

Monitoring and assessment - 2025

Somers School Camp (4647)



Submitted for review by Mark Warner (School Principal) on 14 February, 2025 at 09:30 AM

Endorsed by Sally Webb (Senior Education Improvement Leader) on 17 February, 2025 at 05:10 PM

Term 2 Monitoring submitted by Mark Warner (School Principal) on 08 August, 2025 at 11:17 AM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	To improve student learning.
12-month target 1.1 target	All teachers will be using a schedule of assessment to consistently evaluate targeted student outcomes - improve on baseline collected in 2025.
12-month target 1.2 target	<p>Staff will improve their capacity to use data to refine their teaching practice and improve curriculum planning.</p> <ul style="list-style-type: none"> - Use of student feedback to improve practice – will be at or above 80% by end of 2025 - Teacher collaboration will be at or above 75% by end of 2025 - Guaranteed and viable curriculum will be rated at or above 80% by end of 2025 - Professional learning through peer observation will be rated at or above 85% by the end of 2025 - Use data for curriculum planning will be scored at or above 80% by the end of 2025 - Plan differentiated learning activities will be at or above 86% by the end of 2025.
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Cooperate with participating schools to co-design a framework to strengthen the opportunities for the further development of learning.
Actions	<p>Through collaborative work with home schools specific student outcomes will be determined prior to attending Woorabinda.</p> <p>Woorabinda staff will collaborate with students to choose their selected learning pathway.</p> <p>A consistent instructional model will underpin lessons to ensure consistency of teacher practice.</p>

Delivery of the annual actions for this KIS				
Outcomes	Home school teachers will receive data aligned to their chosen student outcomes.. Students will have authentic agency in their learning while at Woorabinda. Teacher practice will be consistent based on instructional model.			
Success indicators	Documentation outlining student learning outcomes is shared and reviewed. - Teachers will use the data to improve teacher practice and evolve lesson planning. Student choice and agency in their learning is embedded with all program staff. - Students will be able to articulate their learning pathways and goals as well as the ways they have been able to make choices in their learning Teachers/program staff can articulate and deliver instructional model. - Lesson delivery will be consistent - Student learning outcomes will be discussed with student prior to activities so they know what they should be learning and why. - Success criteria will be clearly documented and displayed. Students will be able to measure their success and report on this.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Woorabinda staff will make connections or carry out pre visits to home schools to determine curriculum focus.	☑ Teacher(s)	from: Term 1 to: Term 4	-1%

Activity 2	Students will be provided with opportunities to decide their learning pathway.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
Activity 3	Staff will consistently apply the schools instructional model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%
KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole school approach for the effective use of data including student self-assessment to evaluate teaching and learning.			
Actions	<p>Curriculum Team will develop a targeted and contextual schedule of assessment. Curriculum Team will develop a student self assessment tool focused on student learning outcomes achieved during activities.</p> <p>Leaders will facilitate this process through the provision of adequate resources and by ensuring this work is prioritised.</p> <p>Teachers will work with the curriculum team to assist in the trial and refining of assessment tools Teachers will deliver targeted assessment tools. Teachers will evaluate student self assessments to inform curriculum.</p> <p>Students will carry out assessment tasks as required. Students will set goals upon arriving at the school and refer to these throughout their program.</p>			

Delivery of the annual actions for this KIS	
Outcomes	<p>Student self assessment tool developed by end of term one Assessment schedule developed by end of term two. Implementation and evaluation of student assessment tools embedded by end of term three. Data will inform curriculum innovations by end of term four.</p> <p>Leaders will ensure that staff are working towards AIP goal. They will support process through adequate resourcing of time and professional learning. Access support from regional staff. Accountability to goal will be monitored through formal performance meetings. Teachers will work collaboratively to ensure they are monitoring student learning against evaluations. Teachers will ensure they are working to timelines in assessment schedule and sharing evidence of student learning through the collection and analysis of student learning data. Students will engage in targeted formal evaluations of learning throughout program. Outcomes will be shared with parents nd feeder schools via student learning journal.</p>
Success indicators	<p>Assessment schedule is in operation. Students are engaged in self evaluation. All teachers are administering assessments. Teachers review data to inform curriculum innovation and make improvement a to lesson delivery and programming in response.</p> <p>Leaders will monitor teacher engagement through formal and informal processes including observations, teacher feedback during staff meetings, PDP discussions. Teachers will dedicate formal time in PMG and SIT meetings to review and share evaluation data - in response changes/innovations to teaching practice, programming and process will be made Students will be able to explain the learning intentions underpinning lessons, their level of competency and how they know if they were successful.</p>
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Curriculum team will develop assessment tools.	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 2	-1%
Activity 2	Curriculum team will develop a contextual schedule of assessment.	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 2	-1%
Activity 3	Teachers will be supported to implement student self assessment tool.	☑ Teacher(s)	from: Term 2 to: Term 4	-1%
Activity 4	Teachers will determine innovations in curriculum based on data findings.	☑ Teacher(s) ☑ Assistant principal ☑ Curriculum co-ordinator (s)	from: Term 3 to: Term 4	-1%

Goal 2	To improve student wellbeing.
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12-month target 2.1 target	Continued monitoring of survey data with outcomes compared to 2025 baseline data.
12-month target 2.2 target	Positive endorsement of Cultural leadership and leadership support to score beyond 80%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine the whole school approach to inclusive and tiered teaching and learning practices.
Actions	<p>A whole school approach to student wellbeing and behaviour management will be developed aligned to the Positive Classroom Management Strategies (PCMS) High Impact Wellbeing Strategies (HIWS) will be investigated and used to inform our practice. Students will be assessed to determine their levels of wellbeing. Data from student surveys, visiting teacher surveys and parent surveys will be reviewed to determine success of Student Wellbeing and Behaviour Management Plan</p> <p>Leaders will facilitate opportunities for SIT to investigate and implement PCMS into Student Wellbeing and Behaviour Management Plan Teachers will engage in developing a consistent language and expectations around PCMS reflected in our Student Wellbeing and Behaviour Management Plan Students will be asked about how PCMS and SWPBS are implemented in their schools Student Wellbeing and Behaviour Management Plan.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>A documented whole school Student Wellbeing and Behaviour Management Plan is in place. Staff apply High Impact Wellbeing Strategies. Student levels of wellbeing will improve.</p>

	<p>Leaders will coordinate and resource the process of upskilling staff to implement a formalised Student Wellbeing and Behaviour Management Plan. Leaders will engage DE staff to assist with professional learning. Leaders will engage a coach from SWPBS to work with staff.</p> <p>School improvement team will document and deliver Student Wellbeing and Behaviour Management Plan to staff, teachers will embed this in their practice.</p> <p>Students will demonstrate an awareness of the schools expectations and rules and supports.</p>			
Success indicators	<p>Consistent approach to student wellbeing and behaviour management.</p> <p>Student wellbeing data has improved.</p> <p>PCMS expectations and School Values will be displayed throughout school.</p> <p>Leaders will model the PCMS and support staff in the implementation of our Student Wellbeing and Behaviour Management Plan. Leaders will ensure accountability to the adherence of the Student Wellbeing and Behaviour Management Plan for all members of the school community including PS, VT and Students.</p> <p>Teachers will model the behaviours expected of students and refer to the shared values, expectations and behaviours outlined in our Student Wellbeing and Behaviour Management Plan. Staff will show consistency in expectations, language and responsiveness.</p> <p>Incidences of student misconduct, anxiety and early departure from programs will reduce.</p> <p>Students will be able to refer to our school values and they will have a demonstrable understanding of shared expectations and behaviour.</p>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Teaching staff will work through HIWS and review their practice to ensure they are aligned with	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leading teacher(s)	from: Term 1	-1%

	strategies.	☑ Teacher(s)	to: Term 3	
Activity 2	Staff will work through the Positive Classroom Management Strategy and use this to assist in the development of a consistent approach to student wellbeing support and behaviour management.	☑ Assistant principal ☑ Leadership team ☑ Teacher(s)	from: Term 1 to: Term 2	-1%
Activity 3	Students will be surveyed to understand the wellbeing issues and behaviour issues that might be occurring for them as well as the times this occurs and the location.	☑ School improvement team	from: Term 1 to: Term 3	-1%
Activity 4	School will develop and implement an up to date whole school Student Wellbeing and Behaviour Management Plan	☑ Principal ☑ Assistant principal ☑ School improvement team ☑ Teacher(s)	from: Term 3 to: Term 4	-1%
Activity 5	School will engage a coach from the School Wide Positive Behaviour Support team to assist with the implementation and development of our Student Wellbeing and Behaviour Management Plan.	☑ Teacher(s) ☑ Assistant principal ☑ Principal ☑ School improvement team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	To improve student learning.
12-month target 1.1 target	All teachers will be using a schedule of assessment to consistently evaluate targeted student outcomes - improve on baseline collected in 2025.
12-month target 1.2 target	<p>Staff will improve their capacity to use data to refine their teaching practice and improve curriculum planning.</p> <ul style="list-style-type: none"> - Use of student feedback to improve practice – will be at or above 80% by end of 2025 - Teacher collaboration will be at or above 75% by end of 2025 - Guaranteed and viable curriculum will be rated at or above 80% by end of 2025 - Professional learning through peer observation will be rated at or above 85% by the end of 2025 - Use data for curriculum planning will be scored at or above 80% by the end of 2025 - Plan differentiated learning activities will be at or above 86% by the end of 2025.
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Cooperate with participating schools to co-design a framework to strengthen the opportunities for the further development of learning.
Actions	<p>Through collaborative work with home schools specific student outcomes will be determined prior to attending Woorabinda.</p> <p>Woorabinda staff will collaborate with students to choose their selected learning pathway.</p> <p>A consistent instructional model will underpin lessons to ensure consistency of teacher practice.</p>

Delivery of the annual actions for this KIS	Completed
Outcomes	Home school teachers will receive data aligned to their chosen student outcomes.. Students will have authentic agency in their learning while at Woorabinda. Teacher practice will be consistent based on instructional model.
Success indicators	Documentation outlining student learning outcomes is shared and reviewed. - Teachers will use the data to improve teacher practice and evolve lesson planning. Student choice and agency in their learning is embedded with all program staff. - Students will be able to articulate their learning pathways and goals as well as the ways they have been able to make choices in their learning Teachers/program staff can articulate and deliver instructional model. - Lesson delivery will be consistent - Student learning outcomes will be discussed with student prior to activities so they know what they should be learning and why. - Success criteria will be clearly documented and displayed. Students will be able to measure their success and report on this.
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? 	<p>The Woorabinda Campus have been able to implement all of the outcomes for this goal. The base schools are requesting the data that the Woorabinda staff are collecting throughout the students programs. Pre program the permanent staff at Woorabinda and the home school staff are able to set learning intentions and the program is focused towards supporting these.</p> <p>The challenges to implement this goal for the Somers Campus are more complex given the network model. All participating schools are aware of the learning outcomes we want to achieve during the nine day residential. The triangulated data from student surveys, parent surveys and Visiting teacher surveys are collected and reviewed with the next step being the sharing of the data with the attending schools.</p>
Enablers	☑ Sufficient budget

<ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> The school was able to prioritise well <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices 			
Barriers <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints <input checked="" type="checkbox"/> Workforce capability 			
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> Challenge and Resilience - 34 - Pre-Post Questions.docx (0.03 MB) Cooperation - 56 - Pre-Post Questions.docx (0.02 MB) Courtesy and Consideration - 56 - Pre-Post Questions.docx (0.02 MB) T1W7 - Eltham East (Y6 - Coop).xlsx (0.07 MB) 			
Activities	Activity	Who	When	Percentage complete
Activity 1	Woorabinda staff will make connections or carry out pre visits to home schools to determine curriculum focus.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 2	Students will be provided with opportunities to decide their learning pathway.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%

Activity 3	Staff will consistently apply the schools instructional model.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole school approach for the effective use of data including student self-assessment to evaluate teaching and learning.			
Actions	<p>Curriculum Team will develop a targeted and contextual schedule of assessment. Curriculum Team will develop a student self assessment tool focused on student learning outcomes achieved during activities.</p> <p>Leaders will facilitate this process through the provision of adequate resources and by ensuring this work is prioritised.</p> <p>Teachers will work with the curriculum team to assist in the trial and refining of assessment tools Teachers will deliver targeted assessment tools. Teachers will evaluate student self assessments to inform curriculum.</p> <p>Students will carry out assessment tasks as required. Students will set goals upon arriving at the school and refer to these throughout their program.</p>			
Delivery of the annual actions for this KIS	Completed			
Outcomes	<p>Student self assessment tool developed by end of term one Assessment schedule developed by end of term two.</p>			

	<p>Implementation and evaluation of student assessment tools embedded by end of term three. Data will inform curriculum innovations by end of term four.</p> <p>Leaders will ensure that staff are working towards AIP goal. They will support process through adequate resourcing of time and professional learning. Access support from regional staff. Accountability to goal will be monitored through formal performance meetings.</p> <p>Teachers will work collaboratively to ensure they are monitoring student learning against evaluations. Teachers will ensure they are working to timelines in assessment schedule and sharing evidence of student learning through the collection and analysis of student learning data.</p> <p>Students will engage in targeted formal evaluations of learning throughout program. Outcomes will be shared with parents and feeder schools via student learning journal.</p>
Success indicators	<p>Assessment schedule is in operation. Students are engaged in self evaluation. All teachers are administering assessments. Teachers review data to inform curriculum innovation and make improvement a to lesson delivery and programming in response.</p> <p>Leaders will monitor teacher engagement through formal and informal processes including observations, teacher feedback during staff meetings, PDP discussions. Teachers will dedicate formal time in PMG and SIT meetings to review and share evaluation data - in response changes/innovations to teaching practice, programming and process will be made Students will be able to explain the learning intentions underpinning lessons, their level of competency and how they know if they were successful.</p>
<p>Commentary on progress</p> <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 	<p>Contextual assessment schedule is in place - given parameters of short stay programs. Evaluations and review of data occurs and influences teaching and drives curriculum, particularly at the Woorabinda Campus Formal and informal review of teacher engagement in the evaluation and resulting innovation occurs through a variety of modalities including SIT and staff meetings, feedback via PDP and review of survey data.</p> <p>Students can articulate the learning focus underpinning lessons and programs and they set community and individual goals that are revisited throughout their programs. Evaluations occur via students work books, scrapbooking, morning reports and evaluation tools. Most staff are engaged in the process of evaluating and reporting on student learning. Curriculum leaders and curriculum teams are supporting teachers to improve their skills.</p>

<p>/ practice / mindset have been observed?</p> <ul style="list-style-type: none"> What is the evidence? 	<p>Teams are dedicating time in every meeting towards review of evaluation. The curriculum leader at the Somers Campus has changed recently and this has temporarily slowed progress.</p>			
<p>Enablers</p> <ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices 			
<p>Barriers</p> <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints <input checked="" type="checkbox"/> Other <p>The context of the program being short length makes it challenging to implement a traditional schedule of assessment. While each cohort have a scheduled evaluation process there is no long term matched data to measure growth, we do measure impact via student self evaluations.</p>			
OPTIONAL: Upload evidence	1. VISITING TEACHER SURVEY camp 1253.pdf (0.37 MB)			
Activities	Activity	Who	When	Percentage complete
Activity 1	Curriculum team will develop assessment tools.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 2	100%

Activity 2	Curriculum team will develop a contextual schedule of assessment.	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 2	75%
Activity 3	Teachers will be supported to implement student self assessment tool.	☑ Teacher(s)	from: Term 2 to: Term 4	75%
Activity 4	Teachers will determine innovations in curriculum based on data findings.	☑ Teacher(s) ☑ Assistant principal ☑ Curriculum co-ordinator (s)	from: Term 3 to: Term 4	50%

Goal 2	To improve student wellbeing.
12-month target 2.1 target	Continued monitoring of survey data with outcomes compared to 2025 baseline data.
12-month target 2.2 target	Positive endorsement of Cultural leadership and leadership support to score beyond 80%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine the whole school approach to inclusive and tiered teaching and learning practices.

Actions	<p>A whole school approach to student wellbeing and behaviour management will be developed aligned to the Positive Classroom Management Strategies (PCMS) High Impact Wellbeing Strategies (HIWS) will be investigated and used to inform our practice. Students will be assessed to determine their levels of wellbeing. Data from student surveys, visiting teacher surveys and parent surveys will be reviewed to determine success of Student Wellbeing and Behaviour Management Plan</p> <p>Leaders will facilitate opportunities for SIT to investigate and implement PCMS into Student Wellbeing and Behaviour Management Plan Teachers will engage in developing a consistent language and expectations around PCMS reflected in our Student Wellbeing and Behaviour Management Plan Students will be asked about how PCMS and SWPBS are implemented in their schools Student Wellbeing and Behaviour Management Plan.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>A documented whole school Student Wellbeing and Behaviour Management Plan is in place. Staff apply High Impact Wellbeing Strategies. Student levels of wellbeing will improve.</p> <p>Leaders will coordinate and resource the process of upskilling staff to implement a formalised Student Wellbeing and Behaviour Management Plan. Leaders will engage DE staff to assist with professional learning. Leaders will engage a coach from SWPBS to work with staff. School improvement team will document and deliver Student Wellbeing and Behaviour Management Plan to staff, teachers will embed this in their practice. Students will demonstrate an awareness of the schools expectations and rules and supports.</p>
Success indicators	<p>Consistent approach to student wellbeing and behaviour management. Student wellbeing data has improved. PCMS expectations and School Values will be displayed throughout school.</p> <p>Leaders will model the PCMS and support staff in the implementation of our Student Wellbeing and Behaviour Management Plan. Leaders will ensure accountability to the adherence of the Student Wellbeing and Behaviour Management Plan for all members of the school community including PS, VT and Students.</p>

	<p>Teachers will model the behaviours expected of students and refer to the shared values, expectations and behaviours outlined in our Student Wellbeing and Behaviour Management Plan. Staff will show consistency in expectations, language and responsiveness.</p> <p>Incidences of student misconduct, anxiety and early departure from programs will reduce.</p> <p>Students will be able to refer to our school values and they will have a demonstrable understanding of shared expectations and behaviour.</p>
<p>Commentary on progress</p> <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? 	<p>Wellbeing SIT at Somers have been working with SWPBS coach to develop understanding of strategies used in schools and to assist with implementation of some strategies in a short stay residential environment. SIT have been targeting high traffic areas and implementing tiered guide to shared expectations - dining rooms, dormitories, assembly- working towards a shared document.</p> <p>Woorabinda campus have been working with an inclusive schools coach - building staff capacity to support students and teachers, the three C's documented and displayed across campus and referred to in a variety of contexts including dormitories, assembly, activities and dining rooms.</p> <p>Whole school exposure to PCMS with a focus on implementation in an outdoor residential setting with Lauren Walsh at Outdoor Residential Schools Conference.</p> <p>Professional learning days at both campuses focused on inclusivity and supporting students and staff through trauma informed practices.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs ✓ Sufficient time allocated ✓ The school was able to prioritise well ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change
Barriers	

<ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence	1. Behaviours Matrix.png (0.53 MB) 2. Voice Levels Poster for Classroom Pink Blue Yellow.png (0.31 MB)			
Activities	Activity	Who	When	Percentage complete
Activity 1	Teaching staff will work through HIWS and review their practice to ensure they are aligned with strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	75%
Activity 2	Staff will work through the Positive Classroom Management Strategy and use this to assist in the development of a consistent approach to student wellbeing support and behaviour management.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	75%
Activity 3	Students will be surveyed to understand the wellbeing issues and behaviour issues that might be occurring for them as well as the times this occurs and the location.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	50%
Activity 4	School will develop and implement an up to date whole school Student	<input checked="" type="checkbox"/> Principal	from: Term 3	75%

	Wellbeing and Behaviour Management Plan	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
Activity 5	School will engage a coach from the School Wide Positive Behaviour Support team to assist with the implementation and development of our Student Wellbeing and Behaviour Management Plan.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	100%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	To improve student learning.
12-month target 1.1 target	All teachers will be using a schedule of assessment to consistently evaluate targeted student outcomes - improve on baseline collected in 2025.
12-month target 1.2 target	<p>Staff will improve their capacity to use data to refine their teaching practice and improve curriculum planning.</p> <ul style="list-style-type: none"> - Use of student feedback to improve practice – will be at or above 80% by end of 2025 - Teacher collaboration will be at or above 75% by end of 2025 - Guaranteed and viable curriculum will be rated at or above 80% by end of 2025 - Professional learning through peer observation will be rated at or above 85% by the end of 2025 - Use data for curriculum planning will be scored at or above 80% by the end of 2025 - Plan differentiated learning activities will be at or above 86% by the end of 2025.
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Delivery of the annual actions for this KIS	Completed
Outcomes	Home school teachers will receive data aligned to their chosen student outcomes.. Students will have authentic agency in their learning while at Woorabinda. Teacher practice will be consistent based on instructional model.
Success indicators	Documentation outlining student learning outcomes is shared and reviewed. - Teachers will use the data to improve teacher practice and evolve lesson planning. Student choice and agency in their learning is embedded with all program staff. - Students will be able to articulate their learning pathways and goals as well as the ways they have been able to make choices in their learning Teachers/program staff can articulate and deliver instructional model. - Lesson delivery will be consistent - Student learning outcomes will be discussed with student prior to activities so they know what they should be learning and why. - Success criteria will be clearly documented and displayed. Students will be able to measure their success and report on this.
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				
Activities	Activity	Who	When	Percentage complete
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Activity 3	Staff will consistently apply the schools instructional model.	☑ Principal ☑ Curriculum co-ordinator (s) ☑ Teacher(s)	from: Term 1 to: Term 4	75%

KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole school approach for the effective use of data including student self-assessment to evaluate teaching and learning.
Actions	<p>Curriculum Team will develop a targeted and contextual schedule of assessment. Curriculum Team will develop a student self assessment tool focused on student learning outcomes achieved during activities.</p> <p>Leaders will facilitate this process through the provision of adequate resources and by ensuring this work is prioritised.</p> <p>Teachers will work with the curriculum team to assist in the trial and refining of assessment tools Teachers will deliver targeted assessment tools. Teachers will evaluate student self assessments to inform curriculum.</p> <p>Students will carry out assessment tasks as required. Students will set goals upon arriving at the school and refer to these throughout their program.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Student self assessment tool developed by end of term one Assessment schedule developed by end of term two. Implementation and evaluation of student assessment tools embedded by end of term three. Data will inform curriculum innovations by end of term four.</p> <p>Leaders will ensure that staff are working towards AIP goal. They will support process through adequate resourcing of time and professional learning. Access support from regional staff. Accountability to goal will be monitored through</p>

	<p>formal performance meetings.</p> <p>Teachers will work collaboratively to ensure they are monitoring student learning against evaluations. Teachers will ensure they are working to timelines in assessment schedule and sharing evidence of student learning through the collection and analysis of student learning data.</p> <p>Students will engage in targeted formal evaluations of learning throughout program. Outcomes will be shared with parents and feeder schools via student learning journal.</p>
Success indicators	<p>Assessment schedule is in operation.</p> <p>Students are engaged in self evaluation.</p> <p>All teachers are administering assessments.</p> <p>Teachers review data to inform curriculum innovation and make improvement a to lesson delivery and programming in response.</p> <p>Leaders will monitor teacher engagement through formal and informal processes including observations, teacher feedback during staff meetings, PDP discussions.</p> <p>Teachers will dedicate formal time in PMG and SIT meetings to review and share evaluation data - in response changes/innovations to teaching practice, programming and process will be made</p> <p>Students will be able to explain the learning intentions underpinning lessons, their level of competency and how they know if they were successful.</p>
<p>Commentary on progress</p> <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				
Activities	Activity	Who	When	Percentage complete
Activity 1	Curriculum team will develop assessment tools.	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 2	100%
Activity 2	Curriculum team will develop a contextual schedule of assessment.	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 2	75%
Activity 3	Teachers will be supported to implement student self assessment tool.	☑ Teacher(s)	from: Term 2	75%

			to: Term 4	
Activity 4	Teachers will determine innovations in curriculum based on data findings.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 3 to: Term 4	50%

Goal 2	To improve student wellbeing.			
12-month target 2.1 target	Continued monitoring of survey data with outcomes compared to 2025 baseline data.			
12-month target 2.2 target	Positive endorsement of Cultural leadership and leadership support to score beyond 80%			
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine the whole school approach to inclusive and tiered teaching and learning practices.			
Actions	<p>A whole school approach to student wellbeing and behaviour management will be developed aligned to the Positive Classroom Management Strategies (PCMS) High Impact Wellbeing Strategies (HIWS) will be investigated and used to inform our practice. Students will be assessed to determine their levels of wellbeing. Data from student surveys, visiting teacher surveys and parent surveys will be reviewed to determine success of Student Wellbeing and Behaviour Management Plan</p> <p>Leaders will facilitate opportunities for SIT to investigate and implement PCMS into Student Wellbeing and Behaviour Management Plan</p>			

	<p>Teachers will engage in developing a consistent language and expectations around PCMS reflected in our Student Wellbeing and Behaviour Management Plan</p> <p>Students will be asked about how PCMS and SWPBS are implemented in their schools Student Wellbeing and Behaviour Management Plan.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>A documented whole school Student Wellbeing and Behaviour Management Plan is in place.</p> <p>Staff apply High Impact Wellbeing Strategies.</p> <p>Student levels of wellbeing will improve.</p> <p>Leaders will coordinate and resource the process of upskilling staff to implement a formalised Student Wellbeing and Behaviour Management Plan. Leaders will engage DE staff to assist with professional learning. Leaders will engage a coach from SWPBS to work with staff.</p> <p>School improvement team will document and deliver Student Wellbeing and Behaviour Management Plan to staff, teachers will embed this in their practice.</p> <p>Students will demonstrate an awareness of the schools expectations and rules and supports.</p>
Success indicators	<p>Consistent approach to student wellbeing and behaviour management.</p> <p>Student wellbeing data has improved.</p> <p>PCMS expectations and School Values will be displayed throughout school.</p> <p>Leaders will model the PCMS and support staff in the implementation of our Student Wellbeing and Behaviour Management Plan. Leaders will ensure accountability to the adherence of the Student Wellbeing and Behaviour Management Plan for all members of the school community including PS, VT and Students.</p> <p>Teachers will model the behaviours expected of students and refer to the shared values, expectations and behaviours outlined in our Student Wellbeing and Behaviour Management Plan. Staff will show consistency in expectations, language and responsiveness.</p> <p>Incidences of student misconduct, anxiety and early departure from programs will reduce.</p> <p>Students will be able to refer to our school values and they will have a demonstrable understanding of shared expectations and behaviour.</p>
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				
Activities	Activity	Who	When	Percentage complete
Activity 1	Teaching staff will work through HIWS and review their practice to	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	75%

	ensure they are aligned with strategies.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	to: Term 3	
Activity 2	Staff will work through the Positive Classroom Management Strategy and use this to assist in the development of a consistent approach to student wellbeing support and behaviour management.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	75%
Activity 3	Students will be surveyed to understand the wellbeing issues and behaviour issues that might be occurring for them as well as the times this occurs and the location.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	50%
Activity 4	School will develop and implement an up to date whole school Student Wellbeing and Behaviour Management Plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	75%
Activity 5	School will engage a coach from the School Wide Positive Behaviour Support team to assist with the implementation and development of our Student Wellbeing and Behaviour Management Plan.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	100%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	To improve student learning.
12-month target 1.1 target	All teachers will be using a schedule of assessment to consistently evaluate targeted student outcomes - improve on baseline collected in 2025.
Has this 12-month target been met	Not Met
12-month target 1.2 target	<p>Staff will improve their capacity to use data to refine their teaching practice and improve curriculum planning.</p> <ul style="list-style-type: none"> - Use of student feedback to improve practice – will be at or above 80% by end of 2025 - Teacher collaboration will be at or above 75% by end of 2025 - Guaranteed and viable curriculum will be rated at or above 80% by end of 2025 - Professional learning through peer observation will be rated at or above 85% by the end of 2025 - Use data for curriculum planning will be scored at or above 80% by the end of 2025 - Plan differentiated learning activities will be at or above 86% by the end of 2025.
Has this 12-month target been met	Not Met
KIS 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Cooperate with participating schools to co-design a framework to strengthen the opportunities for the further development of learning.

Actions	Through collaborative work with home schools specific student outcomes will be determined prior to attending Woorabinda. Woorabinda staff will collaborate with students to choose their selected learning pathway. A consistent instructional model will underpin lessons to ensure consistency of teacher practice.
Delivery of the annual actions for this KIS	Completed
Outcomes	Home school teachers will receive data aligned to their chosen student outcomes.. Students will have authentic agency in their learning while at Woorabinda. Teacher practice will be consistent based on instructional model.
Success indicators	Documentation outlining student learning outcomes is shared and reviewed. - Teachers will use the data to improve teacher practice and evolve lesson planning. Student choice and agency in their learning is embedded with all program staff. - Students will be able to articulate their learning pathways and goals as well as the ways they have ben able to make choices in their learning Teachers/program staff can articulate and deliver instructional model. - Lesson delivery will be consistent - Student learning outcomes will be discussed with student prior to activities so they know what they should be learning and why. - Success criteria will be clearly documented and displayed. Students will be able to measure their success and report on this.
Reflection on progress	
Enablers <ul style="list-style-type: none"> What enablers are supporting/supported the delivery of this KIS? 	
Barriers	

<ul style="list-style-type: none"> What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Woorabinda staff will make connections or carry out pre visits to home schools to determine curriculum focus.	☑ Teacher(s)	from: Term 1 to: Term 4	100%
Activity 2	Students will be provided with opportunities to decide their learning pathway.	☑ Teacher(s)	from: Term 1 to: Term 4	100%
Activity 3	Staff will consistently apply the schools instructional model.	☑ Principal ☑ Curriculum co-ordinator (s) ☑ Teacher(s)	from: Term 1 to: Term 4	75%
KIS 1.c Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Embed a whole school approach for the effective use of data including student self-assessment to evaluate teaching and learning.			

Actions	<p>Curriculum Team will develop a targeted and contextual schedule of assessment. Curriculum Team will develop a student self assessment tool focused on student learning outcomes achieved during activities.</p> <p>Leaders will facilitate this process through the provision of adequate resources and by ensuring this work is prioritised.</p> <p>Teachers will work with the curriculum team to assist in the trial and refining of assessment tools Teachers will deliver targeted assessment tools. Teachers will evaluate student self assessments to inform curriculum.</p> <p>Students will carry out assessment tasks as required. Students will set goals upon arriving at the school and refer to these throughout their program.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Student self assessment tool developed by end of term one Assessment schedule developed by end of term two. Implementation and evaluation of student assessment tools embedded by end of term three. Data will inform curriculum innovations by end of term four.</p> <p>Leaders will ensure that staff are working towards AIP goal. They will support process through adequate resourcing of time and professional learning. Access support from regional staff. Accountability to goal will be monitored through formal performance meetings. Teachers will work collaboratively to ensure they are monitoring student learning against evaluations. Teachers will ensure they are working to timelines in assessment schedule and sharing evidence of student learning through the collection and analysis of student learning data. Students will engage in targeted formal evaluations of learning throughout program. Outcomes will be shared with parents and feeder schools via student learning journal.</p>
Success indicators	<p>Assessment schedule is in operation. Students are engaged in self evaluation.</p>

	<p>All teachers are administering assessments. Teachers review data to inform curriculum innovation and make improvement a to lesson delivery and programming in response.</p> <p>Leaders will monitor teacher engagement through formal and informal processes including observations, teacher feedback during staff meetings, PDP discussions. Teachers will dedicate formal time in PMG and SIT meetings to review and share evaluation data - in response changes/innovations to teaching practice, programming and process will be made Students will be able to explain the learning intentions underpinning lessons, their level of competency and how they know if they were successful.</p>			
Reflection on progress				
Enablers <ul style="list-style-type: none"> What enablers are supporting/supported the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Curriculum team will develop assessment tools.	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 2	100%
Activity 2	Curriculum team will develop a contextual schedule of assessment.	☑ Curriculum co-ordinator (s)	from: Term 1 to: Term 2	75%
Activity 3	Teachers will be supported to implement student self assessment tool.	☑ Teacher(s)	from: Term 2 to: Term 4	75%
Activity 4	Teachers will determine innovations in curriculum based on data findings.	☑ Teacher(s) ☑ Assistant principal ☑ Curriculum co-ordinator (s)	from: Term 3 to: Term 4	50%

Goal 2	To improve student wellbeing.
12-month target 2.1 target	Continued monitoring of survey data with outcomes compared to 2025 baseline data.
Has this 12-month target been met	Not Met
12-month target 2.2 target	Positive endorsement of Cultural leadership and leadership support to score beyond 80%

Has this 12-month target been met	Not Met
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Refine the whole school approach to inclusive and tiered teaching and learning practices.
Actions	<p>A whole school approach to student wellbeing and behaviour management will be developed aligned to the Positive Classroom Management Strategies (PCMS) High Impact Wellbeing Strategies (HIWS) will be investigated and used to inform our practice. Students will be assessed to determine their levels of wellbeing. Data from student surveys, visiting teacher surveys and parent surveys will be reviewed to determine success of Student Wellbeing and Behaviour Management Plan</p> <p>Leaders will facilitate opportunities for SIT to investigate and implement PCMS into Student Wellbeing and Behaviour Management Plan Teachers will engage in developing a consistent language and expectations around PCMS reflected in our Student Wellbeing and Behaviour Management Plan Students will be asked about how PCMS and SWPBS are implemented in their schools Student Wellbeing and Behaviour Management Plan.</p>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>A documented whole school Student Wellbeing and Behaviour Management Plan is in place. Staff apply High Impact Wellbeing Strategies. Student levels of wellbeing will improve.</p> <p>Leaders will coordinate and resource the process of upskilling staff to implement a formalised Student Wellbeing and Behaviour Management Plan. Leaders will engage DE staff to assist with professional learning. Leaders will engage a</p>

	<p>coach from SWPBS to work with staff.</p> <p>School improvement team will document and deliver Student Wellbeing and Behaviour Management Plan to staff, teachers will embed this in their practice.</p> <p>Students will demonstrate an awareness of the schools expectations and rules and supports.</p>
Success indicators	<p>Consistent approach to student wellbeing and behaviour management.</p> <p>Student wellbeing data has improved.</p> <p>PCMS expectations and School Values will be displayed throughout school.</p> <p>Leaders will model the PCMS and support staff in the implementation of our Student Wellbeing and Behaviour Management Plan. Leaders will ensure accountability to the adherence of the Student Wellbeing and Behaviour Management Plan for all members of the school community including PS, VT and Students.</p> <p>Teachers will model the behaviours expected of students and refer to the shared values, expectations and behaviours outlined in our Student Wellbeing and Behaviour Management Plan. Staff will show consistency in expectations, language and responsiveness.</p> <p>Incidences of student misconduct, anxiety and early departure from programs will reduce.</p> <p>Students will be able to refer to our school values and they will have a demonstrable understanding of shared expectations and behaviour.</p>
Reflection on progress	
Enablers <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Teaching staff will work through HIWS and review their practice to ensure they are aligned with strategies.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	75%
Activity 2	Staff will work through the Positive Classroom Management Strategy and use this to assist in the development of a consistent approach to student wellbeing support and behaviour management.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	75%
Activity 3	Students will be surveyed to understand the wellbeing issues and behaviour issues that might be occurring for them as well as the times this occurs and the location.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 3	50%
Activity 4	School will develop and implement an up to date whole school Student Wellbeing and Behaviour Management Plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	75%
Activity 5	School will engage a coach from the School Wide Positive Behaviour	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1	100%

	Support team to assist with the implementation and development of our Student Wellbeing and Behaviour Management Plan.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School improvement team	to: Term 4	
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Future planning	
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Monitoring and Self-assessment - 2025

SEL Feedback

Submitted Feedback

Thank you for sharing with the triad group the work that has been undertaken at Somers School Camp over First Semester. It is evident that the leadership team is continually seeking to improve practices and make genuine connections to student learning post Somers School Camp. I commend the strong leadership, innovation, professionalism and desire to have meaningful and impactful outcomes for all students and visiting staff during their time at Somers School Camp. Please find following a summary of the mid-cycle progress shared at the triad meeting.

1. Briefly outline your AIP Actions (what you wanted to achieve/change) • Collaborate with schools to co-design a framework to strengthen the opportunities for further development of learning back in school. Woorabinda Campus • Embed a whole school approach for effective use of data including student-self assessment to evaluate teaching and learning. Somers Campus • Refine the whole school approach to inclusive and tiered teaching and learning practices. Both campuses

2. Describe the changes to staff / leaders' knowledge, skills, attitudes and/or practice. • Ownership of learning on to the children • Activities are designed to support student agency, teachers facilitate the collaboration and teachers debrief after with colleagues to improve processes • Supporting base school teachers to 'let go' and trust the staff to work with the visiting students

3. What leadership improvement strategy/activity did you implement that had the greatest impact on staff learning? • Rethink and redevelop the learning to align with the focus at school – bespoke approaches to engaging visiting schools • Home-school teachers use data from journals, rubrics and observations to assess improvement whilst participating in residential • Visit schools prior to residential experience to develop bespoke approach to SEL • All staff use targeted assessment tools rather than just relying on anecdotal notes • Set strategies to ensure consistent feedback and assessment processes with students • Clearer expectations regarding student behaviour to ensure consistency across all staff • Implementation of PCMS to support this consistency • State-wide PL supporting residential staff • SWPBS coaches, autism specialists working with campus leaders to build knowledge and capacity

4. How do you know? (what feedback / evidence did you collect on your effectiveness to lead this change/improvement?) • Data collected after each program and shares this with schools • Feedback improvement in assessed areas • Visiting students are able to articulate the learning whilst on residential • Students self-assess based on goals set at the start of the day / week • Survey feedback from staff, students and parents based on interpersonal goals, sustainability and environmental stewardship, community • Students are able to articulate learning intentions and identify their success – what are the life skills, SEL skills that have been developed as opposed to technical elements required to participate in the activities. • Staff are quick to identify individual student needs but there was high variance in expectations (some want them in lines others didn't know how many there were in the group, manners, expectations) • Consistent language, BMPs and responses to students and visiting teachers

5. Given your responses to the above, what specific behaviour(s) -knowledge, skill, attitude or practice, will you focus on next and how will you do this – what high impact leadership strategy will you implement? • Build opportunities for collaboration due to challenges with staffing and rosters. • Development of more robust planning structures at Somers campus • Staff don't see the work as peer observation and opportunities to learn from others, change seems to be stressful for some staff. As soon as processes are formalised this causes anxiety for some, this is an area for development. • Challenge to find reason for buy in with data for Somers Camp as it is difficult to follow up with base schools. • Getting follow up

data from base schools post Somers experience is a challenge. • Following up with a company similar to COMPASS to trial feedback portal to work directly with students and their families.

Submitted by Sally Webb (SEIL) on 20 August, 2025 at 07:47 AM