Monitoring and assessment - 2023

Toolangi Primary School (3237)

Submitted for review by Sally Herbert (School Principal) on 20 December, 2022 at 02:31 PM
Endorsed by Mary Azer (Senior Education Improvement Leader) on 09 January, 2023 at 11:38 AM
Endorsed by Rachael Dunkley (School Council President) on 08 May, 2023 at 08:10 AM
Term 2 Monitoring submitted by Sally Herbert (School Principal) on 11 September, 2023 at 12:22 PM

Term 4 Monitoring submitted by Sally Herbert (School Principal) on 06 November, 2023 at 05:18 PM

Monitoring and assessment - 2023

Term 1 monitoring (optional)

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	To increase the number of students achieving above expected growth in number and algebra and reading and viewing from 8% to 12%. By end of 2023, 70% of students will meet IEP reading goals up from 56% By end of 2023, 50% of students to meet IEP numeracy goals up from 13%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* Build staff capacity in assessment and differentiation in reading and numeracy in to order to identify and meet student's individual learning needs * Establish PLT structures to support teacher collaboration and strengthen teacher practice in the areas of reading and numeracy
Delivery of the annual actions for this KIS	
Outcomes	Teachers will: * Engage in professional learning focusing on formative assessment strategies including PAT, EOI, MOI and Benchmarking * Commit to implementing the TPS teaching and learning model with a focus on the gradual release of responsibility * Use PLC framework to engage in reflective practice to plan and evaluate teaching and learning * Identify students in need of targeted numeracy and reading academic support or intervention * Use diagnostic assessment data to identify student learning needs in reading and numeracy

	* Develop individual student achievement trackers using the 'I can statements' in reading and viewing and mathematics * Consistently implement the agreed assessment schedule * Explore essential assessments as a useful resource to monitor student achievement Tutors will: * Work with individual and cohorts of students requiring additional support in the reading and numeracy * Collaborate with classroom teacher to share data, observations and achievements * Implement learning sprints in mathematics using PLC framework * Communicate with parents through SSG meetings * Enable opportunities for student feedback within tutoring sessions Students will: * Know what their next steps are to progress their learning * Engage in targeted feedback sessions to discuss their learning progress * Report higher levels of confidence with reading and numeracy skills
Success indicators	Early Indicators * Assessment data at PLC meetings * Professional learning by teaching staff in assessments and data literacy * Documentation and post test data from formative assessments including PAT, EOI and MOI data * Curriculum documents clearly showing differentiation and evidence of student learning at different levels Late indicators * Assessment schedule (12 month completion) * Semester 2 teacher judgements * NAPLAN data in reading and numeracy
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Establish a process for collecting and monitoring school wide data (EOI, MOI, PAT, pre and post tests)	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Review and update the current assessment schedule	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 1	0%
Activity 3	Develop student achievement trackers for every child in the areas of numeracy and reading	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	0%
Activity 4	Implement PLC professional learning for teaching staff (x2) with a focus on using data to inform teaching Informal PLC training supported by Principal and EIL	☑ Principal	from: Term 1 to: Term 4	0%
Activity 5	Schedule and organise professional learning on formative assessment (including essential assessment) and collecting, analysing, responding to and monitoring data throughout the year	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Build teacher capacity to differentiate teaching and learning in reading and numeracy and expand curriculum knowledge in developing student learning pathways i.e knowing the next steps in the learning sequence	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	0%

Activity 7	Establish processes and protocols for regular moderation of students work within junior and senior classes	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Develop a whole school understanding of what student voice, agency and leadership looks like * Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs			
Delivery of the annual actions for this KIS				
Outcomes	Teachers will: * Engage in professional learning focusing on student voice and agency * Ensure all students have a current IEP with SMART goals for reading, writing and mathematics * Co-design student IEPs with both students to further enhance student agency * Implement regular student led conferences to discuss learning progress and goal attainment in IEPs * Provide targeted academic support to student through numeracy and reading goals in IEPs * Make IEPs more visible for students, school staff and parents * Engage in regular professional learning focusing on writing authentic and personalised IEPs * Conduct termly SSG meetings with parents Tutors will: * establish intervention tutoring programs for targeted students * collaborate with teachers to ensure consistency with goal setting, teaching strategies and assessment tasks * provide regular feedback to students and parents through regular SSG meetings * provide high level instruction based at the point of needs for individual students and groups within the tutor program * ensure detailed documentation of curriculum planning and student progress Students will: * receive increased opportunities to demonstrate student voice and agency * collaborate with teachers and tutors to ensure positive input in their IEPs with a focus on providing student feedback * participate in student led conferences * report higher levels of confidence with reading and numeracy skills			

	* receive support to work at point of need * develop an increased knowledge and understanding of their learning goals
Success indicators	Early indicators * Student led conferences documentation and evidence * Student feedback on use of classroom strategies and learning preferences * Data walls clearly indicating student progress * IEP goals and goal tracker visible to students * Evidence of communication with parents and students relating to student led conferences and SSG meetings * Progress recorded against IEP goals * School based student perception and survey data * Classroom observations and learning walks with other schools demonstrating use of strategies from professional learning Late indicators * Semester 2 teacher judgements * Attitudes to School survey * IEP data wall relating to goal attainment
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Schedule and organise professional learning on student voice and agency commencing with AMPLIFY	☑ All staff	from: Term 1 to: Term 4	0%

Activity 2	Schedule student led conferences to enable student feedback in relation to IEPs, learning strategies and assessment	☑ Teacher(s) ☑ Principal ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	Establish student focus groups to promote student voice and seek feedback about school improvement in relation to positive health and wellbeing	☑ Principal ☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 4	Implement PIVOT a student perception survey on Teaching effectiveness with a focus on student voice and agency	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Implement the Respectful Relationship curriculum	☑ Principal ☑ Respectful relationships implementation team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Target counselling for at risk students to participate in a range of Tier 2 interventions and programs	☑ Allied health ☑ Student wellbeing co-ordinator ☑ Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and assessment - 2023

Mid-year monitoring

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	To increase the number of students achieving above expected growth in number and algebra and reading and viewing from 8% to 12%. By end of 2023, 70% of students will meet IEP reading goals up from 56% By end of 2023, 50% of students to meet IEP numeracy goals up from 13%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* Build staff capacity in assessment and differentiation in reading and numeracy in to order to identify and meet student's individual learning needs * Establish PLT structures to support teacher collaboration and strengthen teacher practice in the areas of reading and numeracy
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Teachers will: * Engage in professional learning focusing on formative assessment strategies including PAT, EOI, MOI and Benchmarking * Commit to implementing the TPS teaching and learning model with a focus on the gradual release of responsibility * Use PLC framework to engage in reflective practice to plan and evaluate teaching and learning * Identify students in need of targeted numeracy and reading academic support or intervention * Use diagnostic assessment data to identify student learning needs in reading and numeracy

	* Develop individual student achievement trackers using the 'I can statements' in reading and viewing and mathematics * Consistently implement the agreed assessment schedule * Explore essential assessments as a useful resource to monitor student achievement Tutors will: * Work with individual and cohorts of students requiring additional support in the reading and numeracy * Collaborate with classroom teacher to share data, observations and achievements * Implement learning sprints in mathematics using PLC framework * Communicate with parents through SSG meetings * Enable opportunities for student feedback within tutoring sessions Students will: * Know what their next steps are to progress their learning * Engage in targeted feedback sessions to discuss their learning progress * Report higher levels of confidence with reading and numeracy skills
Success indicators	Early Indicators * Assessment data at PLC meetings * Professional learning by teaching staff in assessments and data literacy * Documentation and post test data from formative assessments including PAT, EOI and MOI data * Curriculum documents clearly showing differentiation and evidence of student learning at different levels Late indicators * Assessment schedule (12 month completion) * Semester 2 teacher judgements * NAPLAN data in reading and numeracy
Enablers • What enablers are supporting the delivery of this KIS?	☑ Sufficient budget ☑ School review has refocussed directions for the school ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change
Barriers	☑ Time constraints i.e., not enough time allocated

• What barriers are impeding the delivery of this KIS?	☑ Key improvement strategies' focus too broad / too ambitious
Commentary on progress • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	Students have been supported to extend their learning with a focus on numeracy in the following ways: * Strengthening staff capacity in teaching numeracy by attending network professional learning including: - Teaching staff attending a writing moderation session at Healesville PS (network initiative) - Attendance at network curriculum day - Rob Vingerhoets (Maths consultant) Hands on ideas for teaching maths * Continuation of 'learning sprints' in mathematics in tutor learning sessions * Attendance by principal at the Education State Principal conference workshop entitled Leading numeracy improvement through a small school Professional learning Community. * Inclusion of maths goals in student IEPs resulting from pre and post testing using Essential Assessments * Implementation of the English Online Interview (Foundation and Yr 1) and Maths online interview (Foundation) to inform teacher practice and curriculum planning * Completion of SSG meetings for all students in Term 1 and Term 2 * Up levelling of curriculum planning documents including weekly work programs to demonstrate differentiation in reading and numeracy * Development of a F & P data wall in reading to clearly indicate student's reading levels and progress through the year
Future planning • *What action will be taken next?* • *What support is required?* • *What adjustments or additions will you make to your AIP to document these next steps?*	Throughout Semester 2 the following actions will be prioritized: * Continue exploring essential assessments with a focus on pre and post testing and using learning experiences within the 'My Numeracy' function of the program * Undertake professional learning in using the Essential Assessments 'My Literacy' component to provide differentiated and personalised curriculum and learning experiences for all students. * Continue using Essential assessments to develop personalised learning goals for every child in Numeracy and Literacy based on the 'I can' statements. * Provide increased opportunities for student feedback relating to learning goals and document this feedback. * Implement regular data conversations with teaching staff in relation to IEP numeracy goals and pre and post testing using Essential Assessments * Audit curriculum planning documents and weekly work programs to ensure alignment with planners and scope and sequence charts * Audit curriculum planning documents to check for evidence of differentiation of student cohorts in numeracy

	* Conduct more frequent data conversations with tutor to track student growth in learning sprints, diagnose misconceptions in maths and provide intervention and extension as required
OPTIONAL: Upload evidence	1. 2023Fountas and Pinnell Reading - Data wall - TPS.xlsx - Junior class.pdf (0.06 MB) 2. 2023Fountas and Pinnell Reading - Data wall - TPS.xlsx - Senior class .pdf (0.06 MB) 3. Jarvis IEP Term 1_2 2023 F.pdf (0.45 MB) 4. Measurement and Geometry data wall June 2023.pdf (0.04 MB) 5. Number and Algebra Datawall - June 2023.pdf (0.04 MB) 6. Stats and Prob data wall - senior class 2023.pdf (0.04 MB) 7. Wk 3 T2 Senior class.pdf (0.10 MB) 8. Wk 3 Tm 2 Junior class.pdf (0.21 MB) 9. _Olivia ILP 2023.pdf (0.55 MB)

Activities	Activity	Who	When	Percentage complete
Activity 1	Establish a process for collecting and monitoring school wide data (EOI, MOI, PAT, pre and post tests)	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	75%
Activity 2	Review and update the current assessment schedule	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 1	50%
Activity 3	Develop student achievement trackers for every child in the areas of numeracy and reading	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	50%
Activity 4	Implement PLC professional learning for teaching staff (x2) with a focus on using data to inform teaching	☑ Principal	from: Term 1	25%

	Informal PLC training supported by Principal and EIL		to: Term 4	
Activity 5	Schedule and organise professional learning on formative assessment (including essential assessment) and collecting, analysing, responding to and monitoring data throughout the year	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	Build teacher capacity to differentiate teaching and learning in reading and numeracy and expand curriculum knowledge in developing student learning pathways i.e knowing the next steps in the learning sequence	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Establish processes and protocols for regular moderation of students work within junior and senior classes	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	50%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Develop a whole school understanding of what student voice, agency and leadership looks like * Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	Teachers will: * Engage in professional learning focusing on student voice and agency * Ensure all students have a current IEP with SMART goals for reading, writing and mathematics * Co-design student IEPs with both students to further enhance student agency * Implement regular student led conferences to discuss learning progress and goal attainment in IEPs * Provide targeted academic support to student through numeracy and reading goals in IEPs			

	* Make IEPs more visible for students, school staff and parents * Engage in regular professional learning focusing on writing authentic and personalised IEPs * Conduct termly SSG meetings with parents Tutors will: * establish intervention tutoring programs for targeted students * collaborate with teachers to ensure consistency with goal setting, teaching strategies and assessment tasks * provide regular feedback to students and parents through regular SSG meetings * provide high level instruction based at the point of needs for individual students and groups within the tutor program * ensure detailed documentation of curriculum planning and student progress Students will: * receive increased opportunities to demonstrate student voice and agency * collaborate with teachers and tutors to ensure positive input in their IEPs with a focus on providing student feedback * participate in student led conferences * report higher levels of confidence with reading and numeracy skills * receive support to work at point of need * develop an increased knowledge and understanding of their learning goals
Success indicators	Early indicators * Student led conferences documentation and evidence * Student feedback on use of classroom strategies and learning preferences * Data walls clearly indicating student progress * IEP goals and goal tracker visible to students * Evidence of communication with parents and students relating to student led conferences and SSG meetings * Progress recorded against IEP goals * School based student perception and survey data * Classroom observations and learning walks with other schools demonstrating use of strategies from professional learning Late indicators * Semester 2 teacher judgements * Attitudes to School survey * IEP data wall relating to goal attainment
Enablers	☑ Key improvement strategies are able to be implemented ☑ School review has refocussed directions for the school

• What enablers are supporting the delivery of this KIS?	☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change
Barriers • What barriers are impeding the delivery of this KIS?	☑ Time constraints i.e., not enough time allocated
Commentary on progress • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	To support student's wellbeing and mental health the following resources and strategies have been employed: * Individual Education plans for each child that included co-created goals between teachers and students * Increased student feedback sessions to enable students to inform teachers of their learning progress, preferred style of learning and their challenges and concerns with new concepts. * Providing a greater number of students with targeted learning through the tutor learning program and learning sprints in mathematics * Increased opportunity for feedback sessions between teachers and students to discuss assessment tasks and goal attainment in IEPs. * Increased opportunity for parents to discuss academic and social development/concerns with teachers through termly SSG meetings. * Greater awareness of student learning goals through the use of essential assessment including an increased knowledge of the learning path at the level below and above for both students and teachers * Increased visibility of student goals by ensuring they are regularly referred to, easily accessible in the classroom and sent home to parents. * Implementation of 'brain breaks', use of cooperative learning strategies and using an inquiry approach to learning with elements of student choice to maintain student engagement in literacy and numeracy. * Implementation of the Attitudes to School Survey (ATToSS) and PIVOT survey to gather data relating to student perceptions to their learning experiences and school in general. * Unpacking ATToSS and PIVOT data with staff, students and parents to inform future planning in relation to students perceptions and attitudes to school. * Implementation of the Respectful Relationships framework with a focus on Topic 2: Personal Strengths * Assignment of Respectful Relationships Team Leader - Sophie Fothergill

	* Provide staff professional learning through attendance at Day 1 Resilience, Rights, and Respectful Relationships at Croyden Hills Primary School
Future planning • *What action will be taken next?* • *What support is required?* • *What adjustments or additions will you make to your AIP to document these next steps?*	Throughout Semester 2 the following actions will be prioritized: * Further staff professional learning in the Resilience, Rights, and Respectful Relationships framework * Organise a parent information session/workshop to increase parent awareness of the Resilience, Rights, and Respectful Relationships framework * Provide additional opportunities for student feedback session in relation to learning styles and learning progress * Build staff capability in understanding authentic student voice and agency through the Amplify document and visiting other small schools to observe more effective ways to incorporate student voice and agency * Analyse PIVOT data and record benchmark data with a view to implement the survey again in Semester 2.
OPTIONAL: Upload evidence	1. PIVOT survey data summary 2023.pdf (1.37 MB)

Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Schedule and organise professional learning on student voice and agency commencing with AMPLIFY	☑ All staff	from: Term 1 to: Term 4	25%
Activity 2	Schedule student led conferences to enable student feedback in relation to IEPs, learning strategies and assessment	☑ Teacher(s) ☑ Principal ☑ Student(s)	from: Term 1 to: Term 4	50%
Activity 3	Establish student focus groups to promote student voice and seek	☑ Principal ☑ Teacher(s)	from: Term 1	50%

	feedback about school improvement in relation to positive health and wellbeing	☑ Student(s)	to: Term 4	
Activity 4	Implement PIVOT a student perception survey on Teaching effectiveness with a focus on student voice and agency	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	100%
Activity 5	Implement the Respectful Relationship curriculum	☑ Principal ☑ Respectful relationships implementation team ☑ Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	Target counselling for at risk students to participate in a range of Tier 2 interventions and programs	☑ Allied health ☑ Student wellbeing co-ordinator ☑ Teacher(s)	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2023

Term 3 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	To increase the number of students achieving above expected growth in number and algebra and reading and viewing from 8% to 12%. By end of 2023, 70% of students will meet IEP reading goals up from 56% By end of 2023, 50% of students to meet IEP numeracy goals up from 13%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* Build staff capacity in assessment and differentiation in reading and numeracy in to order to identify and meet student's individual learning needs * Establish PLT structures to support teacher collaboration and strengthen teacher practice in the areas of reading and numeracy
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Teachers will: * Engage in professional learning focusing on formative assessment strategies including PAT, EOI, MOI and Benchmarking * Commit to implementing the TPS teaching and learning model with a focus on the gradual release of responsibility * Use PLC framework to engage in reflective practice to plan and evaluate teaching and learning * Identify students in need of targeted numeracy and reading academic support or intervention * Use diagnostic assessment data to identify student learning needs in reading and numeracy

	* Develop individual student achievement trackers using the 'I can statements' in reading and viewing and mathematics * Consistently implement the agreed assessment schedule * Explore essential assessments as a useful resource to monitor student achievement Tutors will: * Work with individual and cohorts of students requiring additional support in the reading and numeracy * Collaborate with classroom teacher to share data, observations and achievements * Implement learning sprints in mathematics using PLC framework * Communicate with parents through SSG meetings * Enable opportunities for student feedback within tutoring sessions Students will: * Know what their next steps are to progress their learning * Engage in targeted feedback sessions to discuss their learning progress * Report higher levels of confidence with reading and numeracy skills
Success indicators	Early Indicators * Assessment data at PLC meetings * Professional learning by teaching staff in assessments and data literacy * Documentation and post test data from formative assessments including PAT, EOI and MOI data * Curriculum documents clearly showing differentiation and evidence of student learning at different levels Late indicators * Assessment schedule (12 month completion) * Semester 2 teacher judgements * NAPLAN data in reading and numeracy
Enablers • What enablers are supporting the delivery of this KIS?	
Barriers	

• What barriers are impeding the delivery of this KIS?	
Commentary on progress • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	
Future planning • *What action will be taken next?* • *What support is required?* • *What adjustments or additions will you make to your AIP to document these next steps?*	

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Establish a process for collecting and monitoring school wide data (EOI, MOI, PAT, pre and post tests)	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	75%
Activity 2	Review and update the current assessment schedule	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 1	50%
Activity 3	Develop student achievement trackers for every child in the areas of numeracy and reading	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	50%
Activity 4	Implement PLC professional learning for teaching staff (x2) with a focus on using data to inform teaching Informal PLC training supported by Principal and EIL	☑ Principal	from: Term 1 to: Term 4	25%
Activity 5	Schedule and organise professional learning on formative assessment (including essential assessment) and collecting, analysing, responding to and monitoring data throughout the year	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	50%

Activity 6	Build teacher capacity to differentiate teaching and learning in reading and numeracy and expand curriculum knowledge in developing student learning pathways i.e knowing the next steps in the learning sequence	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Establish processes and protocols for regular moderation of students work within junior and senior classes	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	50%

KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	* Develop a whole school understanding of what student voice, agency and leadership looks like * Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Teachers will: * Engage in professional learning focusing on student voice and agency * Ensure all students have a current IEP with SMART goals for reading, writing and mathematics * Co-design student IEPs with both students to further enhance student agency * Implement regular student led conferences to discuss learning progress and goal attainment in IEPs * Provide targeted academic support to student through numeracy and reading goals in IEPs * Make IEPs more visible for students, school staff and parents * Engage in regular professional learning focusing on writing authentic and personalised IEPs * Conduct termly SSG meetings with parents Tutors will: * establish intervention tutoring programs for targeted students * collaborate with teachers to ensure consistency with goal setting, teaching strategies and assessment tasks * provide regular feedback to students and parents through regular SSG meetings * provide high level instruction based at the point of needs for individual students and groups within the tutor program

	* ensure detailed documentation of curriculum planning and student progress Students will: * receive increased opportunities to demonstrate student voice and agency * collaborate with teachers and tutors to ensure positive input in their IEPs with a focus on providing student feedback * participate in student led conferences * report higher levels of confidence with reading and numeracy skills * receive support to work at point of need * develop an increased knowledge and understanding of their learning goals
Success indicators	Early indicators * Student led conferences documentation and evidence * Student feedback on use of classroom strategies and learning preferences * Data walls clearly indicating student progress * IEP goals and goal tracker visible to students * Evidence of communication with parents and students relating to student led conferences and SSG meetings * Progress recorded against IEP goals * School based student perception and survey data * Classroom observations and learning walks with other schools demonstrating use of strategies from professional learning Late indicators * Semester 2 teacher judgements * Attitudes to School survey * IEP data wall relating to goal attainment
Enablers What enablers are supporting the delivery of this KIS?	
Barriers What barriers are impeding the delivery of this KIS?	

Commentary on progress • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	
Future planning • *What action will be taken next?* • *What support is required?* • *What adjustments or additions will you make to your AIP to document these next steps?*	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Schedule and organise professional learning on student voice and agency commencing with AMPLIFY	☑ All staff	from: Term 1 to: Term 4	25%
Activity 2	Schedule student led conferences to enable student feedback in relation to IEPs, learning strategies and assessment	☑ Teacher(s) ☑ Principal ☑ Student(s)	from: Term 1 to: Term 4	50%
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Activity 4	Implement PIVOT a student perception survey on Teaching effectiveness with a focus on student voice and agency	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	100%
Activity 5	Implement the Respectful Relationship curriculum	☑ Principal ☑ Respectful relationships implementation team ☑ Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	Target counselling for at risk students to participate in a range of Tier 2 interventions and programs	☑ Allied health ☑ Student wellbeing co-ordinator ☑ Teacher(s)	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2023

End-of-year monitoring

Goal 1	**2023 Priorities Goal** In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	To increase the number of students achieving above expected growth in number and algebra and reading and viewing from 8% to 12%. By end of 2023, 70% of students will meet IEP reading goals up from 56% By end of 2023, 50% of students to meet IEP numeracy goals up from 13%
Has this 12-month target been met	Met
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	* Build staff capacity in assessment and differentiation in reading and numeracy in to order to identify and meet student's individual learning needs * Establish PLT structures to support teacher collaboration and strengthen teacher practice in the areas of reading and numeracy
Delivery of the annual actions for this KIS	Completed
Outcomes	Teachers will: * Engage in professional learning focusing on formative assessment strategies including PAT, EOI, MOI and Benchmarking * Commit to implementing the TPS teaching and learning model with a focus on the gradual release of responsibility

	* Use PLC framework to engage in reflective practice to plan and evaluate teaching and learning * Identify students in need of targeted numeracy and reading academic support or intervention * Use diagnostic assessment data to identify student learning needs in reading and numeracy * Develop individual student achievement trackers using the 'I can statements' in reading and viewing and mathematics * Consistently implement the agreed assessment schedule * Explore essential assessments as a useful resource to monitor student achievement Tutors will: * Work with individual and cohorts of students requiring additional support in the reading and numeracy * Collaborate with classroom teacher to share data, observations and achievements * Implement learning sprints in mathematics using PLC framework * Communicate with parents through SSG meetings * Enable opportunities for student feedback within tutoring sessions Students will: * Know what their next steps are to progress their learning * Engage in targeted feedback sessions to discuss their learning progress * Report higher levels of confidence with reading and numeracy skills
Success indicators	Early Indicators * Assessment data at PLC meetings * Professional learning by teaching staff in assessments and data literacy * Documentation and post test data from formative assessments including PAT, EOI and MOI data * Curriculum documents clearly showing differentiation and evidence of student learning at different levels Late indicators * Assessment schedule (12 month completion) * Semester 2 teacher judgements * NAPLAN data in reading and numeracy
Reflection on progress	The 12 month target for Goal 1 was to: Increase the number of students achieving above expected growth in number and algebra and reading and viewing from 8% to 12%. By end of 2023, 70% of students will meet IEP reading goals up from 56% By end of 2023, 50% of students to meet IEP numeracy goals up from 13% Results:

	95% of students reached their IEP reading goals based on current IEP data. The reasons for this increase in student reading outcomes is due to the following: - development of more explicit and achievable (SMART) student goals in IEPs - increased use of benchmarking and running records to monitor student progress - implementation of higher level differentiation strategies to support individual learning - implementation of 'learning sprints' in the junior class focusing on reading and comprehension - prioritising the whole school approach to phonics using Soundwaves spelling - increased teacher PL focusing on teaching and learning, including the use of 'HITS' (in particular: explicit teaching, differentiated teaching, feedback and structuring lessons) - increased application of the TPS teaching and learning model, highlighting teachers use of the gradual release of responsibility. The reasons for this increase in student maths outcomes is due to the following: - effective Implementation of Essential Assessments in maths - increased student feedback and goal setting relating to individual progress - authentic and 'up to date' monitoring of student achievements in maths learning sprints - increased teacher effectiveness in teaching to the students 'point of need' - supported curriculum planning and implementation with a focus on differentiation - co creation of SMART student goals using the ' I can statements' Our junior, senior class teacher and tutor have embraced the 'learning sprints' approach to literacy and numeracy as part of the PLC approach. There is a great deal more learning and experience required, however staff have felt more empowered and supported to plan and teach multi age classes and are more knowledgeable regarding their student's growth. A key improvement strategy of this AIP was to implement individual student achievement trackers. This task has proved very onerous and unnecessary due to the implementation of Essential Assessments (EA). EA provides reading and maths data walls that track student goal achievement. Individual student achievement trackers are not required and were creating unnecessary time and effort for teachers.
Enablers • What enablers are supporting/supported 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			
Barriers • What barriers are impeding/impeded the delivery of this KIS?	☑ Time constraints i.e., not enough time allocated			
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Establish a process for collecting and monitoring school wide data (EOI, MOI, PAT, pre and post tests)	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	100%
Activity 2	Review and update the current assessment schedule	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 1	75%
Activity 3	Develop student achievement trackers for every child in the areas of numeracy and reading	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 2	50%
Activity 4	Implement PLC professional learning for teaching staff (x2) with a focus on using	☑ Principal	from: Term 1	75%

	data to inform teaching Informal PLC training supported by Principal and EIL		to: Term 4	
Activity 5	Schedule and organise professional learning on formative assessment (including essential assessment) and collecting, analysing, responding to and monitoring data throughout the year	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	100%
Activity 6	Build teacher capacity to differentiate teaching and learning in reading and numeracy and expand curriculum knowledge in developing student learning pathways i.e knowing the next steps in the learning sequence	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	75%
Activity 7	Establish processes and protocols for regular moderation of students work within junior and senior classes	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	75%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	* Develop a whole school understanding of what student voice, agency and leadership looks like * Develop tiered systems of support that enable teachers to identify and respond to students' individual learning needs			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	Teachers will: * Engage in professional learning focusing on student voice and agency * Ensure all students have a current IEP with SMART goals for reading, writing and mathematics * Co-design student IEPs with both students to further enhance student agency * Implement regular student led conferences to discuss learning progress and goal attainment in IEPs			

	* Provide targeted academic support to student through numeracy and reading goals in IEPs * Make IEPs more visible for students, school staff and parents * Engage in regular professional learning focusing on writing authentic and personalised IEPs * Conduct termly SSG meetings with parents Tutors will: * establish intervention tutoring programs for targeted students * collaborate with teachers to ensure consistency with goal setting, teaching strategies and assessment tasks * provide regular feedback to students and parents through regular SSG meetings * provide high level instruction based at the point of needs for individual students and groups within the tutor program * ensure detailed documentation of curriculum planning and student progress Students will: * receive increased opportunities to demonstrate student voice and agency * collaborate with teachers and tutors to ensure positive input in their IEPs with a focus on providing student feedback * participate in student led conferences * report higher levels of confidence with reading and numeracy skills * receive support to work at point of need * develop an increased knowledge and understanding of their learning goals
Success indicators	Early indicators * Student led conferences documentation and evidence * Student feedback on use of classroom strategies and learning preferences * Data walls clearly indicating student progress * IEP goals and goal tracker visible to students * Evidence of communication with parents and students relating to student led conferences and SSG meetings * Progress recorded against IEP goals * School based student perception and survey data * Classroom observations and learning walks with other schools demonstrating use of strategies from professional learning Late indicators * Semester 2 teacher judgements * Attitudes to School survey * IEP data wall relating to goal attainment
Reflection on progress	In response to the student voice and agency action the following success indicators and subsequent changes occurred: * IEPs have developed into more rigorous, action oriented and working documents

	* IEPs are regularly referred to in SSG meetings and learning goals monitored and tracked * SSG meetings held 3x per year and as required for individual students * Tutor program has co constructed and aligned student learning goals with IEPs * PLC approach is implemented in both tutor learning program and across junior and senior school * PIVOT survey has been implemented twice during the year to gather pre and post data relating to student wellbeing and perceptions of school * Data walls have been created to track progress in reading and numeracy with the implementation of EA * Student feedback has been uplevelled as a result of students attending SSG meeting and discussing pre and post test data during each 'learning sprint' As a result of these actions, teaching staff have increased their ability to identify and respond to students' individual learning needs. They have increased confidence and skills, a wider variety of assessment tools to plan, moderate, differentiate and provide learning at the point of need for their students. The following actions were not fully completed due to time constraints and will be a focus in our 2024 AIP. * Conducting learning walks and classroom observations within our own school and similar network schools * Uplevelling student feedback sessions focusing on classroom strategies and learning preferences * Increasing opportunities for student voice and agency including additional PL for teachers * Developing time efficient and explicit strategies to document and manage an IEP for every child in their class
Enablers • What enablers are supporting/supported the delivery of this KIS?	☑ Sufficient budget ☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ☑ Key improvement strategies are able to be implemented ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change
Barriers • What barriers are impeding/impeded the delivery of this KIS?	☑ Time constraints i.e., not enough time allocated ☑ Key improvement strategies' focus too broad / too ambitious

OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Schedule and organise professional learning on student voice and agency commencing with AMPLIFY	☑ All staff	from: Term 1 to: Term 4	50%
Activity 2	Schedule student led conferences to enable student feedback in relation to IEPs, learning strategies and assessment	☑ Teacher(s) ☑ Principal ☑ Student(s)	from: Term 1 to: Term 4	75%
Activity 3	Establish student focus groups to promote student voice and seek feedback about school improvement in relation to positive health and wellbeing	☑ Principal ☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	75%
Activity 4	Implement PIVOT a student perception survey on Teaching effectiveness with a focus on student voice and agency	☑ Principal ☑ Teacher(s)	from: Term 1 to: Term 4	100%
Activity 5	Implement the Respectful Relationship curriculum	☑ Principal ☑ Respectful relationships implementation team ☑ Teacher(s)	from: Term 1 to: Term 4	75%
Activity 6	Target counselling for at risk students to participate in a range of Tier 2 interventions and programs	☑ Allied health ☑ Student wellbeing co-ordinator	from: Term 1	75%

		☑ Teacher(s)	to: Term 4	

Future planning	In 2024 the following actions will be prioritised: * Consolidating the whole school approach to the Resilient, Rights and Respectful Relationship Curriculum * Uplevelling the rigour and authenticity of IEPs for every child * Strengthening student voice and agency through increased student feedback * Monitoring and improving student attendance * Improving teacher's capacity to curriculum plan and assess with a focus on differentiation * Strengthening the PLC framework as a whole school approach, including the tutor learning program

Monitoring and Self-assessment - 2023

SEIL Feedback