

Monitoring and Assessment - 2023

Antonio Park Primary School (4844)



Submitted for review by Carly Jones (School Principal) on 21 February, 2023 at 03:32 PM

Endorsed by Richard Lambert (Senior Education Improvement Leader) on 27 February, 2023 at 10:22 AM

Endorsed by Michael Ewison (School Council President) on 06 April, 2023 at 04:23 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	<p>LEARNING- NUMERACY To increase NAPLAN Benchmark Growth at or above -Yr. 3 to 5 Females from 73% (2019) to 80%. To increase teacher judgements in Number & Algebra P to 6- Above expected level from 55% 2020 to 60% .</p> <p>LEARNING- LITERACY To increase NAPLAN Benchmark Growth -Yr. 3 to 5 in Writing at or above benchmark growth from 72% (2019) to 80%. To increase Yr. 3 to 5 Writing at or above benchmark growth two year moving average Males from 65% to 75% (2018/19) Females from 80% to 85%. (2018/19).</p> <p>WELLBEING To improve Student Motivation and interest from 76% to 85%. To Improve student sense of confidence from 77% 2020 to 85%. To improve attendance rates of students, particularly students classified as vulnerable or who identify as indigenous from 65% to 75%.</p>
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	<ul style="list-style-type: none"> - Strengthen our PLC structures and documentation, to support collaboration and reflection that enhance teaching practice and improve data literacy. - Collaborate with the Area Link Schools and School Improvement Workforce to monitor and support PLC implementation across the area (as PLC link school) - Utilise PLCs and targeted professional learning in evidence- based approaches to support students in Numeracy (Numeracy Big Ideas- Trust the count, Place Value, Multiplicative Thinking, Equi-partitioning). - Utilise PLCs and targeted professional learning in evidence- based approaches to support teachers capacity when teaching Spelling.

<p>Outcomes</p>	<p>Whole School level:</p> <ul style="list-style-type: none"> - Staff have a clear, shared understandings of key approaches and actively contribute to our learning programs. - PLC's will continue to engage in our inquiry cycle and will collaboratively evaluate, plan and assess high quality lessons. - Teachers will confidently and accurately identify student learning and wellbeing needs of all their students. <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers will cater to individual learning needs of all their students by delivering high quality, differentiated learning tasks. - Teachers will provide regular feedback and monitor student progress using goal setting and conferencing. - Students will feel supported and engaged in classrooms and actively contribute to learning programs. <p>Individual and small group:</p> <ul style="list-style-type: none"> - The School Improvement Team will meet regular to monitor the consistency of approaches in classrooms. - Learning Specialists will mentor individual teachers and attend PLC's to develop capacity in Literacy and Numeracy. - The PLC link leader will establish clear and consistent systems, protocols and documentation for PLCs and will share this success at a system level. - The Tutor Learning Initiative will provide targeted academic support to identified students and have close connections to classrooms.
<p>Success Indicators</p>	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Consistency of PLC practice across the school, aligned with the PLC inquiry model. - Consistent understanding and application of the instructional models for Numeracy and English. - Evidence of a clear relationship between data analysis and lesson planning. <p>Classroom - Early Indicators</p> <ul style="list-style-type: none"> - Differentiated curriculum documents and evidence of student learning at various levels of complexity. - Evidence of student goal setting. <p>Individual or small group</p> <ul style="list-style-type: none"> - PLC protocols are clear and respected - Progress against IEPs/ Semester teacher judgement - Data used to identify and track students receiving TLI support. <p>Late indicators-</p> <ul style="list-style-type: none"> - NAPLAN results eg. Benchmark growth in Writing and Number and Algebra. - Post test results for PAT in Number - Students, staff and parent perception survey 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	Implement PLC initiatives as per the PLC Action Implementation Plan. (please refer to the attachment)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	PLC Link Leader to attend region PLC Professional Development and represent the school at PLC link meetings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Provide targeted year level (PLC) and whole school (staff meetings) Professional Learning around the 'Big Ideas' in Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Provide targeted year level (PLC meetings) and whole school professional learning (staff meetings) devoted to the teaching of Spelling.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%

Activity 5	Develop a new staff school wide organisational structure, aligned with FISO 2:0 as a means of connecting school goals directly to staff roles and responsibilities. (please refer to attachment)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 6	Learning Specialists and Assistant Principal (Curriculum) will mentor individual teachers and attend PLC's to develop capacity in Literacy and Numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Three tutors employed to provide targeted support to identified students. Tutors to utilise a withdrawal and in-classroom support model of delivery. Tutors to meet regularly with Assistant principal to monitor data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	0%
Activity 8	Schedule regular opportunities for peer observations and learning walks that focus on High Impact Teaching Strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 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	<ul style="list-style-type: none"> - Create consistent whole school understanding and approaches to wellbeing, by becoming an accredited Visible Wellbeing school. - Implement the APPS Welfare and Wellbeing framework. - Strengthen monitoring of student wellbeing and responsive actions put in place to increase student social and emotional success. - Review student leadership programs with students to increase authentic agency and voice. 			
Outcomes	<p>Whole School level:</p> <ul style="list-style-type: none"> - Staff have a clear, shared understandings of key approaches to classroom and school expectations. - Staff participate in Professional Learning and actively contribute to the school's wellbeing organisational framework. <p>Classroom level:</p>			

	<ul style="list-style-type: none"> - Students will feel supported and engaged in classrooms and actively contribute to learning programs. - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. - Students 'at risk' will be identified and receive targeted support in a timely manner. - Student attendance across the school will be monitored closely. - Students feel they have more voice and choice in their learning. Teachers understand methods to promote agency in their classroom. <p>Individual or small group level:</p> <ul style="list-style-type: none"> - Acting Leading teacher appointed to lead and promote wellbeing frameworks - Acting Leading teacher to document Visible Wellbeing journey by creating a teacher resource website. - Assistant Principal will coordinate internal and allied health wellbeing support to identified students.
<p>Success Indicators</p>	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of whole school frameworks, policies and programs. - Observations of consistency of approaches and expectations in classrooms - Participation in Whole School Visible Wellbeing Professional Learning <p>Classroom - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of wellbeing lessons in work programs - Participation in Visible Wellbeing activities and strategies. - Student focus groups and surveys <p>Individual or small group:</p> <ul style="list-style-type: none"> - Database used to identify and track students in need. <p>Late indicators:</p> <ul style="list-style-type: none"> - Students, staff and parent perception survey results. - PIVOT survey results - Attendance data
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Commit to a two year partnership with Visible Wellbeing (DET funded initiative from Schools Mental Health Menu). All staff to complete Professional Learning modules and activities. School to document learning journey and develop resources.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	A database will be created which will closely monitor the support systems in place for 'at risk' or vulnerable students. Additional internal and external allied health services will be coordinated in a responsive manner.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Implement and promote the APPS Welfare and Wellbeing framework.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Appoint Acting Leading Teacher for Wellbeing to oversee whole school programs and processes.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Timetable regular meeting time for the Engagement, Community connections and Student Voice teams. All staff to participate,	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

	contribute to, and promote chosen wellbeing teams.			
--	--	--	--	--

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	<p>LEARNING- NUMERACY To increase NAPLAN Benchmark Growth at or above -Yr. 3 to 5 Females from 73% (2019) to 80%. To increase teacher judgements in Number & Algebra P to 6- Above expected level from 55% 2020 to 60% .</p> <p>LEARNING- LITERACY To increase NAPLAN Benchmark Growth -Yr. 3 to 5 in Writing at or above benchmark growth from 72% (2019) to 80%. To increase Yr. 3 to 5 Writing at or above benchmark growth two year moving average Males from 65% to 75% (2018/19) Females from 80% to 85%. (2018/19).</p> <p>WELLBEING To improve Student Motivation and interest from 76% to 85%. To Improve student sense of confidence from 77% 2020 to 85%. To improve attendance rates of students, particularly students classified as vulnerable or who identify as indigenous from 65% to 75%.</p>
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	<ul style="list-style-type: none"> - Strengthen our PLC structures and documentation, to support collaboration and reflection that enhance teaching practice and improve data literacy. - Collaborate with the Area Link Schools and School Improvement Workforce to monitor and support PLC implementation across the area (as PLC link school) - Utilise PLCs and targeted professional learning in evidence- based approaches to support students in Numeracy (Numeracy Big Ideas- Trust the count, Place Value, Multiplicative Thinking, Equi-partitioning). - Utilise PLCs and targeted professional learning in evidence- based approaches to support teachers capacity when teaching Spelling.

<p>Outcomes</p>	<p>Whole School level:</p> <ul style="list-style-type: none"> - Staff have a clear, shared understandings of key approaches and actively contribute to our learning programs. - PLC's will continue to engage in our inquiry cycle and will collaboratively evaluate, plan and assess high quality lessons. - Teachers will confidently and accurately identify student learning and wellbeing needs of all their students. <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers will cater to individual learning needs of all their students by delivering high quality, differentiated learning tasks. - Teachers will provide regular feedback and monitor student progress using goal setting and conferencing. - Students will feel supported and engaged in classrooms and actively contribute to learning programs. <p>Individual and small group:</p> <ul style="list-style-type: none"> - The School Improvement Team will meet regular to monitor the consistency of approaches in classrooms. - Learning Specialists will mentor individual teachers and attend PLC's to develop capacity in Literacy and Numeracy. - The PLC link leader will establish clear and consistent systems, protocols and documentation for PLCs and will share this success at a system level. - The Tutor Learning Initiative will provide targeted academic support to identified students and have close connections to classrooms.
<p>Success Indicators</p>	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Consistency of PLC practice across the school, aligned with the PLC inquiry model. - Consistent understanding and application of the instructional models for Numeracy and English. - Evidence of a clear relationship between data analysis and lesson planning. <p>Classroom - Early Indicators</p> <ul style="list-style-type: none"> - Differentiated curriculum documents and evidence of student learning at various levels of complexity. - Evidence of student goal setting. <p>Individual or small group</p> <ul style="list-style-type: none"> - PLC protocols are clear and respected - Progress against IEPs/ Semester teacher judgement - Data used to identify and track students receiving TLI support. <p>Late indicators-</p> <ul style="list-style-type: none"> - NAPLAN results eg. Benchmark growth in Writing and Number and Algebra. - Post test results for PAT in Number - Students, staff and parent perception survey 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	Implement PLC initiatives as per the PLC Action Implementation Plan. (please refer to the attachment)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	PLC Link Leader to attend region PLC Professional Development and represent the school at PLC link meetings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Provide targeted year level (PLC) and whole school (staff meetings) Professional Learning around the 'Big Ideas' in Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Provide targeted year level (PLC meetings) and whole school professional learning (staff meetings) devoted to the teaching of Spelling.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%

Activity 5	Develop a new staff school wide organisational structure, aligned with FISO 2:0 as a means of connecting school goals directly to staff roles and responsibilities. (please refer to attachment)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 6	Learning Specialists and Assistant Principal (Curriculum) will mentor individual teachers and attend PLC's to develop capacity in Literacy and Numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Three tutors employed to provide targeted support to identified students. Tutors to utilise a withdrawal and in-classroom support model of delivery. Tutors to meet regularly with Assistant principal to monitor data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	0%
Activity 8	Schedule regular opportunities for peer observations and learning walks that focus on High Impact Teaching Strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 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	<ul style="list-style-type: none"> - Create consistent whole school understanding and approaches to wellbeing, by becoming an accredited Visible Wellbeing school. - Implement the APPS Welfare and Wellbeing framework. - Strengthen monitoring of student wellbeing and responsive actions put in place to increase student social and emotional success. - Review student leadership programs with students to increase authentic agency and voice. 			
Outcomes	<p>Whole School level:</p> <ul style="list-style-type: none"> - Staff have a clear, shared understandings of key approaches to classroom and school expectations. - Staff participate in Professional Learning and actively contribute to the school's wellbeing organisational framework. <p>Classroom level:</p>			

	<ul style="list-style-type: none"> - Students will feel supported and engaged in classrooms and actively contribute to learning programs. - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. - Students 'at risk' will be identified and receive targeted support in a timely manner. - Student attendance across the school will be monitored closely. - Students feel they have more voice and choice in their learning. Teachers understand methods to promote agency in their classroom. <p>Individual or small group level:</p> <ul style="list-style-type: none"> - Acting Leading teacher appointed to lead and promote wellbeing frameworks - Acting Leading teacher to document Visible Wellbeing journey by creating a teacher resource website. - Assistant Principal will coordinate internal and allied health wellbeing support to identified students.
<p>Success Indicators</p>	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of whole school frameworks, policies and programs. - Observations of consistency of approaches and expectations in classrooms - Participation in Whole School Visible Wellbeing Professional Learning <p>Classroom - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of wellbeing lessons in work programs - Participation in Visible Wellbeing activities and strategies. - Student focus groups and surveys <p>Individual or small group:</p> <ul style="list-style-type: none"> - Database used to identify and track students in need. <p>Late indicators:</p> <ul style="list-style-type: none"> - Students, staff and parent perception survey results. - PIVOT survey results - Attendance data
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Commit to a two year partnership with Visible Wellbeing (DET funded initiative from Schools Mental Health Menu). All staff to complete Professional Learning modules and activities. School to document learning journey and develop resources.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	A database will be created which will closely monitor the support systems in place for 'at risk' or vulnerable students. Additional internal and external allied health services will be coordinated in a responsive manner.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Implement and promote the APPS Welfare and Wellbeing framework.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Appoint Acting Leading Teacher for Wellbeing to oversee whole school programs and processes.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Timetable regular meeting time for the Engagement, Community connections and Student Voice teams. All staff to participate,	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

	contribute to, and promote chosen wellbeing teams.			
--	--	--	--	--

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	<p>LEARNING- NUMERACY To increase NAPLAN Benchmark Growth at or above -Yr. 3 to 5 Females from 73% (2019) to 80%. To increase teacher judgements in Number & Algebra P to 6- Above expected level from 55% 2020 to 60% .</p> <p>LEARNING- LITERACY To increase NAPLAN Benchmark Growth -Yr. 3 to 5 in Writing at or above benchmark growth from 72% (2019) to 80%. To increase Yr. 3 to 5 Writing at or above benchmark growth two year moving average Males from 65% to 75% (2018/19) Females from 80% to 85%. (2018/19).</p> <p>WELLBEING To improve Student Motivation and interest from 76% to 85%. To Improve student sense of confidence from 77% 2020 to 85%. To improve attendance rates of students, particularly students classified as vulnerable or who identify as indigenous from 65% to 75%.</p>
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	<ul style="list-style-type: none"> - Strengthen our PLC structures and documentation, to support collaboration and reflection that enhance teaching practice and improve data literacy. - Collaborate with the Area Link Schools and School Improvement Workforce to monitor and support PLC implementation across the area (as PLC link school) - Utilise PLCs and targeted professional learning in evidence- based approaches to support students in Numeracy (Numeracy Big Ideas- Trust the count, Place Value, Multiplicative Thinking, Equi-partitioning). - Utilise PLCs and targeted professional learning in evidence- based approaches to support teachers capacity when teaching Spelling.

<p>Outcomes</p>	<p>Whole School level:</p> <ul style="list-style-type: none"> - Staff have a clear, shared understandings of key approaches and actively contribute to our learning programs. - PLC's will continue to engage in our inquiry cycle and will collaboratively evaluate, plan and assess high quality lessons. - Teachers will confidently and accurately identify student learning and wellbeing needs of all their students. <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers will cater to individual learning needs of all their students by delivering high quality, differentiated learning tasks. - Teachers will provide regular feedback and monitor student progress using goal setting and conferencing. - Students will feel supported and engaged in classrooms and actively contribute to learning programs. <p>Individual and small group:</p> <ul style="list-style-type: none"> - The School Improvement Team will meet regular to monitor the consistency of approaches in classrooms. - Learning Specialists will mentor individual teachers and attend PLC's to develop capacity in Literacy and Numeracy. - The PLC link leader will establish clear and consistent systems, protocols and documentation for PLCs and will share this success at a system level. - The Tutor Learning Initiative will provide targeted academic support to identified students and have close connections to classrooms.
<p>Success Indicators</p>	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Consistency of PLC practice across the school, aligned with the PLC inquiry model. - Consistent understanding and application of the instructional models for Numeracy and English. - Evidence of a clear relationship between data analysis and lesson planning. <p>Classroom - Early Indicators</p> <ul style="list-style-type: none"> - Differentiated curriculum documents and evidence of student learning at various levels of complexity. - Evidence of student goal setting. <p>Individual or small group</p> <ul style="list-style-type: none"> - PLC protocols are clear and respected - Progress against IEPs/ Semester teacher judgement - Data used to identify and track students receiving TLI support. <p>Late indicators-</p> <ul style="list-style-type: none"> - NAPLAN results eg. Benchmark growth in Writing and Number and Algebra. - Post test results for PAT in Number - Students, staff and parent perception survey 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	Implement PLC initiatives as per the PLC Action Implementation Plan. (please refer to the attachment)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	PLC Link Leader to attend region PLC Professional Development and represent the school at PLC link meetings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Provide targeted year level (PLC) and whole school (staff meetings) Professional Learning around the 'Big Ideas' in Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Provide targeted year level (PLC meetings) and whole school professional learning (staff meetings) devoted to the teaching of Spelling.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%

Activity 5	Develop a new staff school wide organisational structure, aligned with FISO 2:0 as a means of connecting school goals directly to staff roles and responsibilities. (please refer to attachment)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 6	Learning Specialists and Assistant Principal (Curriculum) will mentor individual teachers and attend PLC's to develop capacity in Literacy and Numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Three tutors employed to provide targeted support to identified students. Tutors to utilise a withdrawal and in-classroom support model of delivery. Tutors to meet regularly with Assistant principal to monitor data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	0%
Activity 8	Schedule regular opportunities for peer observations and learning walks that focus on High Impact Teaching Strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 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	<ul style="list-style-type: none"> - Create consistent whole school understanding and approaches to wellbeing, by becoming an accredited Visible Wellbeing school. - Implement the APPS Welfare and Wellbeing framework. - Strengthen monitoring of student wellbeing and responsive actions put in place to increase student social and emotional success. - Review student leadership programs with students to increase authentic agency and voice. 			
Outcomes	<p>Whole School level:</p> <ul style="list-style-type: none"> - Staff have a clear, shared understandings of key approaches to classroom and school expectations. - Staff participate in Professional Learning and actively contribute to the school's wellbeing organisational framework. <p>Classroom level:</p>			

	<ul style="list-style-type: none"> - Students will feel supported and engaged in classrooms and actively contribute to learning programs. - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. - Students 'at risk' will be identified and receive targeted support in a timely manner. - Student attendance across the school will be monitored closely. - Students feel they have more voice and choice in their learning. Teachers understand methods to promote agency in their classroom. <p>Individual or small group level:</p> <ul style="list-style-type: none"> - Acting Leading teacher appointed to lead and promote wellbeing frameworks - Acting Leading teacher to document Visible Wellbeing journey by creating a teacher resource website. - Assistant Principal will coordinate internal and allied health wellbeing support to identified students.
<p>Success Indicators</p>	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of whole school frameworks, policies and programs. - Observations of consistency of approaches and expectations in classrooms - Participation in Whole School Visible Wellbeing Professional Learning <p>Classroom - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of wellbeing lessons in work programs - Participation in Visible Wellbeing activities and strategies. - Student focus groups and surveys <p>Individual or small group:</p> <ul style="list-style-type: none"> - Database used to identify and track students in need. <p>Late indicators:</p> <ul style="list-style-type: none"> - Students, staff and parent perception survey results. - PIVOT survey results - Attendance data
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Commit to a two year partnership with Visible Wellbeing (DET funded initiative from Schools Mental Health Menu). All staff to complete Professional Learning modules and activities. School to document learning journey and develop resources.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	A database will be created which will closely monitor the support systems in place for 'at risk' or vulnerable students. Additional internal and external allied health services will be coordinated in a responsive manner.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Implement and promote the APPS Welfare and Wellbeing framework.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Appoint Acting Leading Teacher for Wellbeing to oversee whole school programs and processes.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Timetable regular meeting time for the Engagement, Community connections and Student Voice teams. All staff to participate,	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

	contribute to, and promote chosen wellbeing teams.			
--	--	--	--	--

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	<p>LEARNING- NUMERACY To increase NAPLAN Benchmark Growth at or above -Yr. 3 to 5 Females from 73% (2019) to 80%. To increase teacher judgements in Number & Algebra P to 6- Above expected level from 55% 2020 to 60% .</p> <p>LEARNING- LITERACY To increase NAPLAN Benchmark Growth -Yr. 3 to 5 in Writing at or above benchmark growth from 72% (2019) to 80%. To increase Yr. 3 to 5 Writing at or above benchmark growth two year moving average Males from 65% to 75% (2018/19) Females from 80% to 85%. (2018/19).</p> <p>WELLBEING To improve Student Motivation and interest from 76% to 85%. To Improve student sense of confidence from 77% 2020 to 85%. To improve attendance rates of students, particularly students classified as vulnerable or who identify as indigenous from 65% to 75%.</p>
Has this 12 month target met	Not 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	<ul style="list-style-type: none"> - Strengthen our PLC structures and documentation, to support collaboration and reflection that enhance teaching practice and improve data literacy. - Collaborate with the Area Link Schools and School Improvement Workforce to monitor and support PLC implementation across the area (as PLC link school) - Utilise PLCs and targeted professional learning in evidence- based approaches to support students in Numeracy (Numeracy Big Ideas- Trust the count, Place Value, Multiplicative Thinking, Equi-partitioning).

	<ul style="list-style-type: none"> - Utilise PLCs and targeted professional learning in evidence- based approaches to support teachers capacity when teaching Spelling.
Outcomes	<p>Whole School level:</p> <ul style="list-style-type: none"> - Staff have a clear, shared understandings of key approaches and actively contribute to our learning programs. - PLC's will continue to engage in our inquiry cycle and will collaboratively evaluate, plan and assess high quality lessons. - Teachers will confidently and accurately identify student learning and wellbeing needs of all their students. <p>Classroom level:</p> <ul style="list-style-type: none"> - Teachers will cater to individual learning needs of all their students by delivering high quality, differentiated learning tasks. - Teachers will provide regular feedback and monitor student progress using goal setting and conferencing. - Students will feel supported and engaged in classrooms and actively contribute to learning programs. <p>Individual and small group:</p> <ul style="list-style-type: none"> - The School Improvement Team will meet regular to monitor the consistency of approaches in classrooms. - Learning Specialists will mentor individual teachers and attend PLC's to develop capacity in Literacy and Numeracy. - The PLC link leader will establish clear and consistent systems, protocols and documentation for PLCs and will share this success at a system level. - The Tutor Learning Initiative will provide targeted academic support to identified students and have close connections to classrooms.
Success Indicators	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Consistency of PLC practice across the school, aligned with the PLC inquiry model. - Consistent understanding and application of the instructional models for Numeracy and English. - Evidence of a clear relationship between data analysis and lesson planning. <p>Classroom - Early Indicators</p> <ul style="list-style-type: none"> - Differentiated curriculum documents and evidence of student learning at various levels of complexity. - Evidence of student goal setting. <p>Individual or small group</p> <ul style="list-style-type: none"> - PLC protocols are clear and respected - Progress against IEPs/ Semester teacher judgement - Data used to identify and track students receiving TLI support. <p>Late indicators-</p> <ul style="list-style-type: none"> - NAPLAN results eg. Benchmark growth in Writing and Number and Algebra.

	<ul style="list-style-type: none"> - Post test results for PAT in Number - Students, staff and parent perception survey 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	Implement PLC initiatives as per the PLC Action Implementation Plan. (please refer to the attachment)	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	PLC Link Leader to attend region PLC Professional Development and represent the school at PLC link meetings.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Provide targeted year level (PLC) and whole school (staff meetings) Professional Learning around the 'Big Ideas' in Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Provide targeted year level (PLC meetings) and whole school professional learning (staff	<input checked="" type="checkbox"/> Leadership Team	from: Term 2	0%

	meetings) devoted to the teaching of Spelling.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	to: Term 4	
Activity 5	Develop a new staff school wide organisational structure, aligned with FISO 2:0 as a means of connecting school goals directly to staff roles and responsibilities. (please refer to attachment)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 6	Learning Specialists and Assistant Principal (Curriculum) will mentor individual teachers and attend PLC's to develop capacity in Literacy and Numeracy.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Three tutors employed to provide targeted support to identified students. Tutors to utilise a withdrawal and in-classroom support model of delivery. Tutors to meet regularly with Assistant principal to monitor data.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Numeracy Support <input checked="" type="checkbox"/> Literacy Support	from: Term 1 to: Term 4	0%
Activity 8	Schedule regular opportunities for peer observations and learning walks that focus on High Impact Teaching Strategies.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 2 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	<ul style="list-style-type: none"> - Create consistent whole school understanding and approaches to wellbeing, by becoming an accredited Visible Wellbeing school. - Implement the APPS Welfare and Wellbeing framework. - Strengthen monitoring of student wellbeing and responsive actions put in place to increase student social and emotional success. - Review student leadership programs with students to increase authentic agency and voice. 			

<p>Outcomes</p>	<p>Whole School level:</p> <ul style="list-style-type: none"> - Staff have a clear, shared understandings of key approaches to classroom and school expectations. - Staff participate in Professional Learning and actively contribute to the school's wellbeing organisational framework. <p>Classroom level:</p> <ul style="list-style-type: none"> - Students will feel supported and engaged in classrooms and actively contribute to learning programs. - Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use. - Students 'at risk' will be identified and receive targeted support in a timely manner. - Student attendance across the school will be monitored closely. - Students feel they have more voice and choice in their learning. Teachers understand methods to promote agency in their classroom. <p>Individual or small group level:</p> <ul style="list-style-type: none"> - Acting Leading teacher appointed to lead and promote wellbeing frameworks - Acting Leading teacher to document Visible Wellbeing journey by creating a teacher resource website. - Assistant Principal will coordinate internal and allied health wellbeing support to identified students.
<p>Success Indicators</p>	<p>Whole School - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of whole school frameworks, policies and programs. - Observations of consistency of approaches and expectations in classrooms - Participation in Whole School Visible Wellbeing Professional Learning <p>Classroom - Early Indicators:</p> <ul style="list-style-type: none"> - Documentation of wellbeing lessons in work programs - Participation in Visible Wellbeing activities and strategies. - Student focus groups and surveys <p>Individual or small group:</p> <ul style="list-style-type: none"> - Database used to identify and track students in need. <p>Late indicators:</p> <ul style="list-style-type: none"> - Students, staff and parent perception survey results. - PIVOT survey results - Attendance data
<p>Delivery of the annual actions for this KIS</p>	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Commit to a two year partnership with Visible Wellbeing (DET funded initiative from Schools Mental Health Menu). All staff to complete Professional Learning modules and activities. School to document learning journey and develop resources.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	A database will be created which will closely monitor the support systems in place for 'at risk' or vulnerable students. Additional internal and external allied health services will be coordinated in a responsive manner.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Implement and promote the APPS Welfare and Wellbeing framework.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Appoint Acting Leading Teacher for Wellbeing to oversee whole school programs and processes.	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%

Activity 5	Timetable regular meeting time for the Engagement, Community connections and Student Voice teams. All staff to participate, contribute to, and promote chosen wellbeing teams.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
------------	--	--	----------------------------------	----

Monitoring and Self-assessment - 2023

SEIL Feedback