**Monitoring and Assessment - 2021**

Cobram Primary School (6209)



Submitted for review by Claye Runnalls (School Principal) on 29 January, 2021 at 01:42 PM  
Endorsed by Trent McCrae (Senior Education Improvement Leader) on 02 February, 2021 at 01:24 PM  
Awaiting endorsement by School Council President  
Term 2 Monitoring submitted by Claye Runnalls (School Principal) on 16 July, 2021 at 11:31 AM

**Monitoring and Assessment - 2021**

**Term 1 monitoring (optional)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | 2021 Priorities Goal | | | |
| 12 Month Target 1.1 | | 1. Learning catch up & extension - student point of learning will be identified using our assessment schedule, targeted learning programs will be implemented and additional department initiatives utilised.  2. Happy active healthy kids - targeted wellbeing programs will be implemented with a whole school approach 3. Connected schools will be achieved through student voice & agency, communication with families, shared professional learning with other schools | | | |
| KIS 1.a Curriculum planning and assessment | | Learning, catch-up and extension priority | | | |
| Actions | | At a whole school level we will: Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Embed or professional/team structures to support teacher collaboration and reflection of strengthen teaching practice  Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model, Writer’s workshop) At a classroom level we will: Prioritise curriculum ‘essentials’: mathematics, reading, writing.  Use team planning structures and prioritse time for staff to collaboratively plan units of work with a focus on differentiation At an individual level we will: Establish a small group tutoring programs Plan whole school professional learning on differentiation Prioritise time for teachers to discuss and adapt strategies working for individual students Build staff capacity to understand and implement IEPs Tutor learning Initiative / Hiring of tutors as appropriate | | | |
| Outcomes | | Teachers will confidently and accurately identify student learning needs of their students PCTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently and explicitly implement the school’s instructional model Students will know how lessons are structured and how this supports their learning Teachers will consistently implement the agreed assessment schedule  Teacher will provide regular feedback and monitor student progress using data collation processes developed by the SIT  Students in need of targeted academic support or intervention will be identified and supported Students will know what their next steps are to progress their learning | | | |
| Success Indicators | | Teachers’ formative assessment data and teacher judgement data  Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Documentation and data from formative assessments (Conferencing notes) A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Data collation indicating clearly student progress Data used to identify students for tailored supports  Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Progress against Individual Education Plans | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Establish criteria for identifying students requiring individual and tailored support | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Establish processes/structures for collecting and monitoring school-wide data | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Establish resourcing for individual and tailored support programs | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Schedule and organise professional development on instructional practices and teaching and learning. | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Health and wellbeing | | Happy, active and healthy kids priority | | | |
| Actions | | Establish a whole school approach to social-emotional learning or belonging and engagement Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts Establish an agreed approach to monitoring and responding to student wellbeing concerns Target counselling for individual students with acute needs (consider resourcing for the wellbeing team)  Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skill | | | |
| Outcomes | | Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers and leaders will integrate social-emotional learning into school practice, policies and programs At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Students will experience more success in classes | | | |
| Success Indicators | | Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher reports of student wellbeing concerns Data used to identify students in need of targeted support | | | |
| 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 | Hold professional learning for teachers implementing The Resillience Project as an approach to wellbeing | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Provide clarity of roles and responsibility of teachers, education support staff and middle leaders | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| Activity 3 | Develop curriculum resources (The Resillience Project) which reflect wellbeing and social-emotional learning focus | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| KIS 1.c Building communities | | Connected schools priority | | | |
| Actions | | Plan for school facilities and grounds works that will mean every school is a great place to learn  Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy Ensure the benefits of digital learning continue to be available to every student  Ensure that the wider community are involved in learning activities and given opportunities to engage with the school Continue to facilitate learning walks and professional development for other schools that wish to see the workshop model in action | | | |
| Outcomes | | The wider community will feel welcome in the school and regularly use school facilities  Students will feel connected to their school and have positive attitudes to attendance All students will be connected to resources and learning opportunities | | | |
| Success Indicators | | Whole school surveys (SSS, AToSS)  Student perception and survey data Parent Opinion Surveys and staff Opinion Surveys | | | |
| 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 | Host learning walks and professional development conversations for other schools | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Invite local community members and leaders to school open days, assemblies, concerts and other school events | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2021**

**Mid-year monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | 2021 Priorities Goal | | | |
| 12 Month Target 1.1 | | 1. Learning catch up & extension - student point of learning will be identified using our assessment schedule, targeted learning programs will be implemented and additional department initiatives utilised.  2. Happy active healthy kids - targeted wellbeing programs will be implemented with a whole school approach 3. Connected schools will be achieved through student voice & agency, communication with families, shared professional learning with other schools | | | |
| KIS 1.a Curriculum planning and assessment | | Learning, catch-up and extension priority | | | |
| Actions | | At a whole school level we will: Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Embed or professional/team structures to support teacher collaboration and reflection of strengthen teaching practice  Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model, Writer’s workshop) At a classroom level we will: Prioritise curriculum ‘essentials’: mathematics, reading, writing.  Use team planning structures and prioritse time for staff to collaboratively plan units of work with a focus on differentiation At an individual level we will: Establish a small group tutoring programs Plan whole school professional learning on differentiation Prioritise time for teachers to discuss and adapt strategies working for individual students Build staff capacity to understand and implement IEPs Tutor learning Initiative / Hiring of tutors as appropriate | | | |
| Outcomes | | Teachers will confidently and accurately identify student learning needs of their students PCTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently and explicitly implement the school’s instructional model Students will know how lessons are structured and how this supports their learning Teachers will consistently implement the agreed assessment schedule  Teacher will provide regular feedback and monitor student progress using data collation processes developed by the SIT  Students in need of targeted academic support or intervention will be identified and supported Students will know what their next steps are to progress their learning | | | |
| Success Indicators | | Teachers’ formative assessment data and teacher judgement data  Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Documentation and data from formative assessments (Conferencing notes) A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Data collation indicating clearly student progress Data used to identify students for tailored supports  Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Progress against Individual Education Plans | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 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)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Use of data has been used by teachers and ES staff to inform students' understanding. This has been clearly evident in Phonics teaching. Team planning has continued to be utilised by all areas of the school for Literacy and Numeracy. Collaboration between graduate and experienced teachers has strengthened teacher practice across learning teams. Our Instructional Model has continued to be implemented by all classrooms. Graduate teachers have implemented our Instructional Model and have adopted the high impact teaching strategies embedded throughout. Graduate teachers have been given extra release time to conduct learning walks in all curriculum areas. Reading, Writing and Mathematics have been prioritised in classroom planning and the whole school timetable. The TLI has supported student need to provide intervention to students. Our whole school scope and sequence for Literacy and Numeracy has been utilised by all areas of the school.   Evidence has been gathered through the collection and collation of data. Planning documents have been used to monitor the curriculum. Learning Walks have monitored the implementation of our Instructional Model across the school. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | Observations and coaching will be used by leadership in the school to differentiate teacher goals and future growth areas. Mid year data will be utilised during Learning Walks to pinpoint strategies to improve whole class, small group and individual student growth areas. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| Activity 2 | Establish resourcing for individual and tailored support programs | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| Activity 3 | Establish criteria for identifying students requiring individual and tailored support | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| Activity 4 | Establish processes/structures for collecting and monitoring school-wide data | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| Activity 5 | Schedule and organise professional development on instructional practices and teaching and learning. | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| KIS 1.b Health and wellbeing | | Happy, active and healthy kids priority | | | |
| Actions | | Establish a whole school approach to social-emotional learning or belonging and engagement Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts Establish an agreed approach to monitoring and responding to student wellbeing concerns Target counselling for individual students with acute needs (consider resourcing for the wellbeing team)  Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skill | | | |
| Outcomes | | Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers and leaders will integrate social-emotional learning into school practice, policies and programs At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Students will experience more success in classes | | | |
| Success Indicators | | Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher reports of student wellbeing concerns Data used to identify students in need of targeted support | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 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 | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Our school has implemented "The Resilience Project' curriculum as a whole school approach. This has only further complemented our wellbeing and mindfulness approach. Students have been learning about the three pillars of the program which are gratitude, empathy and mindfulness. We have employed a social worker full time to support our wellbeing program. This will ensure that counselling, play therapy and effective case management can be utilised throughout the school.   'The Resilience Project' curriculum notebooks can be used to measure the programs implementation and effectiveness. At risk students have been identified and IEP/behaviour plans have been put in place to support students. Attendance data has been collated to monitor 'at risk' attendance. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | Student surveys can be conducted to review the implementation of 'The Resilience Project' curriculum. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Hold professional learning for teachers implementing The Resillience Project as an approach to wellbeing | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| Activity 2 | Develop curriculum resources (The Resillience Project) which reflect wellbeing and social-emotional learning focus | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| Activity 3 | Provide clarity of roles and responsibility of teachers, education support staff and middle leaders | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 50% |
| KIS 1.c Building communities | | Connected schools priority | | | |
| Actions | | Plan for school facilities and grounds works that will mean every school is a great place to learn  Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy Ensure the benefits of digital learning continue to be available to every student  Ensure that the wider community are involved in learning activities and given opportunities to engage with the school Continue to facilitate learning walks and professional development for other schools that wish to see the workshop model in action | | | |
| Outcomes | | The wider community will feel welcome in the school and regularly use school facilities  Students will feel connected to their school and have positive attitudes to attendance All students will be connected to resources and learning opportunities | | | |
| Success Indicators | | Whole school surveys (SSS, AToSS)  Student perception and survey data Parent Opinion Surveys and staff Opinion Surveys | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 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 | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Other  COVID has affected community use of school facilities. | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Our school has received building works funding of $10,000,000 to upgrade facilities in the school. PLT's have been conducted for teams to collaborate and use data to inform teaching practice. COVID has affected the community involvement for certain activities across the school. The attitudes to school survey has been conducted with students. Our school has showcased student success through our student news videos that are released in the community.   Evidence of this can be measured when student, teacher and parent surveys are returned. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | Analysis of survey responses. Collaborate with businesses in the community to showcase student work. This will allow students to celebrate success and build partnerships in the community. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Invite local community members and leaders to school open days, assemblies, concerts and other school events | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Host learning walks and professional development conversations for other schools | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| Activity 3 | Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |

**Monitoring and Assessment - 2021**

**Term 3 monitoring (optional)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | 2021 Priorities Goal | | | |
| 12 Month Target 1.1 | | 1. Learning catch up & extension - student point of learning will be identified using our assessment schedule, targeted learning programs will be implemented and additional department initiatives utilised.  2. Happy active healthy kids - targeted wellbeing programs will be implemented with a whole school approach 3. Connected schools will be achieved through student voice & agency, communication with families, shared professional learning with other schools | | | |
| KIS 1.a Curriculum planning and assessment | | Learning, catch-up and extension priority | | | |
| Actions | | At a whole school level we will: Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Embed or professional/team structures to support teacher collaboration and reflection of strengthen teaching practice  Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model, Writer’s workshop) At a classroom level we will: Prioritise curriculum ‘essentials’: mathematics, reading, writing.  Use team planning structures and prioritse time for staff to collaboratively plan units of work with a focus on differentiation At an individual level we will: Establish a small group tutoring programs Plan whole school professional learning on differentiation Prioritise time for teachers to discuss and adapt strategies working for individual students Build staff capacity to understand and implement IEPs Tutor learning Initiative / Hiring of tutors as appropriate | | | |
| Outcomes | | Teachers will confidently and accurately identify student learning needs of their students PCTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently and explicitly implement the school’s instructional model Students will know how lessons are structured and how this supports their learning Teachers will consistently implement the agreed assessment schedule  Teacher will provide regular feedback and monitor student progress using data collation processes developed by the SIT  Students in need of targeted academic support or intervention will be identified and supported Students will know what their next steps are to progress their learning | | | |
| Success Indicators | | Teachers’ formative assessment data and teacher judgement data  Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Documentation and data from formative assessments (Conferencing notes) A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Data collation indicating clearly student progress Data used to identify students for tailored supports  Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Progress against Individual Education Plans | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Establish resourcing for individual and tailored support programs | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Schedule and organise professional development on instructional practices and teaching and learning. | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Establish criteria for identifying students requiring individual and tailored support | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Establish processes/structures for collecting and monitoring school-wide data | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Health and wellbeing | | Happy, active and healthy kids priority | | | |
| Actions | | Establish a whole school approach to social-emotional learning or belonging and engagement Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts Establish an agreed approach to monitoring and responding to student wellbeing concerns Target counselling for individual students with acute needs (consider resourcing for the wellbeing team)  Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skill | | | |
| Outcomes | | Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers and leaders will integrate social-emotional learning into school practice, policies and programs At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Students will experience more success in classes | | | |
| Success Indicators | | Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher reports of student wellbeing concerns Data used to identify students in need of targeted support | | | |
| 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 | Provide clarity of roles and responsibility of teachers, education support staff and middle leaders | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Develop curriculum resources (The Resillience Project) which reflect wellbeing and social-emotional learning focus | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Hold professional learning for teachers implementing The Resillience Project as an approach to wellbeing | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| KIS 1.c Building communities | | Connected schools priority | | | |
| Actions | | Plan for school facilities and grounds works that will mean every school is a great place to learn  Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy Ensure the benefits of digital learning continue to be available to every student  Ensure that the wider community are involved in learning activities and given opportunities to engage with the school Continue to facilitate learning walks and professional development for other schools that wish to see the workshop model in action | | | |
| Outcomes | | The wider community will feel welcome in the school and regularly use school facilities  Students will feel connected to their school and have positive attitudes to attendance All students will be connected to resources and learning opportunities | | | |
| Success Indicators | | Whole school surveys (SSS, AToSS)  Student perception and survey data Parent Opinion Surveys and staff Opinion Surveys | | | |
| 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 | Host learning walks and professional development conversations for other schools | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Invite local community members and leaders to school open days, assemblies, concerts and other school events | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2021**

**End-of-year monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | 2021 Priorities Goal | | | |
| 12 Month Target 1.1 | | 1. Learning catch up & extension - student point of learning will be identified using our assessment schedule, targeted learning programs will be implemented and additional department initiatives utilised.  2. Happy active healthy kids - targeted wellbeing programs will be implemented with a whole school approach 3. Connected schools will be achieved through student voice & agency, communication with families, shared professional learning with other schools | | | |
| Has this 12 month target met | | Not Met | | | |
| KIS 1.a Curriculum planning and assessment | | Learning, catch-up and extension priority | | | |
| Actions | | At a whole school level we will: Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support Embed or professional/team structures to support teacher collaboration and reflection of strengthen teaching practice  Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. the instructional model, Writer’s workshop) At a classroom level we will: Prioritise curriculum ‘essentials’: mathematics, reading, writing.  Use team planning structures and prioritse time for staff to collaboratively plan units of work with a focus on differentiation At an individual level we will: Establish a small group tutoring programs Plan whole school professional learning on differentiation Prioritise time for teachers to discuss and adapt strategies working for individual students Build staff capacity to understand and implement IEPs Tutor learning Initiative / Hiring of tutors as appropriate | | | |
| Outcomes | | Teachers will confidently and accurately identify student learning needs of their students PCTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently and explicitly implement the school’s instructional model Students will know how lessons are structured and how this supports their learning Teachers will consistently implement the agreed assessment schedule  Teacher will provide regular feedback and monitor student progress using data collation processes developed by the SIT  Students in need of targeted academic support or intervention will be identified and supported Students will know what their next steps are to progress their learning | | | |
| Success Indicators | | Teachers’ formative assessment data and teacher judgement data  Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Documentation and data from formative assessments (Conferencing notes) A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Data collation indicating clearly student progress Data used to identify students for tailored supports  Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups Progress against Individual Education Plans | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
| Commentary on progress | |  | | | |
| Future planning | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Establish resourcing for individual and tailored support programs | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Schedule and organise professional development on instructional practices and teaching and learning. | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year. | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Establish criteria for identifying students requiring individual and tailored support | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Establish processes/structures for collecting and monitoring school-wide data | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Health and wellbeing | | Happy, active and healthy kids priority | | | |
| Actions | | Establish a whole school approach to social-emotional learning or belonging and engagement Ensure all students can re-engage in all forms of the arts, including music, dance, drama and visual arts Establish an agreed approach to monitoring and responding to student wellbeing concerns Target counselling for individual students with acute needs (consider resourcing for the wellbeing team)  Establish mentoring sessions from positive role models focused on self-awareness, self-management, problem solving and social skill | | | |
| Outcomes | | Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers and leaders will integrate social-emotional learning into school practice, policies and programs At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Students will experience more success in classes | | | |
| Success Indicators | | Students engagement in wellbeing programs (feedback, participation, classroom observations) Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Teacher reports of student wellbeing concerns Data used to identify students in need of targeted support | | | |
| 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 | Provide clarity of roles and responsibility of teachers, education support staff and middle leaders | | 🗹 Leadership Team | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Develop curriculum resources (The Resillience Project) which reflect wellbeing and social-emotional learning focus | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Hold professional learning for teachers implementing The Resillience Project as an approach to wellbeing | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| KIS 1.c Building communities | | Connected schools priority | | | |
| Actions | | Plan for school facilities and grounds works that will mean every school is a great place to learn  Engage in PLCs/PLTs to foster collaboration, build collective efficacy and build digital learning pedagogy Ensure the benefits of digital learning continue to be available to every student  Ensure that the wider community are involved in learning activities and given opportunities to engage with the school Continue to facilitate learning walks and professional development for other schools that wish to see the workshop model in action | | | |
| Outcomes | | The wider community will feel welcome in the school and regularly use school facilities  Students will feel connected to their school and have positive attitudes to attendance All students will be connected to resources and learning opportunities | | | |
| Success Indicators | | Whole school surveys (SSS, AToSS)  Student perception and survey data Parent Opinion Surveys and staff Opinion Surveys | | | |
| 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 | Host learning walks and professional development conversations for other schools | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Invite local community members and leaders to school open days, assemblies, concerts and other school events | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Routinely prioritise time in staff meetings to review engagement data and identify students and parents/carers/kin at risk of disengagement | | 🗹 All Staff  🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |

**Monitoring and Self-assessment - 2021**

SEIL Feedback

|  |
| --- |
| **Submitted Feedback** |
| Mid-year monitoring reflects the school is on track to achieve 2021 goals and priorities. Phonics implementation across the school has been a key focus that was identified based on NAPLAN data and low literacy levels upon student entry to school. This work has been incorporated into the second work time of the literacy Instructional model, supporting the ongoing implementation of consistent literacy and numeracy practices. A Phonic scope and sequence has been developed and implemented. Revision of data collection across the school and subsequent data creation of a digital data wall has occurred, with data being monitored and celebrated at SIT meetings and with staff. Effective teacher instruction and building of teacher capacity is developed through daily LWs, coaching, teaching team moderation of student work and use of data to inform planning. Resilience Project has been another key focus to support the wellbeing of students, with the employment of a fulltime social worker and promotion of 'Gratitude, Empathy and Mindfulness' being a priority. Future areas of focus include: - Use of data to identify and track student growth, differentiating instruction - Reflection on implementation of phonics instruction - More refined use of data gathered to inform instruction and LW focus - Revision of effect of resilience project  **Submitted by Trent McCrae (SEIL) on 02 August, 2021 at 02:55 PM** |