic record keeping system in place			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
<b>Activities and Milestones</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	Establish and support the new Mental Health Practitioner role. Access MHP professional learning through WSW support team. Establish protocols including referral and triage processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 2	Establish and support the new Welfare and Wellbeing support role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Establish and support the new music therapy role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 4	Establish and support the new occupational therapist role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	Recruit, establish and support a new person in the Chaplaincy/ Education Support role. Establish roles and responsibilities consistent with DET guidelines.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 6	Establish a new record keeping system for critical incidents, welfare and well-being notes. Establish protocols and induct all staff.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%

Activity 7	Induct and support all new staff to carry out well-being functions through professional learning, team collaboration and staff professional input.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	0%
------------	--	--	----------------------------------	----

# Monitoring and assessment - 2023

## Mid-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Primary students show progress in maths against MOI or Working Towards MOI. Establish baseline data for new students.  Reduce the percentage of students with 20 or more days of absence from 30% (2020) to 20% (2024).
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain and develop school culture in a year where lots of new staff will begin new roles throughout the school including new leadership team members, new teaching staff, new beginning teachers and new education support staff.  Implement processes to build and strengthen collaboration and instructional practices.
Outcomes	All teachers will deliver effective classroom programs in maths.
Success indicators	90% of students (enrolled 2/23) achieve a maths learning goal in 2023.
Delivery of the annual actions for this KIS	Completed
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Other  Work of area leaders to support staff to get this work done.

<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	<p><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>Maths Curriculum - New area leaders spent a lot of time working with new teachers on embedding the PBS maths curriculum into student planning docs - ILPs and weekly planners.</p> <p>Projected absence rates have improved on last year but still higher than 2019. Some of this is due to more care with covid/flu season in recent years. Try to take an individual approach to addressing chronic absence. Trying to address the 'December Effect' with a small number of students.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to</i></li> </ul>	<p>Maths - Some focus on rich activities at point of need. Ongoing review of assessments including implementation.</p> <p>Absence - Continue trying to take an individual approach to addressing chronic absence. Involve new OT in wellbeing team to take a holistic view of absence.</p>



<i>document these next steps?</i>				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Induct new leadership team in roles and expectations. Support leaders to carry out tasks through team collaboration, peer observation, professional learning and regular review.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	50%
Activity 2	Provide new teachers and beginning teachers with quality mentoring and support to complete their roles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 3	Provide education support staff with clear expectations and support to conduct their roles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 4	Support these teaching and learning strategies with targeted professional learning support. e.g. Effective mentoring, using Augmentative and Alternative Communication systems, supporting student well-being	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 5	Leverage off the previous PMSS program to improve outcomes. Share and implement	<input checked="" type="checkbox"/> Numeracy leader	from: Term 1	50%

	<p>the processes, development and learning from the PMSS program. Connect the PBS maths curriculum to individual student outcomes.</p> <p>Use the maths curriculum to imbed the school instructional model.</p>	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop and maintain a school culture that cares for the mental health and well-being of the school community.			
Outcomes	<p>Support all students to maintain positive mental health and well-being.</p> <p>Induct new staff to implement respectful relationships and SWPBS whole school plan.</p>			
Success indicators	<p>Improved attendance</p> <p>Role statements and protocols of all new programs are implemented</p> <p>New electronic record keeping system in place</p>			
Delivery of the annual actions for this KIS	Completed			
<b>Enablers</b> <ul style="list-style-type: none"> <li>• <i>What enablers are supporting the delivery of this KIS?</i></li> </ul>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Staff capability and consistency of practice			

<p>Barriers</p> <ul style="list-style-type: none"> <li>• <i>What barriers are impeding the delivery of this KIS?</i></li> </ul>	<p><input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>Attendance - current data suggests it has improved on last year. This continues to be a focus. See comments for KIS 1a.</p> <p>Role statements: need to update wellbeing role statement (new role not filled as yet) (previous chaplaincy role)</p> <p>Xuno: This is a bigger change to our culture than leaders realised. Staff are seeing it as more work. We have few staff including leaders who have worked with Xuno or similar programs. Concentrating on welfare/incident reporting. Encouraging staff to be briefer.</p> <p>Music Therapist has been inducted and role established. Program is in high demand across the school with students, teachers and allied staff.</p> <p>MHP counsellor is in place and is working well. Some staff not familiar with clinician work practices.</p> <p>New Occupational Therapist has been recruited and inducted into new role. New person has different experience and skills to bring to the role which is a positive. New person is in high demand across the school.</p> <p>Wellbeing team is working hard to embed the holistic approach to wellbeing while also taking into account individual student need. Developing a mantra - Well students are engaged to learn.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to</i></li> </ul>	<p>Attendance: see comments in KIS 1a</p> <p>Role Statements- continue consulting and updating as needed MHP; Wellbeing counsellor role; OT; Music therapist; Learning specialist. Also revisit roles that may have changed.</p> <p>Xuno: continue discussing and refining implementation</p> <p>OT: New programs - FMS, Animal therapy</p> <p>Curriculum - review camps program this year</p>

<i>document these next steps?</i>				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Establish and support the new Mental Health Practitioner role. Access MHP professional learning through WSW support team. Establish protocols including referral and triage processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 2	Establish and support the new Welfare and Wellbeing support role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	25%
Activity 3	Establish and support the new music therapy role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	75%
Activity 4	Establish and support the new occupational therapist role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	25%
Activity 5	Recruit, establish and support a new person in the Chaplaincy/ Education Support role. Establish roles and responsibilities consistent with DET guidelines.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal	from: Term 1	25%

		<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	to: Term 4	
Activity 6	Establish a new record keeping system for critical incidents, welfare and well-being notes. Establish protocols and induct all staff.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 7	Induct and support all new staff to carry out well-being functions through professional learning, team collaboration and staff professional input.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	50%

## Monitoring and assessment - 2023

### Term 3 monitoring (optional)

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Primary students show progress in maths against MOI or Working Towards MOI. Establish baseline data for new students.  Reduce the percentage of students with 20 or more days of absence from 30% (2020) to 20% (2024).
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain and develop school culture in a year where lots of new staff will begin new roles throughout the school including new leadership team members, new teaching staff, new beginning teachers and new education support staff.  Implement processes to build and strengthen collaboration and instructional practices.
Outcomes	All teachers will deliver effective classroom programs in maths.
Success indicators	90% of students (enrolled 2/23) achieve a maths learning goal in 2023.
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	

OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Induct new leadership team in roles and expectations. Support leaders to carry out tasks through team collaboration, peer observation, professional learning and regular review.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	0%
Activity 2	Provide new teachers and beginning teachers with quality mentoring and support to complete their roles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Provide education support staff with clear expectations and support to conduct their roles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	Support these teaching and learning strategies with targeted professional learning support. e.g. Effective mentoring, using Augmentative and Alternative Communication systems, supporting student well-being	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 5	Leverage off the previous PMSS program to improve outcomes. Share and implement the processes, development and learning from the PMSS program. Connect the PBS maths curriculum to individual student outcomes. Use the maths curriculum to imbed the school instructional model.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop and maintain a school culture that cares for the mental health and well-being of the school community.			
Outcomes	Support all students to maintain positive mental health and well-being. Induct new staff to implement respectful relationships and SWPBS whole school plan.			
Success indicators	Improved attendance Role statements and protocols of all new programs are implemented New electronic record keeping system in place			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
<b>Activities and Milestones</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>



Activity 1	Establish and support the new Mental Health Practitioner role. Access MHP professional learning through WSW support team. Establish protocols including referral and triage processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 2	Establish and support the new Welfare and Wellbeing support role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Establish and support the new music therapy role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 4	Establish and support the new occupational therapist role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	Recruit, establish and support a new person in the Chaplaincy/ Education Support role. Establish roles and responsibilities consistent with DET guidelines.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 6	Establish a new record keeping system for critical incidents, welfare and well-being notes. Establish protocols and induct all staff.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%

Activity 7	Induct and support all new staff to carry out well-being functions through professional learning, team collaboration and staff professional input.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	0%
------------	--	--	----------------------------------	----

# Monitoring and assessment - 2023

## End-of-year monitoring

<b>Goal 1</b>	<b>2023 Priorities Goal</b> In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
<b>12-month target 1.1 target</b>	Primary students show progress in maths against MOI or Working Towards MOI. Establish baseline data for new students.  Reduce the percentage of students with 20 or more days of absence from 30% (2020) to 20% (2024).
<b>Has this 12-month target met</b>	Not Met
<b>KIS 1.a</b> Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain and develop school culture in a year where lots of new staff will begin new roles throughout the school including new leadership team members, new teaching staff, new beginning teachers and new education support staff.  Implement processes to build and strengthen collaboration and instructional practices.
Outcomes	All teachers will deliver effective classroom programs in maths.
Success indicators	90% of students (enrolled 2/23) achieve a maths learning goal in 2023.
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Induct new leadership team in roles and expectations. Support leaders to carry out tasks through team collaboration, peer observation, professional learning and regular review.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	0%
Activity 2	Provide new teachers and beginning teachers with quality mentoring and support to complete their roles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Provide education support staff with clear expectations and support to conduct their roles.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	Support these teaching and learning strategies with targeted professional learning support. e.g. Effective mentoring, using Augmentative and Alternative Communication systems, supporting student well-being	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 5	Leverage off the previous PMSS program to improve outcomes. Share and implement the processes, development and learning from the PMSS program. Connect the PBS maths curriculum to individual student outcomes.	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	Use the maths curriculum to imbed the school instructional model.			
<b>KIS 1.b</b> Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Develop and maintain a school culture that cares for the mental health and well-being of the school community.			
Outcomes	Support all students to maintain positive mental health and well-being. Induct new staff to implement respectful relationships and SWPBS whole school plan.			
Success indicators	Improved attendance Role statements and protocols of all new programs are implemented New electronic record keeping system in place			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Establish and support the new Mental Health Practitioner role. Access MHP professional learning through WSW support team. Establish protocols including referral and triage processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 2	Establish and support the new Welfare and Wellbeing support role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Establish and support the new music therapy role.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 4	Establish and support the new occupational therapist role.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	Recruit, establish and support a new person in the Chaplaincy/ Education Support role. Establish roles and responsibilities consistent with DET guidelines.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 6	Establish a new record keeping system for critical incidents, welfare and well-being notes. Establish protocols and induct all staff.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

		<input checked="" type="checkbox"/> Learning specialist(s)		
Activity 7	Induct and support all new staff to carry out well-being functions through professional learning, team collaboration and staff professional input.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	0%

# Monitoring and Self-assessment - 2023

## SEIL Feedback

Submitted Feedback
<p>MID CYCLE MONITORING 2023 Portland Bay has followed through on the key improvement strategies outlined in their AIP to redress the needs anticipated from the impact of the large number of staff and leadership changes that occurred at the end of 2022. The focus on culture with deliberate induction processes, providing support and capacity building for new staff and engaging the new Learning Specialists in place and ready to lead the work were all central to the successes achieved mid way through the year. The school is now well staffed with both teachers and allied health staff, such as the Music Therapist, which is an added to bonus to the situation that was evolving when the AIP was completed at the end of 2022. The Learning Specialists have led by example, and have established models and expectations around planning and the collaborative teacher meetings. During 2022 the PMSS had created Whole School Curriculum and termly planners and this year with a continued focus on Numeracy, the teacher collaborative meetings have used these documents and the assessments to guide weekly planning in a practical and doable fashion. The AIP target of 90% of students achieve a Learning Goal in numeracy is within reach. The introduction of Xuno has secured the documentation of student information in the one place. Although there have been issues around the quality and quality of information put into Xuno, the content is there and protocols and expectations to refine the content are being finalised. Parents are to be onboarded at a later date. Portland Bay acknowledges that attendance remains a challenge although 2023 is tracking better than 2022 which was impacted by some long term non attendees. The school is committed to maximising attendance for all, however is realistic that every student is an individual and is managing them separately.</p> <p style="text-align: right;"><b>Submitted by Lindy Sharp (SEIL) on 19 June, 2023 at 05:13 PM</b></p>