

Monitoring and assessment - 2026

Chelsea Heights Primary School (3341)



Submitted for review by Steven Capp (School Principal) on 27 October, 2025 at 12:08 PM

Endorsed by Stuart Edwards (Senior Education Improvement Leader) on 23 January, 2026 at 02:20 PM

Monitoring and assessment - 2026

Term 1 monitoring (optional)

Goal 1	Improve Literacy and Numeracy outcomes for every student
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Ensure all teachers are supported through structured coaching and professional learning to utilise High Impact Teaching Strategies (HITS) consistently and effectively.
Actions	Strengthen teachers capacity in the guided practice phase of VTLM2.0 (EDI Model) in literacy and numeracy. Strengthen supported application strategies in literacy and numeracy.
Delivery of the annual actions for this KIS	Completed
Outcomes	
Success indicators	
Commentary on progress <ul style="list-style-type: none"> Drawing on the relevant success indicators identified above, comment on your progress 	

<p>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 	
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<input checked="" type="checkbox"/> Access to resources/programs
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. 2026 CHPS ES HANDBOOK.pdf (4.44 MB) 2. CHPS Handwriting Process.pdf (1.09 MB) 3. CHPS Instructional Model.pdf (0.08 MB) 4. CHPS lesson template and example (1).pptx (1.29 MB) 5. CHPS Staff PD on Reviews 18.3.2026.pptx (0.78 MB) 6. Maths Surge Day.pptx (1.09 MB) 7. Morpheme Spreadsheet.xlsx (0.04 MB) 8. Observation Template General - PCMS.docx (0.02 MB) 9. PCMS.docx (0.03 MB) 10. Term 1 Coaching Timetable.docx (2.04 MB) 11. Term 1 Curriculum Timetable Observations.docx (0.02 MB) 12. Term 1 Week 8 Handwriting Presentation.pptx (1.91 MB)

Activities	Activity	Who	When	Percentage complete
Activity 1	Prepare and deliver PL guide on structured reading, writing approached for guided practice phase.	<input checked="" type="checkbox"/> Leadership team		50%
Activity 2	Prepare and deliver PL guide on supported application in English and Mathematics	<input checked="" type="checkbox"/> Leadership team		50%
Activity 3	Lessons and supporting materials display support for guided practice, particularly checking for understanding norms and questioning in English and Mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC leaders		75%
Activity 4	Lessons and supporting materials display supported application strategies for English and Mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)		75%
Activity 5	ES training guides clearly define roles for Tier 2 and 3 mechanisms to inform supported application.			75%
Activity 6	Coaching model and observations reflect focus on guided practice and supported application strategies.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Teacher(s)		50%

Goal 2	Improve student outcomes in social and emotional wellbeing.
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the Multi-Tiered School Support (MTSS) model to ensure effective support and success for Tier 2 and Tier 3 learners.
Actions	Strengthen and embed the MTSS model across learning, behaviour and wellbeing.
Delivery of the annual actions for this KIS	Completed
Outcomes	
Success indicators	
Commentary on progress <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	
Enablers	

<ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. 2026 EXT ENGLISH Implementation.pptx (3.51 MB) 2. 2026 CHPS ES HANDBOOK.pdf (4.44 MB) 3. Attendance Flow Chart.pdf (0.04 MB) 4. English Identified Students.docx (0.02 MB) 5. Maths Identified Students.docx (0.03 MB) 6. Observation Template General - PCMS.docx (0.02 MB) 7. PCMS - Michelle.docx (0.03 MB) 8. Term 1 Coaching Timetable.docx (2.04 MB) 9. Term 1 Week 9 First Nations Presentation.pptx (1.23 MB) 10. Term 1 Extension Timetable.docx (0.03 MB) 11. Wellbeing Hub Support Flow Chart.pdf (3.75 MB) 			
Activities	Activity	Who	When	Percentage complete
Activity 1	DELIVER – Ensure teachers implement a strong Tier 1 teaching and learning, behaviour (PCMS) and wellbeing programs. Ensure this is well-documented and consistently practiced with fidelity via coaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)		75%

Activity 2	DELIVER - Document approach to Tier 2 and Tier 3. Provide intensive and targeted instruction, support and intervention to small groups in Tier 2 and individual students in Tier 3 across learning, behaviour (PCMS) and wellbeing.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal		75%
Activity 3	Sustain -Document assessment data used to inform student access to and exit from Tier 2 and 3 supports; along with the use of data for monitoring the effectiveness of each support/intervention.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support		50%
Activity 4	Handbook to document roles in learning, behaviour and wellbeing for teachers and ES.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Education support		75%
Activity 5	Explore upscaled model for extension students (extension hub)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)		75%
Activity 6	Explore evidence informed attendance strategy to align with department initiatives and professional learning.	<input checked="" type="checkbox"/> Leadership team		50%
Activity 7	Explore completing network PCMS coaching with a focus on PCMS 1 and 3.	<input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Leadership team		-1%

Monitoring and assessment - 2026

Mid-year monitoring

Goal 1	Improve Literacy and Numeracy outcomes for every student
KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Ensure all teachers are supported through structured coaching and professional learning to utilise High Impact Teaching Strategies (HITS) consistently and effectively.
Actions	Strengthen teachers capacity in the guided practice phase of VTLM2.0 (EDI Model) in literacy and numeracy. Strengthen supported application strategies in literacy and numeracy.
Delivery of the annual actions for this KIS	Completed
Outcomes	
Success indicators	
Commentary on progress <ul style="list-style-type: none"> Drawing on the relevant success indicators identified above, comment on your progress 	

<p>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. 2026 Observation Template Master.docx (0.24 MB) 2. 3 week Cursive Instructional Guide.pptx (8.09 MB) 3. Handwriting Process (1).pdf (1.09 MB) 			
Activities	Activity	Who	When	Percentage complete
Activity 1	Prepare and deliver PL guide on structured reading, writing approached for guided practice phase.	<input checked="" type="checkbox"/> Leadership team		75%

Activity 2	Prepare and deliver PL guide on supported application in English and Mathematics	<input checked="" type="checkbox"/> Leadership team		75%
Activity 3	Lessons and supporting materials display support for guided practice, particularly checking for understanding norms and questioning in English and Mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC leaders		75%
Activity 4	Lessons and supporting materials display supported application strategies for English and Mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)		75%
Activity 5	ES training guides clearly define roles for Tier 2 and 3 mechanisms to inform supported application.			100%
Activity 6	Coaching model and observations reflect focus on guided practice and supported application strategies.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Teacher(s)		100%

Goal 2	Improve student outcomes in social and emotional wellbeing.			
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to	Embed the Multi-Tiered School Support (MTSS) model to ensure effective support and success for Tier 2 and Tier 3 learners.			

support student learning, wellbeing and inclusion				
Actions	Strengthen and embed the MTSS model across learning, behaviour and wellbeing.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	DELIVER – Ensure teachers implement a strong Tier 1 teaching and learning, behaviour (PCMS) and wellbeing programs. Ensure this is well-documented and consistently practiced with fidelity via coaching.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)		-1%
Activity 2	DELIVER - Document approach to Tier 2 and Tier 3. Provide intensive and targeted instruction, support and intervention to small groups in Tier 2 and individual students in Tier 3	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal		-1%

	across learning, behaviour (PCMS) and wellbeing.			
Activity 3	Sustain -Document assessment data used to inform student access to and exit from Tier 2 and 3 supports; along with the use of data for monitoring the effectiveness of each support/intervention.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support		-1%
Activity 4	Handbook to document roles in learning, behaviour and wellbeing for teachers and ES.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Education support		-1%
Activity 5	Explore upscaled model for extension students (extension hub)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)		-1%
Activity 6	Explore evidence informed attendance strategy to align with department initiatives and professional learning.	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 7	Explore completing network PCMS coaching with a focus on PCMS 1 and 3.	<input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Leadership team		-1%

Monitoring and assessment - 2026

Term 3 monitoring (optional)

Goal 1	Improve Literacy and Numeracy outcomes for every student
<p>KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Ensure all teachers are supported through structured coaching and professional learning to utilise High Impact Teaching Strategies (HITS) consistently and effectively.</p>
<p>Actions</p>	<p>Strengthen teachers capacity in the guided practice phase of VTLM2.0 (EDI Model) in literacy and numeracy. Strengthen supported application strategies in literacy and numeracy.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	
<p>Success indicators</p>	
<p>Commentary on progress</p>	
<p>Enablers</p>	
<p>Barriers</p>	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Prepare and deliver PL guide on structured reading, writing approached for guided practice phase.	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	Prepare and deliver PL guide on supported application in English and Mathematics	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 3	Lessons and supporting materials display support for guided practice, particularly checking for understanding norms and questioning in English and Mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC leaders		-1%
Activity 4	Lessons and supporting materials display supported application strategies for English and Mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)		-1%
Activity 5	ES training guides clearly define roles for Tier 2 and 3 mechanisms to inform supported application.			-1%
Activity 6	Coaching model and observations reflect focus on guided practice and supported application strategies.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Teacher(s)		-1%

Goal 2	Improve student outcomes in social and emotional wellbeing.			
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the Multi-Tiered School Support (MTSS) model to ensure effective support and success for Tier 2 and Tier 3 learners.			
Actions	Strengthen and embed the MTSS model across learning, behaviour and wellbeing.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	DELIVER – Ensure teachers implement a strong Tier 1 teaching and learning, behaviour (PCMS) and wellbeing programs. Ensure this is	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)		-1%

	well-documented and consistently practiced with fidelity via coaching.			
Activity 2	DELIVER - Document approach to Tier 2 and Tier 3. Provide intensive and targeted instruction, support and intervention to small groups in Tier 2 and individual students in Tier 3 across learning, behaviour (PCMS) and wellbeing.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 3	Sustain -Document assessment data used to inform student access to and exit from Tier 2 and 3 supports; along with the use of data for monitoring the effectiveness of each support/intervention.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support		-1%
Activity 4	Handbook to document roles in learning, behaviour and wellbeing for teachers and ES.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Education support		-1%
Activity 5	Explore upscaled model for extension students (extension hub)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)		-1%
Activity 6	Explore evidence informed attendance strategy to align with department initiatives and professional learning.	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 7	Explore completing network PCMS coaching with a focus on PCMS 1 and 3.	<input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Leadership team		-1%

Monitoring and assessment - 2026

End-of-year monitoring

Goal 1	Improve Literacy and Numeracy outcomes for every student
<p>KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Ensure all teachers are supported through structured coaching and professional learning to utilise High Impact Teaching Strategies (HITS) consistently and effectively.</p>
<p>Actions</p>	<p>Strengthen teachers capacity in the guided practice phase of VTLM2.0 (EDI Model) in literacy and numeracy. Strengthen supported application strategies in literacy and numeracy.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	
<p>Success indicators</p>	
<p>Commentary on progress</p>	
<p>Enablers</p>	
<p>Barriers</p>	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Prepare and deliver PL guide on structured reading, writing approached for guided practice phase.	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 2	Prepare and deliver PL guide on supported application in English and Mathematics	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 3	Lessons and supporting materials display support for guided practice, particularly checking for understanding norms and questioning in English and Mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC leaders		-1%
Activity 4	Lessons and supporting materials display supported application strategies for English and Mathematics.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Teacher(s)		-1%
Activity 5	ES training guides clearly define roles for Tier 2 and 3 mechanisms to inform supported application.			-1%
Activity 6	Coaching model and observations reflect focus on guided practice and supported application strategies.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Teacher(s)		-1%

Goal 2	Improve student outcomes in social and emotional wellbeing.			
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the Multi-Tiered School Support (MTSS) model to ensure effective support and success for Tier 2 and Tier 3 learners.			
Actions	Strengthen and embed the MTSS model across learning, behaviour and wellbeing.			
Delivery of the annual actions for this KIS				
Outcomes				
Success indicators				
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	DELIVER – Ensure teachers implement a strong Tier 1 teaching and learning, behaviour (PCMS) and wellbeing programs. Ensure this is	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)		-1%

	well-documented and consistently practiced with fidelity via coaching.			
Activity 2	DELIVER - Document approach to Tier 2 and Tier 3. Provide intensive and targeted instruction, support and intervention to small groups in Tier 2 and individual students in Tier 3 across learning, behaviour (PCMS) and wellbeing.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Assistant principal		-1%
Activity 3	Sustain -Document assessment data used to inform student access to and exit from Tier 2 and 3 supports; along with the use of data for monitoring the effectiveness of each support/intervention.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education support		-1%
Activity 4	Handbook to document roles in learning, behaviour and wellbeing for teachers and ES.	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Education support		-1%
Activity 5	Explore upscaled model for extension students (extension hub)	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)		-1%
Activity 6	Explore evidence informed attendance strategy to align with department initiatives and professional learning.	<input checked="" type="checkbox"/> Leadership team		-1%
Activity 7	Explore completing network PCMS coaching with a focus on PCMS 1 and 3.	<input checked="" type="checkbox"/> Team leader(s) <input checked="" type="checkbox"/> Leadership team		-1%

Future planning	
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Monitoring and Self-assessment - 2026

SEIL Feedback