

Monitoring and Assessment - 2021

Templeton Primary School (5196)



Submitted for review by Rodney McKinlay (School Principal) on 17 March, 2021 at 02:11 PM
Endorsed by Justin Butler (Senior Education Improvement Leader) on 18 March, 2021 at 12:14 AM
Endorsed by Chris Munro (School Council President) on 29 March, 2021 at 08:45 PM
Term 2 Monitoring submitted by Marc Crilly (School Principal) on 19 October, 2021 at 03:27 PM

Term 4 Monitoring submitted by Marc Crilly (School Principal) on 23 November, 2021 at 01:03 PM

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>KIS 1.a Maintain % higher than similar schools in NAPLAN growth for Numeracy and Reading. Increase % growth to be at or ahead of similar schools for NAPLAN growth in writing. Vulnerable students who receive additional support from the learning, catchup and extension priority to grow 12 months across all 3 areas (Reading, Writing, Numeracy).</p> <p>KIS 1.b Areas of effective teaching time (96% 2019), Stimulated Learning (97% 2019) and Differentiated Learning challenge (96% 2019) to be maintained above 95% in the Attitudes to School Survey.</p> <p>KIS 1.c Obtain an average of less than 14 days absence in Student Absence data Maintain a % of student absences with 20 or more days below similar schools (20% 2019, Similar Schools 21%) Maintain a PPE (Positive Percentage Endorsement) increase in data from Parent Survey on school communication (70% in 2019).</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continued and added support for students identified as needing support. This support has been highlighted closely across F-2 as well as individual students in 3-6. Students will be able to articulate clear learning outcomes from lessons and units of work as well as their own personal goals. Teachers will have clear guidelines on assessment practices and how this can inform their teaching and learning.</p> <p>The school has implemented both in class and out of classroom support strategies as part of the tutor learning initiative.</p>
Outcomes	<p>Students will: articulate 'We Are Learning To' (WALT) statements develop and be part of goal setting across all learning areas</p> <p>Teachers will:</p>

	<p>Follow assessment schedules and ensure all data is available and accessible on Google Drive Work closely with Di Hynes and Ayse Bavage (Directors of Learning) to ensure curriculum and assessment practices are to a high standard Plan effectively in PLT teams</p> <p>School will: Provide expertise support to teams through PLT and through coaching Moderation opportunities Develop strong Professional Development for staff Support both support and extension programs with adequate resourcing</p>			
Success Indicators	<p>See student growth and performance of students deemed at risk or vulnerable through relevant NAPLAN data and teacher judgements. Timetables of student receiving support as well as extension through our own immediate internal structures as well as the VHAP program run by DET. Student data tracking on Google Drive will show a range of assessment and moderation pieces to support learning and extension LIPS and LEPS developed by teachers and signed and agreed by parents on support and extension measures offered at school and what parents will do to add additional support/extension.</p>			
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	Consistent attendance from our Directors of Learning to PLT to ensure a high quality and viable curriculum is developed	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Actively promote social, emotional and physical engagement in all aspects of their schooling. This will develop a strong engagement within our students and promote happy, healthy and active kids.			
Outcomes	<p>Students will:</p> <p>See the benefit in being healthy and active through physical activity as well as healthy eating Be part of our garden club - understand the importance and value of growing healthy vegetables and its impacts on our bodies collaborate with peers in the classroom in all aspects of their learning share thoughts, feelings and emotions with peers and teachers</p> <p>Teachers will:</p> <p>provide opportunities for students to express their thoughts, opinions and beliefs respect all students and colleagues Promote inclusive and respectful behaviour create a safe learning environment Provide opportunities for students to share their learning, question and be part of discussions</p> <p>Leaders will:</p> <p>continually analyse data Ensure processes such as Student Representative Council are running well for students to voice ideas and take action review and monitor planning Attend PLT to ensure a well balanced curriculum is being developed</p>			
Success Indicators	Attitudes to School Survey looking explicitly at Effective Teaching Time, Differentiated Learning and Stimulated Teaching data. We will also receive feedback from leaders within PLT frameworks. Development of our Learner Profile will be a key step in articulating how we engage, connect and drive our students.			
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	DOT and DOL attend PLTs each week and guide planning and data analysis	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Student Council regularly meet and conduct fundraising days	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Continue to embed school-wide approaches to communication and engagement with parents			
Outcomes	<p>Students will: regularly attend school participate in a range of school-based events Be allowed to go for additional leadership opportunities to broaden their skills and understanding across the school Develop personal and meaningful goals on a range of learning areas</p> <p>Teachers will:</p>			

	Plan and promote school events which are engaging, connect with community and involve everyone Develop a diverse, rich and engaging curriculum Leaders Will: develop connections with the wider community and with neighbouring schools Regular communication with parents through meaningful ways (XUNO) Self assessment of learning from students to be provided to parents			
Success Indicators	absences data continued positive trend in communication data in Parent Survey. High use of XUNO for parent communication			
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	Close monitoring of our communication to parents data	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Goal 2	Improve student learning outcomes in literacy, particularly in strengthening the area of writing.			

12 Month Target 2.1	<p>Development of whole school moderation as well as across year level moderation. Improve our teacher collaboration % in the Staff Survey. 2019 'teacher collaboration' result is 80% in 2019 & down to 67% in our COVID 2020 year. Aim is to get this number to increase to 75% or higher.</p> <p>See differentiation between NAPLAN results and teacher judgements decrease. Currently at 80% students in top two bands but 28% working above level in writing.</p>
KIS 2.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"> - Development of whole school moderation sessions - Director of Learning to drive planning and development in PLT - Action Plan and data analysis post moderation sessions <p>We see a more consistent evaluation across the school with writing. We endeavour to see targets met across the school with students achieving an A-B as well as closing the gap between teacher judgements and NAPLAN results.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Participate in moderation sessions both whole school and across their year level Develop clear goals for their writing which they can clearly articulate Highlight learning focus for lessons and units of work <p>Teachers will:</p> <ul style="list-style-type: none"> Develop strong moderation sessions for students to participate in Conduct in Professional Development around moderation Have and generate professional conversation and feedback around student learning. Develop strategies to measure and track student progress with moderation using digital means (Google Drive, Google Sheets). <p>Leaders Will:</p> <ul style="list-style-type: none"> Run Professional Development around assessment and moderation practices Facilitate and support Professional Learning Teams with assessment and tracking of student progress

	Provide opportunities for peer to peer observation Provide professional development on a 1 to 1 basis.			
Success Indicators	Teacher judgements and NAPLAN data as well as Staff survey results on 'teacher collaboration' to increase from current level 67%. Success measured against 2021 NAPLAN data vs Teacher judgements at end of year to see decrease in differentiation between two results.			
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	Semester 1 Moderation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Semester 2 Moderation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Goal 3	To continue to build teacher capacity through PLT, using evidence and data to inform planning, assessment and teaching practice.			

12 Month Target 3.1	Professional Development session will be run fortnightly for coordinators to develop consistent practices and development in data analysis. Targets of maintaining Staff Survey results across: - Collective efficacy (94% 2019) - Collective Focus on Student Learning (92% 2019) - Staff trust in colleagues (92% 2019) All areas to be maintained higher than 90% PPE.
KIS 3.a Building practice excellence	Skilling Coordinators to lead discussions and unpack data and evidence. Improve mindset towards the PLT time (planning vs discussion on student)
Actions	Fortnightly Leadership Meetings with a focus on improving teacher collaboration and consistency in PLT structures. Improve structure and practice in PLT across the school Develop more focus on data literacy Coordinators having a greater understanding of PLT structures and focus for meetings
Outcomes	Students will: Be involved in clear and structured lessons designed to target key learning areas as planned by teachers Meet high expectation to lesson outcomes and assessment of work Be stimulated in their learning Articulate their learning and what the targets and goals are for the lesson Teachers will: Be involved in running an effective PLT, designed at discussing student learning and development of future planning Collaboratively plan Work with our DoL staff to plan and discuss student learning and outcomes Have a clear understanding of the PLT practices and expectations Develop guidelines and visions for PLT which are adhered to and sit on top of all PLT agendas Provide access to leaders their agenda and minutes Leaders Will: Provide appropriate Professional Learning to staff at point of need Develop clear guidelines and expectations around assessment and planning practices provide observations for mentoring and observing others teaching practice Read and review PLT agendas and minutes

Success Indicators	Staff survey - teacher collaboration and other school climate factors. Feedback from Coordinators in our Leadership Meeting process			
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	Fortnightly Leadership Meetings	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%

Monitoring and Assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>KIS 1.a Maintain % higher than similar schools in NAPLAN growth for Numeracy and Reading. Increase % growth to be at or ahead of similar schools for NAPLAN growth in writing. Vulnerable students who receive additional support from the learning, catchup and extension priority to grow 12 months across all 3 areas (Reading, Writing, Numeracy).</p> <p>KIS 1.b Areas of effective teaching time (96% 2019), Stimulated Learning (97% 2019) and Differentiated Learning challenge (96% 2019) to be maintained above 95% in the Attitudes to School Survey.</p> <p>KIS 1.c Obtain an average of less than 14 days absence in Student Absence data Maintain a % of student absences with 20 or more days below similar schools (20% 2019, Similar Schools 21%) Maintain a PPE (Positive Percentage Endorsement) increase in data from Parent Survey on school communication (70% in 2019).</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continued and added support for students identified as needing support. This support has been highlighted closely across F-2 as well as individual students in 3-6. Students will be able to articulate clear learning outcomes from lessons and units of work as well as their own personal goals. Teachers will have clear guidelines on assessment practices and how this can inform their teaching and learning.</p> <p>The school has implemented both in class and out of classroom support strategies as part of the tutor learning initiative.</p>
Outcomes	<p>Students will: articulate 'We Are Learning To' (WALT) statements develop and be part of goal setting across all learning areas</p> <p>Teachers will:</p>

	<p>Follow assessment schedules and ensure all data is available and accessible on Google Drive Work closely with Di Hynes and Ayse Bavage (Directors of Learning) to ensure curriculum and assessment practices are to a high standard Plan effectively in PLT teams</p> <p>School will: Provide expertise support to teams through PLT and through coaching Moderation opportunities Develop strong Professional Development for staff Support both support and extension programs with adequate resourcing</p>
<p>Success Indicators</p>	<p>See student growth and performance of students deemed at risk or vulnerable through relevant NAPLAN data and teacher judgements. Timetables of student receiving support as well as extension through our own immediate internal structures as well as the VHAP program run by DET. Student data tracking on Google Drive will show a range of assessment and moderation pieces to support learning and extension LIPS and LEPS developed by teachers and signed and agreed by parents on support and extension measures offered at school and what parents will do to add additional support/extension.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <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"> • <i>What barriers are impeding 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> 	<p>Staff are highly accountable in delivering WALT statements for each lesson, planners are regularly updated, reviewed and delivered. Our Literacy and Numeracy Learning coaches attend weekly PLTs, providing coaching and guidance on the directions outlined in the AIP.</p>			
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>Lockdown has hindered our progress in this KIS, but we are confident staff will continue this work upon return to face-to-face learning.</p>			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Consistent attendance from our Directors of Learning to PLT to ensure a high quality and viable curriculum is developed	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Actively promote social, emotional and physical engagement in all aspects of their schooling. This will develop a strong engagement within our students and promote happy, healthy and active kids.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> See the benefit in being healthy and active through physical activity as well as healthy eating Be part of our garden club - understand the importance and value of growing healthy vegetables and its impacts on our bodies collaborate with peers in the classroom in all aspects of their learning share thoughts, feelings and emotions with peers and teachers <p>Teachers will:</p> <ul style="list-style-type: none"> provide opportunities for students to express their thoughts, opinions and beliefs respect all students and colleagues Promote inclusive and respectful behaviour create a safe learning environment Provide opportunities for students to share their learning, question and be part of discussions <p>Leaders will:</p> <ul style="list-style-type: none"> continually analyse data Ensure processes such as Student Representative Council are running well for students to voice ideas and take action review and monitor planning Attend PLT to ensure a well balanced curriculum is being developed
Success Indicators	Attitudes to School Survey looking explicitly at Effective Teaching Time, Differentiated Learning and Stimulated Teaching data. We will also receive feedback from leaders within PLT frameworks. Development of our Learner Profile will be a key step in articulating how we engage, connect and drive our students.
Delivery of the annual actions for this KIS	Completed
Enablers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented

<ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <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"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated
<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>It has been difficult to address this goal in Remote Learning, but our staff have provided a broad online curriculum to address this KIS.</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>Return to face-to-face will allow a greater focus in the area in Term 4.</p>
<p>OPTIONAL: Upload Evidence</p>	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Student Council regularly meet and conduct fundraising days	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	DOT and DOL attend PLTs each week and guide planning and data analysis	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Continue to embed school-wide approaches to communication and engagement with parents			
Outcomes	<p>Students will: regularly attend school participate in a range of school-based events Be allowed to go for additional leadership opportunities to broaden their skills and understanding across the school Develop personal and meaningful goals on a range of learning areas</p> <p>Teachers will: Plan and promote school events which are engaging, connect with community and involve everyone Develop a diverse, rich and engaging curriculum</p> <p>Leaders Will: develop connections with the wider community and with neighbouring schools Regular communication with parents through meaningful ways (XUNO) Self assessment of learning from students to be provided to parents</p>			

Success Indicators	absences data continued positive trend in communication data in Parent Survey. High use of XUNO for parent communication
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"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <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"> • <i>What barriers are impeding 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> 	Our use of communication tools have exponentially increased by necessity. One of the side-effects of Remote Learning is the necessary use of XUNO, Blogs, Messaging and emails to engage with students and the community.

<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> 		We will continue using these tools more frequently, and introduce Google Classroom in Term 3 and 4.		
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Close monitoring of our communication to parents data	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	100%
Goal 2	Improve student learning outcomes in literacy, particularly in strengthening the area of writing.			
12 Month Target 2.1	Development of whole school moderation as well as across year level moderation. Improve our teacher collaboration % in the Staff Survey. 2019 'teacher collaboration' result is 80% in 2019 & down to 67% in our COVID 2020 year. Aim is to get this number to increase to 75% or higher. See differentiation between NAPLAN results and teacher judgements decrease. Currently at 80% students in top two bands but 28% working above level in writing.			
KIS 2.a Building practice excellence	<ul style="list-style-type: none"> - Creation of moderated writing samples - Whole school PDP goals - writing focused - Review EAL program 			

	<ul style="list-style-type: none"> - 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"> - Development of whole school moderation sessions - Director of Learning to drive planning and development in PLT - Action Plan and data analysis post moderation sessions <p>We see a more consistent evaluation across the school with writing. We endeavour to see targets met across the school with students achieving an A-B as well as closing the gap between teacher judgements and NAPLAN results.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Participate in moderation sessions both whole school and across their year level Develop clear goals for their writing which they can clearly articulate Highlight learning focus for lessons and units of work <p>Teachers will:</p> <ul style="list-style-type: none"> Develop strong moderation sessions for students to participate in Conduct in Professional Development around moderation Have and generate professional conversation and feedback around student learning. Develop strategies to measure and track student progress with moderation using digital means (Google Drive, Google Sheets). <p>Leaders Will:</p> <ul style="list-style-type: none"> Run Professional Development around assessment and moderation practices Facilitate and support Professional Learning Teams with assessment and tracking of student progress Provide opportunities for peer to peer observation Provide professional development on a 1 to 1 basis.
Success Indicators	<p>Teacher judgements and NAPLAN data as well as Staff survey results on 'teacher collaboration' to increase from current level 67%. Success measured against 2021 NAPLAN data vs Teacher judgements at end of year to see decrease in differentiation between two results.</p>
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> 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Key Improvement Strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ School review has refocussed directions for the school ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change ✓ Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Time constraints i.e. not enough time allocated
<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>Our June results were more closely correlated to NAPLAN Data of previous years, but a more accurate assessment will be made in December when we can measure 2021 NAPLAN with 2021 Teacher Judgments.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<p>We will continue moderating with an increased focus in PLTs.</p>

• <i>What support is required?</i>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Semester 2 Moderation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	100%
Activity 2	Semester 1 Moderation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	100%
Goal 3	To continue to build teacher capacity through PLT, using evidence and data to inform planning, assessment and teaching practice.			
12 Month Target 3.1	Professional Development session will be run fortnightly for coordinators to develop consistent practices and development in data analysis. Targets of maintaining Staff Survey results across: <ul style="list-style-type: none"> - Collective efficacy (94% 2019) - Collective Focus on Student Learning (92% 2019) - Staff trust in colleagues (92% 2019) All areas to be maintained higher than 90% PPE.			
KIS 3.a Building practice excellence	Skilling Coordinators to lead discussions and unpack data and evidence. Improve mindset towards the PLT time (planning vs discussion on student)			

<p>Actions</p>	<p>Fortnightly Leadership Meetings with a focus on improving teacher collaboration and consistency in PLT structures. Improve structure and practice in PLT across the school Develop more focus on data literacy Coordinators having a greater understanding of PLT structures and focus for meetings</p>
<p>Outcomes</p>	<p>Students will: Be involved in clear and structured lessons designed to target key learning areas as planned by teachers Meet high expectation to lesson outcomes and assessment of work Be stimulated in their learning Articulate their learning and what the targets and goals are for the lesson</p> <p>Teachers will: Be involved in running an effective PLT, designed at discussing student learning and development of future planning Collaboratively plan Work with our DoL staff to plan and discuss student learning and outcomes Have a clear understanding of the PLT practices and expectations Develop guidelines and visions for PLT which are adhered to and sit on top of all PLT agendas Provide access to leaders their agenda and minutes</p> <p>Leaders Will: Provide appropriate Professional Learning to staff at point of need Develop clear guidelines and expectations around assessment and planning practices provide observations for mentoring and observing others teaching practice Read and review PLT agendas and minutes</p>
<p>Success Indicators</p>	<p>Staff survey - teacher collaboration and other school climate factors. Feedback from Coordinators in our Leadership Meeting process</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated

	<ul style="list-style-type: none"> ✓ Key Improvement Strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ School review has refocussed directions for the school ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change ✓ Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding 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>Our teacher collaboration through Remote Learning has been outstanding. Management has been delighted with the improved focus on planning and data, and the increased understanding of the PLT structure.</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>There will be increased focus on PLTs once we return from Remote Learning.</p>

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Fortnightly Leadership Meetings	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	100%

Monitoring and Assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>KIS 1.a Maintain % higher than similar schools in NAPLAN growth for Numeracy and Reading. Increase % growth to be at or ahead of similar schools for NAPLAN growth in writing. Vulnerable students who receive additional support from the learning, catchup and extension priority to grow 12 months across all 3 areas (Reading, Writing, Numeracy).</p> <p>KIS 1.b Areas of effective teaching time (96% 2019), Stimulated Learning (97% 2019) and Differentiated Learning challenge (96% 2019) to be maintained above 95% in the Attitudes to School Survey.</p> <p>KIS 1.c Obtain an average of less than 14 days absence in Student Absence data Maintain a % of student absences with 20 or more days below similar schools (20% 2019, Similar Schools 21%) Maintain a PPE (Positive Percentage Endorsement) increase in data from Parent Survey on school communication (70% in 2019).</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continued and added support for students identified as needing support. This support has been highlighted closely across F-2 as well as individual students in 3-6. Students will be able to articulate clear learning outcomes from lessons and units of work as well as their own personal goals. Teachers will have clear guidelines on assessment practices and how this can inform their teaching and learning.</p> <p>The school has implemented both in class and out of classroom support strategies as part of the tutor learning initiative.</p>
Outcomes	<p>Students will: articulate 'We Are Learning To' (WALT) statements develop and be part of goal setting across all learning areas</p> <p>Teachers will:</p>

	<p>Follow assessment schedules and ensure all data is available and accessible on Google Drive Work closely with Di Hynes and Ayse Bavage (Directors of Learning) to ensure curriculum and assessment practices are to a high standard Plan effectively in PLT teams</p> <p>School will: Provide expertise support to teams through PLT and through coaching Moderation opportunities Develop strong Professional Development for staff Support both support and extension programs with adequate resourcing</p>			
Success Indicators	<p>See student growth and performance of students deemed at risk or vulnerable through relevant NAPLAN data and teacher judgements. Timetables of student receiving support as well as extension through our own immediate internal structures as well as the VHAP program run by DET. Student data tracking on Google Drive will show a range of assessment and moderation pieces to support learning and extension LIPS and LEPS developed by teachers and signed and agreed by parents on support and extension measures offered at school and what parents will do to add additional support/extension.</p>			
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	Consistent attendance from our Directors of Learning to PLT to ensure a high quality and viable curriculum is developed	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Actively promote social, emotional and physical engagement in all aspects of their schooling. This will develop a strong engagement within our students and promote happy, healthy and active kids.			
Outcomes	<p>Students will:</p> <p>See the benefit in being healthy and active through physical activity as well as healthy eating Be part of our garden club - understand the importance and value of growing healthy vegetables and its impacts on our bodies collaborate with peers in the classroom in all aspects of their learning share thoughts, feelings and emotions with peers and teachers</p> <p>Teachers will:</p> <p>provide opportunities for students to express their thoughts, opinions and beliefs respect all students and colleagues Promote inclusive and respectful behaviour create a safe learning environment Provide opportunities for students to share their learning, question and be part of discussions</p> <p>Leaders will:</p> <p>continually analyse data Ensure processes such as Student Representative Council are running well for students to voice ideas and take action review and monitor planning Attend PLT to ensure a well balanced curriculum is being developed</p>			
Success Indicators	Attitudes to School Survey looking explicitly at Effective Teaching Time, Differentiated Learning and Stimulated Teaching data. We will also receive feedback from leaders within PLT frameworks. Development of our Learner Profile will be a key step in articulating how we engage, connect and drive our students.			
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	DOT and DOL attend PLTs each week and guide planning and data analysis	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Student Council regularly meet and conduct fundraising days	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Continue to embed school-wide approaches to communication and engagement with parents			
Outcomes	<p>Students will: regularly attend school participate in a range of school-based events Be allowed to go for additional leadership opportunities to broaden their skills and understanding across the school Develop personal and meaningful goals on a range of learning areas</p> <p>Teachers will:</p>			

	Plan and promote school events which are engaging, connect with community and involve everyone Develop a diverse, rich and engaging curriculum Leaders Will: develop connections with the wider community and with neighbouring schools Regular communication with parents through meaningful ways (XUNO) Self assessment of learning from students to be provided to parents			
Success Indicators	absences data continued positive trend in communication data in Parent Survey. High use of XUNO for parent communication			
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	Close monitoring of our communication to parents data	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Goal 2	Improve student learning outcomes in literacy, particularly in strengthening the area of writing.			

12 Month Target 2.1	<p>Development of whole school moderation as well as across year level moderation. Improve our teacher collaboration % in the Staff Survey. 2019 'teacher collaboration' result is 80% in 2019 & down to 67% in our COVID 2020 year. Aim is to get this number to increase to 75% or higher.</p> <p>See differentiation between NAPLAN results and teacher judgements decrease. Currently at 80% students in top two bands but 28% working above level in writing.</p>
KIS 2.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"> - Development of whole school moderation sessions - Director of Learning to drive planning and development in PLT - Action Plan and data analysis post moderation sessions <p>We see a more consistent evaluation across the school with writing. We endeavour to see targets met across the school with students achieving an A-B as well as closing the gap between teacher judgements and NAPLAN results.</p>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> Participate in moderation sessions both whole school and across their year level Develop clear goals for their writing which they can clearly articulate Highlight learning focus for lessons and units of work <p>Teachers will:</p> <ul style="list-style-type: none"> Develop strong moderation sessions for students to participate in Conduct in Professional Development around moderation Have and generate professional conversation and feedback around student learning. Develop strategies to measure and track student progress with moderation using digital means (Google Drive, Google Sheets). <p>Leaders Will:</p> <ul style="list-style-type: none"> Run Professional Development around assessment and moderation practices Facilitate and support Professional Learning Teams with assessment and tracking of student progress

	Provide opportunities for peer to peer observation Provide professional development on a 1 to 1 basis.			
Success Indicators	Teacher judgements and NAPLAN data as well as Staff survey results on 'teacher collaboration' to increase from current level 67%. Success measured against 2021 NAPLAN data vs Teacher judgements at end of year to see decrease in differentiation between two results.			
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	Semester 1 Moderation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Semester 2 Moderation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Goal 3	To continue to build teacher capacity through PLT, using evidence and data to inform planning, assessment and teaching practice.			

12 Month Target 3.1	Professional Development session will be run fortnightly for coordinators to develop consistent practices and development in data analysis. Targets of maintaining Staff Survey results across: - Collective efficacy (94% 2019) - Collective Focus on Student Learning (92% 2019) - Staff trust in colleagues (92% 2019) All areas to be maintained higher than 90% PPE.
KIS 3.a Building practice excellence	Skilling Coordinators to lead discussions and unpack data and evidence. Improve mindset towards the PLT time (planning vs discussion on student)
Actions	Fortnightly Leadership Meetings with a focus on improving teacher collaboration and consistency in PLT structures. Improve structure and practice in PLT across the school Develop more focus on data literacy Coordinators having a greater understanding of PLT structures and focus for meetings
Outcomes	Students will: Be involved in clear and structured lessons designed to target key learning areas as planned by teachers Meet high expectation to lesson outcomes and assessment of work Be stimulated in their learning Articulate their learning and what the targets and goals are for the lesson Teachers will: Be involved in running an effective PLT, designed at discussing student learning and development of future planning Collaboratively plan Work with our DoL staff to plan and discuss student learning and outcomes Have a clear understanding of the PLT practices and expectations Develop guidelines and visions for PLT which are adhered to and sit on top of all PLT agendas Provide access to leaders their agenda and minutes Leaders Will: Provide appropriate Professional Learning to staff at point of need Develop clear guidelines and expectations around assessment and planning practices provide observations for mentoring and observing others teaching practice Read and review PLT agendas and minutes

Success Indicators	Staff survey - teacher collaboration and other school climate factors. Feedback from Coordinators in our Leadership Meeting process			
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	Fortnightly Leadership Meetings	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%

Monitoring and Assessment - 2021

End-of-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>KIS 1.a Maintain % higher than similar schools in NAPLAN growth for Numeracy and Reading. Increase % growth to be at or ahead of similar schools for NAPLAN growth in writing. Vulnerable students who receive additional support from the learning, catchup and extension priority to grow 12 months across all 3 areas (Reading, Writing, Numeracy).</p> <p>KIS 1.b Areas of effective teaching time (96% 2019), Stimulated Learning (97% 2019) and Differentiated Learning challenge (96% 2019) to be maintained above 95% in the Attitudes to School Survey.</p> <p>KIS 1.c Obtain an average of less than 14 days absence in Student Absence data Maintain a % of student absences with 20 or more days below similar schools (20% 2019, Similar Schools 21%) Maintain a PPE (Positive Percentage Endorsement) increase in data from Parent Survey on school communication (70% in 2019).</p>
Has this 12 month target met	Met
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continued and added support for students identified as needing support. This support has been highlighted closely across F-2 as well as individual students in 3-6. Students will be able to articulate clear learning outcomes from lessons and units of work as well as their own personal goals. Teachers will have clear guidelines on assessment practices and how this can inform their teaching and learning.</p> <p>The school has implemented both in class and out of classroom support strategies as part of the tutor learning initiative.</p>
Outcomes	<p>Students will: articulate 'We Are Learning To' (WALT) statements develop and be part of goal setting across all learning areas</p>

	<p>Teachers will: Follow assessment schedules and ensure all data is available and accessible on Google Drive Work closely with Di Hynes and Ayse Bavage (Directors of Learning) to ensure curriculum and assessment practices are to a high standard Plan effectively in PLT teams</p> <p>School will: Provide expertise support to teams through PLT and through coaching Moderation opportunities Develop strong Professional Development for staff Support both support and extension programs with adequate resourcing</p>
<p>Success Indicators</p>	<p>See student growth and performance of students deemed at risk or vulnerable through relevant NAPLAN data and teacher judgements. Timetables of student receiving support as well as extension through our own immediate internal structures as well as the VHAP program run by DET. Student data tracking on Google Drive will show a range of assessment and moderation pieces to support learning and extension LIPS and LEPS developed by teachers and signed and agreed by parents on support and extension measures offered at school and what parents will do to add additional support/extension.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <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"> • <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> 	<p>Our PLTs have evolved again this year to a higher level. Despite the limitations of lockdown, our teams have worked effectively during remote learning, and our results have remained consistent. Our NAPLAN data was outstanding. Our assessment schedule has been modified and refined to focus on high stakes tasks, with an increase on low stakes activities and assessments throughout learning sessions. Student tracking on Accelerus indicates our lower performing students, particularly in Year 2 and 3, have improved in Writing, Reading and Number.</p>
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> 	<p>In 2022, our focus will remain on maximising our PLT structure across the school in a full year without the restrictive lockdowns interrupting our progress. We will reinforce our WALT statements and conduct further professional development on moderation to establish parity with our NAPLAN results.</p>
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Consistent attendance from our Directors of Learning to PLT to ensure a high quality and viable curriculum is developed	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	100%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Actively promote social, emotional and physical engagement in all aspects of their schooling. This will develop a strong engagement within our students and promote happy, healthy and active kids.			
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> See the benefit in being healthy and active through physical activity as well as healthy eating Be part of our garden club - understand the importance and value of growing healthy vegetables and its impacts on our bodies collaborate with peers in the classroom in all aspects of their learning share thoughts, feelings and emotions with peers and teachers <p>Teachers will:</p> <ul style="list-style-type: none"> provide opportunities for students to express their thoughts, opinions and beliefs respect all students and colleagues Promote inclusive and respectful behaviour create a safe learning environment Provide opportunities for students to share their learning, question and be part of discussions <p>Leaders will:</p> <ul style="list-style-type: none"> continually analyse data Ensure processes such as Student Representative Council are running well for students to voice ideas and take action review and monitor planning Attend PLT to ensure a well balanced curriculum is being developed 			
Success Indicators	Attitudes to School Survey looking explicitly at Effective Teaching Time, Differentiated Learning and Stimulated Teaching data. We will also receive feedback from leaders within PLT frameworks. Development of our Learner Profile will be a key step in articulating how we engage, connect and drive our students.			

<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <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"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated
<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>Although our Attitudes to School Survey results were slightly lower comparative to 2019, the results reinforced our teaching practice and PLT structure. Attitudes to School Survey indicated that Effective Teaching Time (97% 2019) was 93% positive overall (Yr 4-94%, Yr 5-94%, Yr 6 91%). Differentiated Learning (96% 2019) was 95% positive overall (Yr 4-95%, Yr 5-96%, Yr 6-93%) and Stimulated Learning (97%) was 95% positive overall (Yr 4-96%, Yr 5-96%, Yr 6-95%). The Management Team felt the data may have been affected by the 2020/21 lockdowns and move to Remote Learning. Our Learner Profile will be a focus in 2022, as the lockdown severely limited our ability to access Nadine Crane for professional development and guidance in this area.</p>

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> 	2022 will be a recovery year, where we reestablish our PLT structures on-site, re-engage with professional development and develop continuity with our students' learning. Our staff are to be commended for their ability to navigate several long stretches of remote learning.			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	DOT and DOL attend PLTs each week and guide planning and data analysis	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	100%
Activity 2	Student Council regularly meet and conduct fundraising days	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	100%
KIS 1.c Building communities	Connected schools priority			
Actions	Continue to embed school-wide approaches to communication and engagement with parents			
Outcomes	Students will: regularly attend school participate in a range of school-based events			

	<p>Be allowed to go for additional leadership opportunities to broaden their skills and understanding across the school Develop personal and meaningful goals on a range of learning areas</p> <p>Teachers will: Plan and promote school events which are engaging, connect with community and involve everyone Develop a diverse, rich and engaging curriculum</p> <p>Leaders Will: develop connections with the wider community and with neighbouring schools Regular communication with parents through meaningful ways (XUNO) Self assessment of learning from students to be provided to parents</p>
Success Indicators	<p>absences data continued positive trend in communication data in Parent Survey. High use of XUNO for parent communication</p>
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> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <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"> • <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>Full credit to our staff, who have adapted to an online environment so quickly and effectively. They have established their work programs through a combination of Year Level Blogs, Google Classroom and XUNO messaging. Our 3-6 students have utilised Google Classroom for both set tasks, feedback and communication between teachers and students, while P-6 have utilised XUNO Messaging for parent-teacher communication. Our students began the year very positively in terms of leadership. In addition to our School Captains, Vice Captains and House Leaders, we extended the MICE ICT program to a team of 24 students and established a strong Student Council and CARE program. These students were added to the website to acknowledge their roles and work. Unfortunately, these programs lost momentum throughout lockdown.</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>In 2022, we will continue developing Google Classroom, regularly update our Year Level Blogs while training staff in these areas. XUNO will continue to be our primary mode of communication, and we have developed a Staff eduMail Policy, so our parents have further accessibility to our staff.</p>			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Close monitoring of our communication to parents data	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	100%

			to: Term 4	
Goal 2	Improve student learning outcomes in literacy, particularly in strengthening the area of writing.			
12 Month Target 2.1	<p>Development of whole school moderation as well as across year level moderation. Improve our teacher collaboration % in the Staff Survey. 2019 'teacher collaboration' result is 80% in 2019 & down to 67% in our COVID 2020 year. Aim is to get this number to increase to 75% or higher.</p> <p>See differentiation between NAPLAN results and teacher judgements decrease. Currently at 80% students in top two bands but 28% working above level in writing.</p>			
Has this 12 month target met	Met			
KIS 2.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"> - Development of whole school moderation sessions - Director of Learning to drive planning and development in PLT - Action Plan and data analysis post moderation sessions <p>We see a more consistent evaluation across the school with writing. We endeavour to see targets met across the school with students achieving an A-B as well as closing the gap between teacher judgements and NAPLAN results.</p>			
Outcomes	<p>Students will:</p> <p>Participate in moderation sessions both whole school and across their year level Develop clear goals for their writing which they can clearly articulate Highlight learning focus for lessons and units of work</p> <p>Teachers will:</p>			

	<p>Develop strong moderation sessions for students to participate in Conduct in Professional Development around moderation Have and generate professional conversation and feedback around student learning. Develop strategies to measure and track student progress with moderation using digital means (Google Drive, Google Sheets).</p> <p>Leaders Will: Run Professional Development around assessment and moderation practices Facilitate and support Professional Learning Teams with assessment and tracking of student progress Provide opportunities for peer to peer observation Provide professional development on a 1 to 1 basis.</p>
Success Indicators	<p>Teacher judgements and NAPLAN data as well as Staff survey results on 'teacher collaboration' to increase from current level 67%. Success measured against 2021 NAPLAN data vs Teacher judgements at end of year to see decrease in differentiation between two results.</p>
Delivery of the annual actions for this KIS	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> School review has refocussed directions for the school <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"> • <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> 		The Pandemic has made achieving this goal difficult, as we have not had the opportunity to run professional development sessions or 1 on 1 peer observation.		
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> 		This will be a future goal to address in 2022 when things return to normal.		
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Semester 2 Moderation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%

Activity 2	Semester 1 Moderation	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	50%
Goal 3	To continue to build teacher capacity through PLT, using evidence and data to inform planning, assessment and teaching practice.			
12 Month Target 3.1	Professional Development session will be run fortnightly for coordinators to develop consistent practices and development in data analysis. Targets of maintaining Staff Survey results across: <ul style="list-style-type: none"> - Collective efficacy (94% 2019) - Collective Focus on Student Learning (92% 2019) - Staff trust in colleagues (92% 2019) All areas to be maintained higher than 90% PPE.			
Has this 12 month target met	Met			
KIS 3.a Building practice excellence	Skilling Coordinators to lead discussions and unpack data and evidence. Improve mindset towards the PLT time (planning vs discussion on student)			
Actions	Fortnightly Leadership Meetings with a focus on improving teacher collaboration and consistency in PLT structures. Improve structure and practice in PLT across the school Develop more focus on data literacy Coordinators having a greater understanding of PLT structures and focus for meetings			
Outcomes	Students will: <ul style="list-style-type: none"> Be involved in clear and structured lessons designed to target key learning areas as planned by teachers Meet high expectation to lesson outcomes and assessment of work Be stimulated in their learning Articulate their learning and what the targets and goals are for the lesson Teachers will: <ul style="list-style-type: none"> Be involved in running an effective PLT, designed at discussing student learning and development of future planning Collaboratively plan Work with our DoL staff to plan and discuss student learning and outcomes Have a clear understanding of the PLT practices and expectations 			

	<p>Develop guidelines and visions for PLT which are adhered to and sit on top of all PLT agendas Provide access to leaders their agenda and minutes</p> <p>Leaders Will: Provide appropriate Professional Learning to staff at point of need Develop clear guidelines and expectations around assessment and planning practices provide observations for mentoring and observing others teaching practice Read and review PLT agendas and minutes</p>
Success Indicators	<p>Staff survey - teacher collaboration and other school climate factors. Feedback from Coordinators in our Leadership Meeting process</p>
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> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <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"> • <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> 		Our Literacy and Numeracy Leaders have again been the drivers of our PLTs, coaching our Year Level Coordinators and teams in both PLT structure, norms, data analysis and student-centred discussion. The Management Team has allotted fortnightly administration meetings for PLTs to afford more time to student learning and planning. All PLT minutes are saved on our Google Drive, with clear communication between Management and Teams on expectations of PLTs.		
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> 		In 2022, our PLT process will continue to be refined, with the addition of external professional development. Our team will conduct school visitations to high performing environments such as Serpell and Balywn Primary School to gather ideas of practice.		
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Fortnightly Leadership Meetings	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	100%

Monitoring and Self-assessment - 2021

SEIL Feedback

Submitted Feedback

End of year assessment congratulations on the progress made in 2021 despite the circumstances. I appreciate the honest reflections provided and having the review this year has also provided the opportunity to look inwardly and set the direction for the future. With a lot of work started, 2022 should provide a great opportunity embed some of these strategies.

Submitted by Justin Butler (SEIL) on 30 November, 2021 at 10:41 AM