

Monitoring and Assessment - 2020

Templeton Primary School (5196)



Submitted for review by Rodney McKinlay (School Principal) on 10 January, 2020 at 03:12 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 18 February, 2020 at 01:15 PM
Awaiting endorsement by School Council President
Term 2 Monitoring submitted by Rodney McKinlay (School Principal) on 22 July, 2020 at 12:11 PM

Term 4 Monitoring submitted by Rodney McKinlay (School Principal) on 18 December, 2020 at 10:46 AM

Monitoring and Assessment - 2020

Term 1 monitoring (optional)

| | |
|--|---|
| Goal 1 | Improve student learning outcomes in literacy, particularly in strengthening the area of writing. |
| 12 Month Target 1.1 | Our work will focus on our continued efforts around moderation and curriculum planning. We continue to see discrepancies in data between results in NAPLAN compared to our teacher judgements. Our continued work on developing strong understanding of the continuum of the curriculum in writing and key features including audience, adaptive language features and drawing connections from personal experiences. 7 Steps will once again be prominent in encouraging students to develop a variety of text types and challenge their structure and understanding of expressing and organising their writing. |
| KIS 1.a Building practice excellence | <ul style="list-style-type: none"> - Creation of moderated writing samples - Whole school PDP goals - writing focused - Review EAL program - 3-6 complete ICAS writing for added formal evidence - Ongoing PD - consistent whole school moderation practice - Implementation of new writing programs - Director of Learning (DOL), oversee whole school improvement to writing |
| Actions | <ul style="list-style-type: none"> - Whole school, as well as team focused Moderation sessions targeting key writing aspects. This will include key aspects of audience, language features and drawing connections. - Explicit PD on improving the teaching of writing, run by both Learning Specialists and Leading Teachers as well as exploring external options. - Key PLT discussions on moderation and the data and results from sessions. |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> - develop goals around audience, language features and drawing connections - be more aware of their learning and their strengths and areas for improvement - have more understanding of features of 7 steps writing <p>Teachers will:</p> |

| | <ul style="list-style-type: none"> - gain a better understanding of audience, language features and drawing connections as a means to extend students in their writing - collaborate at a team, junior and senior school and whole school around moderation and the continuum of writing - be involved in a number of PD and moderation based sessions run across the year. <p>Leaders will:</p> <ul style="list-style-type: none"> - will have developed a very clear understanding, with the support of data, around how we can improve aspects of the writing curriculum and implement and drive PD and PLT discussions. - support staff with developing knowledge, understanding as well as provide time through meetings, PLT to action this goal and subsequent actions. | | | |
|---|---|---|----------------------------------|---------------------|
| Success Indicators | <ul style="list-style-type: none"> - improved understanding of staff towards writing aspects of audience, language features and drawing connections in student writing - PD attended by key staff - PLT minutes reflecting discussion, data analysis and moderation pieces reviewed and assessed, - Students actively goal setting on such aspects of writing | | | |
| 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 | PD around writing curriculum - with a focus around extending students development in targeting audience, language features and drawing connections. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |

| | | | | |
|--|--|---|----------------------------------|----|
| Activity 2 | Team and Whole School Moderation Sessions | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Goal 2 | To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community. | | | |
| 12 Month Target 2.1 | Parent Communication will continue to be a focus as a school. Developing meaningful and creative ways to communicate with our parents which are valued and explicit for our families will be key targets. Continued use of online platforms Flexibuzz, XUNO and Instagram will all be evaluated and further developed if required. Development and work on our Year Level Blogs and development of 'communication coordinator roles' in Year levels are also areas to address our communication needs. | | | |
| KIS 2.a Building communities | - Implement new strategies to improve parent connection and relationship to the school and their child's learning | | | |
| Actions | <ul style="list-style-type: none"> - Development of Communication Coordinator Roles in each year level team - Upgrading and development of year level blogs | | | |
| Outcomes | <ul style="list-style-type: none"> - Regular opportunities for our community to engage with more 'classroom based' communication via school level blogs. - In developing this platform of communication, we expect to see parents more aware and better connected to their year level and classroom of their child. Upcoming events, homework, notices and general announcements will be placed on blogs for improved communication to our families. <p>Students will:</p> <ul style="list-style-type: none"> - be able to better engage with their families around what is happening in their class with families and will become a central point for students to access relevant year level information <p>Teachers will:</p> | | | |

| | <p>- maintain and keep the blog up to date for families and ensure the information is valuable for students and the community. It will also allow teachers to carefully think about the types of communication, needs of our parents and what they need to convey to families.</p> <p>Leaders will:</p> <p>- will ensure year levels are keeping up with expectation for blogs and check in and collaborate with communication coordinators.</p> | | | |
|---|--|--|----------------------------------|---------------------|
| Success Indicators | - Improved Parent opinion Survey Results under teacher communication. Improve from 70% PPE. | | | |
| 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 | Upgrade and revamp of year level blogs | <input checked="" type="checkbox"/> Team Leader(s) | from: Term 1 to: Term 4 | 0% |
| Activity 2 | Development of communication coordinator roles | <input checked="" type="checkbox"/> PLT Leaders | from: Term 1 to: Term 1 | 0% |

Monitoring and Assessment - 2020

Mid-year monitoring

| | |
|--|---|
| Goal 1 | Improve student learning outcomes in literacy, particularly in strengthening the area of writing. |
| 12 Month Target 1.1 | Our work will focus on our continued efforts around moderation and curriculum planning. We continue to see discrepancies in data between results in NAPLAN compared to our teacher judgements. Our continued work on developing strong understanding of the continuum of the curriculum in writing and key features including audience, adaptive language features and drawing connections from personal experiences. 7 Steps will once again be prominent in encouraging students to develop a variety of text types and challenge their structure and understanding of expressing and organising their writing. |
| KIS 1.a Building practice excellence | <ul style="list-style-type: none"> - Creation of moderated writing samples - Whole school PDP goals - writing focused - Review EAL program - 3-6 complete ICAS writing for added formal evidence - Ongoing PD - consistent whole school moderation practice - Implementation of new writing programs - Director of Learning (DOL), oversee whole school improvement to writing |
| Actions | <ul style="list-style-type: none"> - Whole school, as well as team focused Moderation sessions targeting key writing aspects. This will include key aspects of audience, language features and drawing connections. - Explicit PD on improving the teaching of writing, run by both Learning Specialists and Leading Teachers as well as exploring external options. - Key PLT discussions on moderation and the data and results from sessions. |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> - develop goals around audience, language features and drawing connections - be more aware of their learning and their strengths and areas for improvement - have more understanding of features of 7 steps writing <p>Teachers will:</p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> - gain a better understanding of audience, language features and drawing connections as a means to extend students in their writing - collaborate at a team, junior and senior school and whole school around moderation and the continuum of writing - be involved in a number of PD and moderation based sessions run across the year. <p>Leaders will:</p> <ul style="list-style-type: none"> - will have developed a very clear understanding, with the support of data, around how we can improve aspects of the writing curriculum and implement and drive PD and PLT discussions. - support staff with developing knowledge, understanding as well as provide time through meetings, PLT to action this goal and subsequent actions. |
| Success Indicators | <ul style="list-style-type: none"> - improved understanding of staff towards writing aspects of audience, language features and drawing connections in student writing - PD attended by key staff - PLT minutes reflecting discussion, data analysis and moderation pieces reviewed and assessed, - Students actively goal setting on such aspects of writing |
| Delivery of the annual actions for this KIS | Completed |
| Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Other Refer to uploaded document |
| Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Other Refer to uploaded document |
| Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice /</i> | Refer to uploaded document |

| <i>mindset have been observed?</i> <ul style="list-style-type: none"> • <i>What is the evidence?</i> | | | | |
|--|---|--|----------------------------------|---------------------|
| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | | Refer to uploaded document | | |
| OPTIONAL: Upload Evidence | | 1. 2020 AIP COVID19 Mid-year AIP monitoring - Templeton PS.pdf (0.78 MB) | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Team and Whole School Moderation Sessions | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 2 | PD around writing curriculum - with a focus around extending students development in targeting audience, language features and drawing connections. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Goal 2 | To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community. | | | |
| 12 Month Target 2.1 | Parent Communication will continue to be a focus as a school. Developing meaningful and | | | |

| | |
|---|---|
| | <p>creative ways to communicate with our parents which are valued and explicit for our families will be key targets. Continued use of online platforms Flexibuzz, XUNO and Instagram will all be evaluated and further developed if required. Development and work on our Year Level Blogs and development of 'communication coordinator roles' in Year levels are also areas to address our communication needs.</p> |
| KIS 2.a Building communities | - Implement new strategies to improve parent connection and relationship to the school and their child's learning |
| Actions | <ul style="list-style-type: none"> - Development of Communication Coordinator Roles in each year level team - Upgrading and development of year level blogs |
| Outcomes | <ul style="list-style-type: none"> - Regular opportunities for our community to engage with more 'classroom based' communication via school level blogs. - In developing this platform of communication, we expect to see parents more aware and better connected to their year level and classroom of their child. Upcoming events, homework, notices and general announcements will be placed on blogs for improved communication to our families. <p>Students will:</p> <ul style="list-style-type: none"> - be able to better engage with their families around what is happening in their class with families and will become a central point for students to access relevant year level information <p>Teachers will:</p> <ul style="list-style-type: none"> - maintain and keep the blog up to date for families and ensure the information is valuable for students and the community. It will also allow teachers to carefully think about the types of communication, needs of our parents and what they need to convey to families. <p>Leaders will:</p> <ul style="list-style-type: none"> - will ensure year levels are keeping up with expectation for blogs and check in and collaborate with communication coordinators. |
| Success Indicators | - Improved Parent opinion Survey Results under teacher communication. Improve from 70% PPE. |
| Delivery of the annual actions for this KIS | Completed |

| | |
|---|---|
| <p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> | <p><input checked="" type="checkbox"/> Other</p> <p>Refer to uploaded document</p> |
| <p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> | <p><input checked="" type="checkbox"/> Other</p> <p>Refer to uploaded document</p> |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> | <p>Refer to uploaded document</p> |
| <p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | <p>Refer to uploaded document</p> |
| <p>OPTIONAL: Upload Evidence</p> | <p>1. 2020 AIP COVID19 Mid-year AIP monitoring - Templeton PS.pdf (0.78 MB)</p> |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---------------------------|--|--|----------------------------------|---------------------|
| Activity 1 | Development of communication coordinator roles | <input checked="" type="checkbox"/> PLT Leaders | from: Term 1 to: Term 1 | 0% |
| Activity 2 | Upgrade and revamp of year level blogs | <input checked="" type="checkbox"/> Team Leader(s) | from: Term 1 to: Term 4 | 0% |

Monitoring and Assessment - 2020

Term 3 monitoring (optional)

| | |
|--|---|
| Goal 1 | Improve student learning outcomes in literacy, particularly in strengthening the area of writing. |
| 12 Month Target 1.1 | Our work will focus on our continued efforts around moderation and curriculum planning. We continue to see discrepancies in data between results in NAPLAN compared to our teacher judgements. Our continued work on developing strong understanding of the continuum of the curriculum in writing and key features including audience, adaptive language features and drawing connections from personal experiences. 7 Steps will once again be prominent in encouraging students to develop a variety of text types and challenge their structure and understanding of expressing and organising their writing. |
| KIS 1.a Building practice excellence | <ul style="list-style-type: none"> - Creation of moderated writing samples - Whole school PDP goals - writing focused - Review EAL program - 3-6 complete ICAS writing for added formal evidence - Ongoing PD - consistent whole school moderation practice - Implementation of new writing programs - Director of Learning (DOL), oversee whole school improvement to writing |
| Actions | <ul style="list-style-type: none"> - Whole school, as well as team focused Moderation sessions targeting key writing aspects. This will include key aspects of audience, language features and drawing connections. - Explicit PD on improving the teaching of writing, run by both Learning Specialists and Leading Teachers as well as exploring external options. - Key PLT discussions on moderation and the data and results from sessions. |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> - develop goals around audience, language features and drawing connections - be more aware of their learning and their strengths and areas for improvement - have more understanding of features of 7 steps writing <p>Teachers will:</p> |

| | <ul style="list-style-type: none"> - gain a better understanding of audience, language features and drawing connections as a means to extend students in their writing - collaborate at a team, junior and senior school and whole school around moderation and the continuum of writing - be involved in a number of PD and moderation based sessions run across the year. <p>Leaders will:</p> <ul style="list-style-type: none"> - will have developed a very clear understanding, with the support of data, around how we can improve aspects of the writing curriculum and implement and drive PD and PLT discussions. - support staff with developing knowledge, understanding as well as provide time through meetings, PLT to action this goal and subsequent actions. | | | |
|---|---|---|----------------------------------|---------------------|
| Success Indicators | <ul style="list-style-type: none"> - improved understanding of staff towards writing aspects of audience, language features and drawing connections in student writing - PD attended by key staff - PLT minutes reflecting discussion, data analysis and moderation pieces reviewed and assessed, - Students actively goal setting on such aspects of writing | | | |
| 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 | PD around writing curriculum - with a focus around extending students development in targeting audience, language features and drawing connections. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |

| | | | | |
|--|--|---|----------------------------------|----|
| Activity 2 | Team and Whole School Moderation Sessions | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Goal 2 | To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community. | | | |
| 12 Month Target 2.1 | Parent Communication will continue to be a focus as a school. Developing meaningful and creative ways to communicate with our parents which are valued and explicit for our families will be key targets. Continued use of online platforms Flexibuzz, XUNO and Instagram will all be evaluated and further developed if required. Development and work on our Year Level Blogs and development of 'communication coordinator roles' in Year levels are also areas to address our communication needs. | | | |
| KIS 2.a Building communities | - Implement new strategies to improve parent connection and relationship to the school and their child's learning | | | |
| Actions | <ul style="list-style-type: none"> - Development of Communication Coordinator Roles in each year level team - Upgrading and development of year level blogs | | | |
| Outcomes | <ul style="list-style-type: none"> - Regular opportunities for our community to engage with more 'classroom based' communication via school level blogs. - In developing this platform of communication, we expect to see parents more aware and better connected to their year level and classroom of their child. Upcoming events, homework, notices and general announcements will be placed on blogs for improved communication to our families. <p>Students will:</p> <ul style="list-style-type: none"> - be able to better engage with their families around what is happening in their class with families and will become a central point for students to access relevant year level information <p>Teachers will:</p> | | | |

| | <p>- maintain and keep the blog up to date for families and ensure the information is valuable for students and the community. It will also allow teachers to carefully think about the types of communication, needs of our parents and what they need to convey to families.</p> <p>Leaders will:</p> <ul style="list-style-type: none"> - will ensure year levels are keeping up with expectation for blogs and check in and collaborate with communication coordinators. | | | |
|---|---|--|----------------------------------|---------------------|
| Success Indicators | - Improved Parent opinion Survey Results under teacher communication. Improve from 70% PPE. | | | |
| 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 | Upgrade and revamp of year level blogs | <input checked="" type="checkbox"/> Team Leader(s) | from: Term 1 to: Term 4 | 0% |
| Activity 2 | Development of communication coordinator roles | <input checked="" type="checkbox"/> PLT Leaders | from: Term 1 to: Term 1 | 0% |

Monitoring and Assessment - 2020

End-of-year monitoring

| | |
|--|---|
| Goal 1 | Improve student learning outcomes in literacy, particularly in strengthening the area of writing. |
| 12 Month Target 1.1 | Our work will focus on our continued efforts around moderation and curriculum planning. We continue to see discrepancies in data between results in NAPLAN compared to our teacher judgements. Our continued work on developing strong understanding of the continuum of the curriculum in writing and key features including audience, adaptive language features and drawing connections from personal experiences. 7 Steps will once again be prominent in encouraging students to develop a variety of text types and challenge their structure and understanding of expressing and organising their writing. |
| Has this 12 month target met | No Longer Appropriate Because Of COVID-19 Impact |
| KIS 1.a Building practice excellence | <ul style="list-style-type: none"> - Creation of moderated writing samples - Whole school PDP goals - writing focused - Review EAL program - 3-6 complete ICAS writing for added formal evidence - Ongoing PD - consistent whole school moderation practice - Implementation of new writing programs - Director of Learning (DOL), oversee whole school improvement to writing |
| Actions | <ul style="list-style-type: none"> - Whole school, as well as team focused Moderation sessions targeting key writing aspects. This will include key aspects of audience, language features and drawing connections. - Explicit PD on improving the teaching of writing, run by both Learning Specialists and Leading Teachers as well as exploring external options. - Key PLT discussions on moderation and the data and results from sessions. |
| Outcomes | <p>Students will:</p> <ul style="list-style-type: none"> - develop goals around audience, language features and drawing connections - be more aware of their learning and their strengths and areas for improvement - have more understanding of features of 7 steps writing |

| | |
|---|---|
| | <p>Teachers will:</p> <ul style="list-style-type: none"> - gain a better understanding of audience, language features and drawing connections as a means to extend students in their writing - collaborate at a team, junior and senior school and whole school around moderation and the continuum of writing - be involved in a number of PD and moderation based sessions run across the year. <p>Leaders will:</p> <ul style="list-style-type: none"> - will have developed a very clear understanding, with the support of data, around how we can improve aspects of the writing curriculum and implement and drive PD and PLT discussions. - support staff with developing knowledge, understanding as well as provide time through meetings, PLT to action this goal and subsequent actions. |
| Success Indicators | <ul style="list-style-type: none"> - improved understanding of staff towards writing aspects of audience, language features and drawing connections in student writing - PD attended by key staff - PLT minutes reflecting discussion, data analysis and moderation pieces reviewed and assessed, - Students actively goal setting on such aspects of writing |
| Delivery of the annual actions for this KIS | No Longer Appropriate Because Of Covid 19 Impact |
| <p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> | |
| <p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> | |

| Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> | | | | |
|---|--|---|----------------------------------|---------------------|
| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> | | | | |
| OPTIONAL: Upload Evidence | | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Team and Whole School Moderation Sessions | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 2 | PD around writing curriculum - with a focus around extending students development in | <input checked="" type="checkbox"/> All Staff | from: Term 1 | 0% |

| | | | | |
|--|--|--|---------------|--|
| | targeting audience, language features and drawing connections. | | to: Term 4 | |
| Goal 2 | To improve parent relationships through creative and meaningful opportunities and develop stronger links with our parent community. | | | |
| 12 Month Target 2.1 | Parent Communication will continue to be a focus as a school. Developing meaningful and creative ways to communicate with our parents which are valued and explicit for our families will be key targets. Continued use of online platforms Flexibuzz, XUNO and Instagram will all be evaluated and further developed if required. Development and work on our Year Level Blogs and development of 'communication coordinator roles' in Year levels are also areas to address our communication needs. | | | |
| Has this 12 month target met | Met | | | |
| KIS 2.a Building communities | - Implement new strategies to improve parent connection and relationship to the school and their child's learning | | | |
| Actions | <ul style="list-style-type: none"> - Development of Communication Coordinator Roles in each year level team - Upgrading and development of year level blogs | | | |
| Outcomes | <ul style="list-style-type: none"> - Regular opportunities for our community to engage with more 'classroom based' communication via school level blogs. - In developing this platform of communication, we expect to see parents more aware and better connected to their year level and classroom of their child. Upcoming events, homework, notices and general announcements will be placed on blogs for improved communication to our families. <p>Students will:</p> <ul style="list-style-type: none"> - be able to better engage with their families around what is happening in their class with families and will become a central point for students to access relevant year level information <p>Teachers will:</p> | | | |

| | |
|---|---|
| | <p>- maintain and keep the blog up to date for families and ensure the information is valuable for students and the community. It will also allow teachers to carefully think about the types of communication, needs of our parents and what they need to convey to families.</p> <p>Leaders will:</p> <p>- will ensure year levels are keeping up with expectation for blogs and check in and collaborate with communication coordinators.</p> |
| Success Indicators | - Improved Parent opinion Survey Results under teacher communication. Improve from 70% PPE. |
| Delivery of the annual actions for this KIS | Completed |
| <p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Staff capability and consistency of practice |
| <p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> | |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> | <p>We have met the two key actions of this goal through the implementation of:</p> <ul style="list-style-type: none"> - Development of Communication Coordinator Roles in each year level team - Upgrading and development of year level blog <p>The benefit we have gained from going into remote learning is we placed a real reliance on these upgrade of blogs and the role of our communication coordinators in each year level team. Its prominent use during this time gave it a very purposeful platform and launched the goal very quickly to be prominent for student learning and communication.</p> <p>Our XUNO communication tool has also been a prominent addition to communication for parents during this time. Evidence to show</p> |

| | <p>this has been through our self-driven parent survey on communication via Google Survey. The results to parents response to XUNO as a communication tool and teacher access during remote learning have been very positive: Results below and based off 172 respondents:</p> <p>During Remote Learning, teachers were easily accessible via XUNO 89% Positive Percentage Endorsement (PPE) with only 3% negative response</p> <p>The use of XUNO as a central tool for communication has made it easy to find information or contact teachers 82% Positive Percentage Endorsement (PPE) with only 4% negative response</p> <p>The school is proactive in its approach to communication by providing relevant and important information via XUNO 94% Positive Percentage Endorsement (PPE) with only 2% negative response</p> | | | |
|--|--|---|----------------------------------|---------------------|
| <p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> | <p>The school will continue to explore meaningful ways to add to our communication structures. One aspect of the Parent Survey results we will reflect on is:</p> <p>Teachers communicate with me often enough about my child's progress 59% Positive Percentage Endorsement (PPE) with 18% negative response</p> <p>We will need to explore strategies to educate our parent community on expectations we place on staff with communication on child progress.</p> | | | |
| OPTIONAL: Upload Evidence | | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Development of communication coordinator roles | <input checked="" type="checkbox"/> PLT Leaders | from: Term 1 to: Term 1 | 100% |

| | | | | |
|------------|--|--|----------------------------------|------|
| Activity 2 | Upgrade and revamp of year level blogs | <input checked="" type="checkbox"/> Team Leader(s) | from: Term 1 to: Term 4 | 100% |
|------------|--|--|----------------------------------|------|

Monitoring and Self-assessment - 2020

SEIL Feedback

Submitted Feedback

Great reflections using the alternative template were provided. Use of technology during remote learning ensured a strong connection between home and school.

Submitted by Justin Butler (SEIL) on 22 July, 2020 at 08:30 PM