

Monitoring and Assessment - 2022

Mooroopna Park Primary School (5088)



Submitted for review by Hayden Beaton (School Principal) on 18 February, 2022 at 01:21 PM

Endorsed by Steven Rogers (Senior Education Improvement Leader) on 23 February, 2022 at 12:53 PM

Endorsed by Hollie Purton (School Council President) on 23 February, 2022 at 02:15 PM

Monitoring and Assessment - 2022

Term 1 monitoring (optional)

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>NAPLAN - Increase percentage of year 3 students in top two bands in; Reading - Gr 3 from 22% to 25+% and Grade 5's from 0% to 20% Writing - Gr 3 from 11% to 20% and Grade 5's from 0% 20%</p> <p>Teacher Judgements: Increase the % of students at or above expected level. Reading from 69% to 80% Spk & Listng from 74% to 80% Writing from 52% to 75% Number from 66% to 75%</p> <p>Teacher judgements - Increase the percentage of students making one years growth against VC. Reading from 70% to 75% Spk & Listng from 78% to 80% Writing from 66% to 75% Number from 51% to 70%</p> <p>Increase AToSS positive endorsement percentage in; Effective Classroom Behaviour from 67% to 75% Emotional Awareness and Regulation from 61% to 70% Stimulated Learning from 59% to 70% Life Satisfaction from 57% to 70% Student Voice and Agency from 61% to 70% Sense of Connectedness from 67% to 75% Sense of Confidence from 70% to 75%</p>

	<p>Maintain or increase; Effective Teaching Time from 79% to 80+% Attitudes to attendance from 72% to 75% Motivation and Interest from 80% to 80+% Sense of Inclusion from 76% to 80% Self-regulation and goal setting from 85% to 85+% Differentiated Learning Challenge from 76% to 80% Effective Teaching Time from 79% to 80+%</p> <p>Attendance - Improve the P-6 attendance data for FTE to under 25 days. Decrease the percentage of unapproved absences from 18 to 10.</p>
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> -Develop a multi-tiered response to meet students' individual learning needs -Embed SIT structures with new SIT members to support teacher collaboration. -Relevant staff participate in Greater Shepparton Network professional learning program (Project 22) focused on improved student learning outcomes in numeracy. -Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice – involving Health & Wellbeing Key Contact. -Timetable LW&T with a focus on Numeracy. - The majority of students will have an IEP with a Reading, Writing, Numeracy and Wellbeing Goal.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -review and refine roles and responsibilities -support teaching staff to build assessment and differentiation practices through clear processes and professional learning. -participate in LW&T's that highlight and ask Lyn Sharrat's 5 Questions. -Leaders will seek PL from DET staff regarding Numeracy. <p>Teachers will:</p> <ul style="list-style-type: none"> -identify student learning needs based on diagnostic assessment data. -implement differentiated teaching and learning to meet individual student needs. -provide regular feedback and monitor student progress. -provide all students with an IEP with clear goals for reading, writing and numeracy. -attend all professional learning and numeracy based professional development.

	<p>-Implement the Workshop Model.</p> <p>Tutor will:</p> <ul style="list-style-type: none"> -provide targeted academic support to students. -conduct pre & post assessment of all students after the 5 week sprints to show growth. -Attend two SIT meetings per term to analyse data and discuss students involved in the TLI. <p>Students will:</p> <ul style="list-style-type: none"> -be supported to learn at their point of need. -know how lessons are structured and how this supports their learning. -know what the next steps are to progress their learning as per their student goals and IEP. -be able to articulate clearly their learning in response to Lyn Sharrat's 5 questions - What are you learning?, How are you going & how do you know?, What can you do to improve? & Where can you go for help?
Success Indicators	<ul style="list-style-type: none"> -All students will have an IEP that has a Reading, Writing and Numeracy goal. -All staff will be familiar with assessment schedule and will regularly be involved with analysing student data. -All staff will be familiar with Essential Assessment and use the formative and summative assessments and the data to drive their teaching. -TLI will follow a 5/6 week cycle to support more students throughout the year. -SIT meetings will have a rotating weekly focus of Lit, Num, Wellbeing and TLI. -LW&T will run fortnightly and give staff the opportunity to observe other staff members. -NAPLAN years 3-5, higher percentage of students achieving in the top two bands. -Viv Curriculum, Increase the % of students achieving at or above benchmark for reading, Writing, Speaking and Listening and Number. -Improved Atoss positive endorsement results for Effective Classroom Behaviour, Emotional Awareness and Regulation, Stimulated Learning, Life Satisfaction, Student Voice and Agency, Sense of Connectedness and Sense of Confidence. -Improve students attendance % and unexplained absences.
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	Essential Assessment	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Writers & Readers Workshop resources	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Fortnightly SIT rotations	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Little Learners Love Literacy	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	TLI 5/6 week sprints	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Fountas and Pinnell	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

			to: Term 4	
Activity 7	Project 22 Numeracy Focus	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> -Develop staff understanding of the links between the Berry Street Education Model, Respectful Relationships education and the Personal & Social Capability and Health curriculum. -Focus on attendance with an attendance booklet documented. -More PD for staff around trauma, autism and Smiling Minds. -Students at risk documentation shared with staff each month. -Audit demand for mental health and wellbeing support focusing on 'Not Experiencing Bullying. -Audit school wide processes to support mental health using the school planning tool. -Document and implement staged response to supporting student attendance and mental health and wellbeing. -Take part in Campfire Conversations, building relationships with local aboriginal elders and community members. 			
Outcomes	<ul style="list-style-type: none"> -Improved attendance across P-6. -Improvements in AtoSS results such as Effective Classroom Behaviour, Emotional Awareness and Regulation, Stimulated Learning, Life Satisfaction, Student Voice and Agency, Sense of Connectedness and Sense of Confidence. -Improved Parent Opinion data. -Students will feel supported and contribute to a strong classroom culture. -Students will be able to explain what positive mental health means and where they can seek support at school -Students will have strong relationships with peers and staff -Students and families will be connected to allied health and mental health services. -Students will report improved mental health -Teachers will implement and model consistent routines. -Teachers will be able to recognise, respond to and refer students' mental health needs -Teachers will be able to track and monitor student behaviours. 			

Success Indicators	<ul style="list-style-type: none"> -Improved attendance across P-6. -Improvements in AtoSS results such as effective classroom behaviour, emotional awareness and regulation, stimulated learning, life satisfaction, student voice and agency, sense of connectedness and sense of confidence. -Improved Parent Opinion data on student connectedness, school communication and student motivation and support. -Implement new wellbeing curriculum New school values and consistent approach to -Records maintained by Wellbeing Team show less behaviour incidents and evidence of students improved emotional literacy and increasing use of positive coping strategies and help-seeking skills. -Establish a Respectful Relationships Implementation Team, and embed opportunity for student voice in team processes -Update meeting schedule to ensure the Respectful Relationships Implementation Team has time to meet and plan/work together -Audit current and past implementation and delivery of Respectful Relationships education -Schedule ongoing whole-school Respectful Relationships professional learning for staff -Include time for Respectful Relationships education planning as a standing item on curriculum planning meeting agendas -Review the way information is gathered by Wellbeing teams and Level Coordinators to ensure data is captured regarding student use of coping strategies and help-seeking skills -Assess and report on student achievement in respectful relationships, and the Personal & Social Capability and Health curriculum -SIT team to review data collected regarding student incidents to ensure it is able to be disaggregated by gender and year level and where an incident occurred, and also by the type of inter-personal violence -Review and update documented staff and student behaviour matrix. -Review and update documented behaviour expectations, including Minor and Major behaviours of concern, as well as Consequences. -Schedule and plan engagement in key national events including the National Day of Action Against Bullying and Violence .
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	Berry Street Education Model & Respectful Relationships PL	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 2	Speech Therapy/Oral Language Program and resources	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

Mid-year monitoring

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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	<p>Maintain or increase; Effective Teaching Time from 79% to 80+% Attitudes to attendance from 72% to 75% Motivation and Interest from 80% to 80+% Sense of Inclusion from 76% to 80% Self-regulation and goal setting from 85% to 85+% Differentiated Learning Challenge from 76% to 80% Effective Teaching Time from 79% to 80+%</p> <p>Attendance - Improve the P-6 attendance data for FTE to under 25 days. Decrease the percentage of unapproved absences from 18 to 10.</p>
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> -Develop a multi-tiered response to meet students' individual learning needs -Embed SIT structures with new SIT members to support teacher collaboration. -Relevant staff participate in Greater Shepparton Network professional learning program (Project 22) focused on improved student learning outcomes in numeracy. -Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice – involving Health & Wellbeing Key Contact. -Timetable LW&T with a focus on Numeracy. - The majority of students will have an IEP with a Reading, Writing, Numeracy and Wellbeing Goal.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -review and refine roles and responsibilities -support teaching staff to build assessment and differentiation practices through clear processes and professional learning. -participate in LW&T's that highlight and ask Lyn Sharrat's 5 Questions. -Leaders will seek PL from DET staff regarding Numeracy. <p>Teachers will:</p> <ul style="list-style-type: none"> -identify student learning needs based on diagnostic assessment data. -implement differentiated teaching and learning to meet individual student needs. -provide regular feedback and monitor student progress. -provide all students with an IEP with clear goals for reading, writing and numeracy. -attend all professional learning and numeracy based professional development.

	<p>-Implement the Workshop Model.</p> <p>Tutor will:</p> <ul style="list-style-type: none"> -provide targeted academic support to students. -conduct pre & post assessment of all students after the 5 week sprints to show growth. -Attend two SIT meetings per term to analyse data and discuss students involved in the TLI. <p>Students will:</p> <ul style="list-style-type: none"> -be supported to learn at their point of need. -know how lessons are structured and how this supports their learning. -know what the next steps are to progress their learning as per their student goals and IEP. -be able to articulate clearly their learning in response to Lyn Sharrat's 5 questions - What are you learning?, How are you going & how do you know?, What can you do to improve? & Where can you go for help?
Success Indicators	<ul style="list-style-type: none"> -All students will have an IEP that has a Reading, Writing and Numeracy goal. -All staff will be familiar with assessment schedule and will regularly be involved with analysing student data. -All staff will be familiar with Essential Assessment and use the formative and summative assessments and the data to drive their teaching. -TLI will follow a 5/6 week cycle to support more students throughout the year. -SIT meetings will have a rotating weekly focus of Lit, Num, Wellbeing and TLI. -LW&T will run fortnightly and give staff the opportunity to observe other staff members. -NAPLAN years 3-5, higher percentage of students achieving in the top two bands. -Viv Curriculum, Increase the % of students achieving at or above benchmark for reading, Writing, Speaking and Listening and Number. -Improved Atoss positive endorsement results for Effective Classroom Behaviour, Emotional Awareness and Regulation, Stimulated Learning, Life Satisfaction, Student Voice and Agency, Sense of Connectedness and Sense of Confidence. -Improve students attendance % and unexplained absences.
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Future planning				
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KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> -Develop staff understanding of the links between the Berry Street Education Model, Respectful Relationships education and the Personal & Social Capability and Health curriculum. -Focus on attendance with an attendance booklet documented. -More PD for staff around trauma, autism and Smiling Minds. -Students at risk documentation shared with staff each month. -Audit demand for mental health and wellbeing support focusing on 'Not Experiencing Bullying. -Audit school wide processes to support mental health using the school planning tool. -Document and implement staged response to supporting student attendance and mental health and wellbeing. -Take part in Campfire Conversations, building relationships with local aboriginal elders and community members. 			
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Monitoring and Assessment - 2022

Term 3 monitoring (optional)

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
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KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
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Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -review and refine roles and responsibilities -support teaching staff to build assessment and differentiation practices through clear processes and professional learning. -participate in LW&T's that highlight and ask Lyn Sharrat's 5 Questions. -Leaders will seek PL from DET staff regarding Numeracy. <p>Teachers will:</p> <ul style="list-style-type: none"> -identify student learning needs based on diagnostic assessment data. -implement differentiated teaching and learning to meet individual student needs. -provide regular feedback and monitor student progress. -provide all students with an IEP with clear goals for reading, writing and numeracy. -attend all professional learning and numeracy based professional development.

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Success Indicators	<ul style="list-style-type: none"> -All students will have an IEP that has a Reading, Writing and Numeracy goal. -All staff will be familiar with assessment schedule and will regularly be involved with analysing student data. -All staff will be familiar with Essential Assessment and use the formative and summative assessments and the data to drive their teaching. -TLI will follow a 5/6 week cycle to support more students throughout the year. -SIT meetings will have a rotating weekly focus of Lit, Num, Wellbeing and TLI. -LW&T will run fortnightly and give staff the opportunity to observe other staff members. -NAPLAN years 3-5, higher percentage of students achieving in the top two bands. -Viv Curriculum, Increase the % of students achieving at or above benchmark for reading, Writing, Speaking and Listening and Number. -Improved Atoss positive endorsement results for Effective Classroom Behaviour, Emotional Awareness and Regulation, Stimulated Learning, Life Satisfaction, Student Voice and Agency, Sense of Connectedness and Sense of Confidence. -Improve students attendance % and unexplained absences.
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
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Activity 2	Little Learners Love Literacy	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Writers & Readers Workshop resources	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
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Activity 6	Fountas and Pinnell	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

			to: Term 4	
Activity 7	Essential Assessment	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> -Develop staff understanding of the links between the Berry Street Education Model, Respectful Relationships education and the Personal & Social Capability and Health curriculum. -Focus on attendance with an attendance booklet documented. -More PD for staff around trauma, autism and Smiling Minds. -Students at risk documentation shared with staff each month. -Audit demand for mental health and wellbeing support focusing on 'Not Experiencing Bullying. -Audit school wide processes to support mental health using the school planning tool. -Document and implement staged response to supporting student attendance and mental health and wellbeing. -Take part in Campfire Conversations, building relationships with local aboriginal elders and community members. 			
Outcomes	<ul style="list-style-type: none"> -Improved attendance across P-6. -Improvements in AtoSS results such as Effective Classroom Behaviour, Emotional Awareness and Regulation, Stimulated Learning, Life Satisfaction, Student Voice and Agency, Sense of Connectedness and Sense of Confidence. -Improved Parent Opinion data. -Students will feel supported and contribute to a strong classroom culture. -Students will be able to explain what positive mental health means and where they can seek support at school -Students will have strong relationships with peers and staff -Students and families will be connected to allied health and mental health services. -Students will report improved mental health -Teachers will implement and model consistent routines. -Teachers will be able to recognise, respond to and refer students' mental health needs -Teachers will be able to track and monitor student behaviours. 			

Success Indicators	<ul style="list-style-type: none"> -Improved attendance across P-6. -Improvements in AtoSS results such as effective classroom behaviour, emotional awareness and regulation, stimulated learning, life satisfaction, student voice and agency, sense of connectedness and sense of confidence. -Improved Parent Opinion data on student connectedness, school communication and student motivation and support. -Implement new wellbeing curriculum New school values and consistent approach to -Records maintained by Wellbeing Team show less behaviour incidents and evidence of students improved emotional literacy and increasing use of positive coping strategies and help-seeking skills. -Establish a Respectful Relationships Implementation Team, and embed opportunity for student voice in team processes -Update meeting schedule to ensure the Respectful Relationships Implementation Team has time to meet and plan/work together -Audit current and past implementation and delivery of Respectful Relationships education -Schedule ongoing whole-school Respectful Relationships professional learning for staff -Include time for Respectful Relationships education planning as a standing item on curriculum planning meeting agendas -Review the way information is gathered by Wellbeing teams and Level Coordinators to ensure data is captured regarding student use of coping strategies and help-seeking skills -Assess and report on student achievement in respectful relationships, and the Personal & Social Capability and Health curriculum -SIT team to review data collected regarding student incidents to ensure it is able to be disaggregated by gender and year level and where an incident occurred, and also by the type of inter-personal violence -Review and update documented staff and student behaviour matrix. -Review and update documented behaviour expectations, including Minor and Major behaviours of concern, as well as Consequences. -Schedule and plan engagement in key national events including the National Day of Action Against Bullying and Violence .
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Monitoring and Assessment - 2022

End-of-year monitoring

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>NAPLAN - Increase percentage of year 3 students in top two bands in; Reading - Gr 3 from 22% to 25+% and Grade 5's from 0% to 20% Writing - Gr 3 from 11% to 20% and Grade 5's from 0% 20%</p> <p>Teacher Judgements: Increase the % of students at or above expected level. Reading from 69% to 80% Spk & Listng from 74% to 80% Writing from 52% to 75% Number from 66% to 75%</p> <p>Teacher judgements - Increase the percentage of students making one years growth against VC. Reading from 70% to 75% Spk & Listng from 78% to 80% Writing from 66% to 75% Number from 51% to 70%</p> <p>Increase AToSS positive endorsement percentage in; Effective Classroom Behaviour from 67% to 75% Emotional Awareness and Regulation from 61% to 70% Stimulated Learning from 59% to 70% Life Satisfaction from 57% to 70% Student Voice and Agency from 61% to 70% Sense of Connectedness from 67% to 75% Sense of Confidence from 70% to 75%</p>

	<p>Maintain or increase; Effective Teaching Time from 79% to 80+% Attitudes to attendance from 72% to 75% Motivation and Interest from 80% to 80+% Sense of Inclusion from 76% to 80% Self-regulation and goal setting from 85% to 85+% Differentiated Learning Challenge from 76% to 80% Effective Teaching Time from 79% to 80+%</p> <p>Attendance - Improve the P-6 attendance data for FTE to under 25 days. Decrease the percentage of unapproved absences from 18 to 10.</p>
Has this 12 month target met	Not Met
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> -Develop a multi-tiered response to meet students' individual learning needs -Embed SIT structures with new SIT members to support teacher collaboration. -Relevant staff participate in Greater Shepparton Network professional learning program (Project 22) focused on improved student learning outcomes in numeracy. -Use the SHARE Principles to engage in an inquiry cycle focused on inclusive practice – involving Health & Wellbeing Key Contact. -Timetable LW&T with a focus on Numeracy. - The majority of students will have an IEP with a Reading, Writing, Numeracy and Wellbeing Goal.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> -review and refine roles and responsibilities -support teaching staff to build assessment and differentiation practices through clear processes and professional learning. -participate in LW&T's that highlight and ask Lyn Sharrat's 5 Questions. -Leaders will seek PL from DET staff regarding Numeracy. <p>Teachers will:</p> <ul style="list-style-type: none"> -identify student learning needs based on diagnostic assessment data. -implement differentiated teaching and learning to meet individual student needs. -provide regular feedback and monitor student progress.

	<ul style="list-style-type: none"> -provide all students with an IEP with clear goals for reading, writing and numeracy. -attend all professional learning and numeracy based professional development. -Implement the Workshop Model. <p>Tutor will:</p> <ul style="list-style-type: none"> -provide targeted academic support to students. -conduct pre & post assessment of all students after the 5 week sprints to show growth. -Attend two SIT meetings per term to analyse data and discuss students involved in the TLI. <p>Students will:</p> <ul style="list-style-type: none"> -be supported to learn at their point of need. -know how lessons are structured and how this supports their learning. -know what the next steps are to progress their learning as per their student goals and IEP. -be able to articulate clearly their learning in response to Lyn Sharrat's 5 questions - What are you learning?, How are you going & how do you know?, What can you do to improve? & Where can you go for help?
Success Indicators	<ul style="list-style-type: none"> -All students will have an IEP that has a Reading, Writing and Numeracy goal. -All staff will be familiar with assessment schedule and will regularly be involved with analysing student data. -All staff will be familiar with Essential Assessment and use the formative and summative assessments and the data to drive their teaching. -TLI will follow a 5/6 week cycle to support more students throughout the year. -SIT meetings will have a rotating weekly focus of Lit, Num, Wellbeing and TLI. -LW&T will run fortnightly and give staff the opportunity to observe other staff members. -NAPLAN years 3-5, higher percentage of students achieving in the top two bands. -Viv Curriculum, Increase the % of students achieving at or above benchmark for reading, Writing, Speaking and Listening and Number. -Improved Atoss positive endorsement results for Effective Classroom Behaviour, Emotional Awareness and Regulation, Stimulated Learning, Life Satisfaction, Student Voice and Agency, Sense of Connectedness and Sense of Confidence. -Improve students attendance % and unexplained absences.
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	Essential Assessment	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Project 22 Numeracy Focus	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Writers & Readers Workshop resources	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Fortnightly SIT rotations	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	TLI 5/6 week sprints	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 6	Fountas and Pinnell	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 7	Little Learners Love Literacy	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> -Develop staff understanding of the links between the Berry Street Education Model, Respectful Relationships education and the Personal & Social Capability and Health curriculum. -Focus on attendance with an attendance booklet documented. -More PD for staff around trauma, autism and Smiling Minds. -Students at risk documentation shared with staff each month. -Audit demand for mental health and wellbeing support focusing on 'Not Experiencing Bullying. -Audit school wide processes to support mental health using the school planning tool. -Document and implement staged response to supporting student attendance and mental health and wellbeing. -Take part in Campfire Conversations, building relationships with local aboriginal elders and community members. 			
Outcomes	<ul style="list-style-type: none"> -Improved attendance across P-6. -Improvements in AtoSS results such as Effective Classroom Behaviour, Emotional Awareness and Regulation, Stimulated Learning, Life Satisfaction, Student Voice and Agency, Sense of Connectedness and Sense of Confidence. -Improved Parent Opinion data. -Students will feel supported and contribute to a strong classroom culture. -Students will be able to explain what positive mental health means and where they can seek support at school -Students will have strong relationships with peers and staff -Students and families will be connected to allied health and mental health services. -Students will report improved mental health -Teachers will implement and model consistent routines. -Teachers will be able to recognise, respond to and refer students' mental health needs -Teachers will be able to track and monitor student behaviours. 			

Success Indicators	<ul style="list-style-type: none"> -Improved attendance across P-6. -Improvements in AtoSS results such as effective classroom behaviour, emotional awareness and regulation, stimulated learning, life satisfaction, student voice and agency, sense of connectedness and sense of confidence. -Improved Parent Opinion data on student connectedness, school communication and student motivation and support. -Implement new wellbeing curriculum New school values and consistent approach to -Records maintained by Wellbeing Team show less behaviour incidents and evidence of students improved emotional literacy and increasing use of positive coping strategies and help-seeking skills. -Establish a Respectful Relationships Implementation Team, and embed opportunity for student voice in team processes -Update meeting schedule to ensure the Respectful Relationships Implementation Team has time to meet and plan/work together -Audit current and past implementation and delivery of Respectful Relationships education -Schedule ongoing whole-school Respectful Relationships professional learning for staff -Include time for Respectful Relationships education planning as a standing item on curriculum planning meeting agendas -Review the way information is gathered by Wellbeing teams and Level Coordinators to ensure data is captured regarding student use of coping strategies and help-seeking skills -Assess and report on student achievement in respectful relationships, and the Personal & Social Capability and Health curriculum -SIT team to review data collected regarding student incidents to ensure it is able to be disaggregated by gender and year level and where an incident occurred, and also by the type of inter-personal violence -Review and update documented staff and student behaviour matrix. -Review and update documented behaviour expectations, including Minor and Major behaviours of concern, as well as Consequences. -Schedule and plan engagement in key national events including the National Day of Action Against Bullying and Violence .
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	Berry Street Education Model & Respectful Relationships PL	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 2	Speech Therapy/Oral Language Program and resources	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2022

SEIL Feedback