

Monitoring and Assessment - 2021

Kensington Primary School (2374)



Submitted for review by Bridget McLaughlin (School Principal) on 11 December, 2020 at 10:57 AM
Endorsed by Allana Bryant (Senior Education Improvement Leader) on 11 February, 2021 at 04:09 PM
Endorsed by Jonathan Orr (School Council President) on 12 February, 2021 at 03:24 PM

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>For all students in the tutoring program to achieve against defined assessment goal - Fountas & Pinnell Levels, Teacher Judgement, NAPLAN and PM Bench Marking.</p> <p>Happy, Healthy and Resilient Children To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 (2019) to 70 or above.</p> <p>To improve the positive endorsement of Year 4-6 students for a Differentiated Learning Challenge from 72% to 90%</p> <p>To decrease the not positive endorsement of Year 4-6 students for a Differentiated Learning Challenge from 12% to 2%</p> <p>To decrease the neutral endorsement of Year 4-6 students for a Differentiated Learning Challenge from 16% to 3%</p> <p>Staff Opinion Survey</p> <p>To increase Academic Emphasis from 63% to 70% To increase Guaranteed & Viable Curriculum from 65% to 75%.</p> <p>Parent Opinion Survey</p> <p>To increase the number of parents participating in the Parent Opinion Survey from 39 to over 100.</p> <p>Parent Participation and Involvement from 64% (2020) to 70%. School support to increase from 62% to 69%. Teacher Communication from 63% to 70%</p>
<p>KIS 1.a</p>	<p>Learning, catch-up and extension priority</p>

Curriculum planning and assessment	
Actions	<p>Leadership</p> <ul style="list-style-type: none"> Develop a whole school tutoring program. Develop whole school assessment schedule. Implement the whole school approach to monitor the achievement of every child against multiple data sets. Ensure every student has the appropriate goals referenced against their point of need reflective of the teaching and learning continuum. Embed the PLC Improvement Cycle. The School Improvement Team - monitors, tracks and reviews student growth. The Leadership Team will build the capacity of the Middle Level Leaders. Build the capacity of all staff to differentiate the curriculum to target specific learning goals. <p>Teachers</p> <ul style="list-style-type: none"> Use data to inform the achievement levels of every child. Use data to plan for and differentiate the curriculum for cohorts. Use data to determine relevant learning goals for all students. Implement the Whole School Instructional model and prioritize Instructional Practices - Guided Reading, Independent Reading, Close Reading and the Comprehension Strategies. Plan for differentiation in team Professional Learning Teams with tutors. Employ tutors to support 'Catch Up'. Develop timetables to maximise tutoring. <p>Students</p> <ul style="list-style-type: none"> Students will be provided with a continuum of learning and be provided with negotiated and scaffolded goals. Students will be able to track their performance and reflect on their academic growth. Students will reflect on key success criteria and demonstrate mastery of key skills and understandings. <p>Whole School</p> <ul style="list-style-type: none"> Actively participate in the High Impact Student Achievement Project – Schools Project 2021 (Western Melbourne)

Outcomes	<p>Leaders will be able to track and monitor student performance and target resources as required. Leaders will be able to evaluate the effectiveness of the tutoring program against the data. Leaders will be able to support tutors and teachers through the PLC process.</p> <p>Teachers</p> <p>Teachers will be able to differentiate teaching and learning in response to student needs. Teachers will be able to plan for the next stage of learning referenced against the continuum for all students. Teachers will be able to share, monitor and support their professional growth as referenced in their professional learning goals (PLC). Teachers will be confident in implementing the Instructional Model and Instructional Practices in the classroom. Students will understand their personal goals and practise to achieve mastery across all curriculum areas. Teachers will use both formative and summative evidence to monitor and assess the growth of all students. Leaders will structure PLTs to reflect the improvement cycle examining data, problems of practice as well as student outcomes. Our Community will be informed of the students' learning goals and ways to support at home.</p>			
Success Indicators	<p>Students will be able to discuss their learning goals and achievement of the success criteria. Teachers will use Indicative Data to reflect on the achievement of key skills, learning goals and success criteria. Teachers will plan and document a differentiated teaching program. Leaders will support teachers to discuss problems of practice and plan to support professional growth.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	<p>Students who have not benchmarked, have been identified at risk or who require further extension will work with tutors to support the development of key skills.</p> <p>Tutors will work with teachers and teams when planning for and delivering the support for all students identified at risk.</p> <p>Professional Learning for graduate and returning teachers on how to administer and analyze a running record as well as how to accurately score F&P comprehension conversations.</p> <p>Students who have not benchmarked in Reading will be supported by a Language Learning Intervention Teacher.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	0%
Activity 2	<p>Teachers will be responsible for assessing students' key skills and understandings and recording achievement using an indicative data spreadsheet.</p> <p>Teachers and Leaders will examine the data spreadsheets to understand the needs of students, responding to intervention.</p> <p>There will be a review of the whole school assessment schedule to support teachers cater for the point of need for all students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	0%
Activity 3	<p>Leaders</p> <p>Employ and induct the tutors into the school and ensure all resources and structures required are in place.</p> <p>Identify the students requiring catch up and extension as part of the tutoring program (targeted 80 students)</p> <p>Develop an operational model to structure</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Year Level Co-coordinator(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 2	0%

	<p>the tutoring program across the school. Develop Individual Learning Plans for all students in the tutoring program. Establish collaboration time for tutors and classroom teachers to design appropriate learning intervention for tutor groups.</p> <p>The employment of a teacher to deliver a Language Learning Intervention Program. Teachers to support the extension of students working 12 months above the expected standard. Teachers will work in Professional Learning Teams to plan collaboratively using evidenced based data. Differentiated student goals will be documented, monitored and achievement celebrated. Learning Specialists will support teams and Middle Leaders to build their capacity to use data to plan for students' next level of growth. Students will participate in pre/post assessments to track growth.</p>			
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Embed the SWPBS program across the school.</p> <p>Establish a database of students at risk.</p> <p>Establish a whole school approach to monitoring and supporting student engagement, wellbeing and behavior.</p> <p>Continue to engage in the Moonee Valley Network Student Voice professional learning with Russell Qualgia</p>			

	<p>Develop student leadership and school pride across the school.</p> <p>Students - For students to be active participants in their learning and behavioral decisions.</p> <p>Teachers - To implement a consistent Instructional Model for Reading, Writing and Numeracy.</p> <p>Leaders - To develop the understanding of all staff around School Wide Positive Behaviors and how students positively engage in their learning.</p> <p>Leaders - To attend PLT meetings to discuss growth data and student outcomes.</p> <p>Leaders - To examine attendance and behavior data to inform intervention and SWPB focus for professional development.</p> <p>Community - To inform the community of expected academic and behavioral expectations.</p>
Outcomes	<p>Students - Understand their role as a learner and achieving learning and behavioral goals.</p> <p>Teachers - Plan for the components of the Instructional Model, including key Instructional Practices and HITS, in particular Feedback, Goal Setting and Differentiation.</p> <p>Leaders – Support the professional learning and the planning for data informed sequences of learning.</p> <p>Leaders - Support teaching teams to document and monitor the differentiation of the curriculum.</p> <p>Community - Supports the learning and behavioral goals set for our students.</p>
Success Indicators	<p>Students will be able to articulate their goals and monitor improvement.</p> <p>Teachers will be differentiating their program and responding to cohort data.</p> <p>Teachers will establish and maintain a supportive, safe and orderly learning environment.</p> <p>Leaders will be tracking indicative data as evidence of student growth.</p> <p>Leaders will see an increase in student attendance and positive behavior.</p> <p>Community input and understanding of School Values and expected behaviors.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Curriculum Day focused on School Wide Positive Behaviors facilitated by SWPB Coach.</p> <p>Establishing the School Wide Positive Behavior Team.</p> <p>Professional Learning each term with School Wide Positive Behavior Coach.</p> <p>Development of the School Wide Values with students, staff and the wider community.</p> <p>Monitoring of positive and negative behaviors fortnightly to establish intervention for Tier 3 students.</p> <p>Developing consistent expectations and responses to behavior across the school for all stakeholders.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
Activity 2	<p>Term 1 professional learning will focus on the development of further values for our school community.</p> <p>All stakeholders will be informed and included in the discussions focused on the expected behaviors.</p> <p>A schedule for professional learning will be developed to assist all staff members develop their capacity and understanding of the School Wide Positive Behavior Matrix and logical consequences.</p> <p>A timetable will be developed to investigate recorded incidents on Compass.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	from: Term 1 to: Term 4	0%
KIS 1.c Building communities		Connected schools priority		

<p>Actions</p>	<p>Teachers to regularly collect data on specific learning skills for students throughout a learning cycle. Teachers and students develop goals based on skill achievement, intervention or extension. Teachers respond to the cohort data differentiating for learning needs. Tutors to target specific students involving 'Catch Up' as indicated by data. (teacher judgement, growth data and on-going formative indicative data and Semester summative data.) Language Learning Intervention Teacher targeting Tier 3 students requiring intense intervention. Teachers employed with an expertise in extension to support the enrichment of identified students. All students will have identified learning goals to support the development of skills. Leadership to induct, support and monitor the professional development of the KPS Instructional Models and Practices. All stakeholders to be involved in the development of the partnerships between home and school to support student engagement and academic progress.(ILIPS)</p>
<p>Outcomes</p>	<p>Students will understand the goals within a continuum and the evidence to demonstrate mastery. Teachers will use consistent formative data to inform planning and teaching and learning. Students will be able to track and monitor their achievements. Parents/ carers will be active participants in supporting the 'Catch Up' goals and wellbeing of students.</p>
<p>Success Indicators</p>	<p>The KPS Professional Learning Community when moderating will demonstrate a consistency of teacher judgement based on a developmental sequence. Students will achieve at least 12 months growth in Literacy and Numeracy. A clear and consistent Instructional Model throughout all teaching areas. An embedding of Instructional Practices in particular Classroom Libraries, Guided Reading and Independent Reading. Parent Opinion survey will positively endorse effective teaching and student motivation and support. Attitude to School Survey will be reflective of student engagement and wellbeing.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	
<p>Barriers</p>	
<p>Commentary on progress</p>	
<p>Future planning</p>	

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Launch the KPS Handbook focused on the Instructional Reading Practices.</p> <p>Display and share the Comprehension Strategy Anchor Charts for planning and teaching and learning.</p> <p>Professional Learning scheduled for Term 1 to ensure graduate and returning teachers are supported to understand the expectations of the Reader's Workshop.</p> <p>Learning Specialists to support teachers to develop their understanding of the Instructional Model and Practices.</p> <p>Display and unpack the Instructional Models for Reading, Writing and Numeracy for consistency.</p> <p>Display and unpack the Behavior Matrixes to inform all stakeholders of expected behavior and consequences.</p> <p>Consistency of Consequences to be understood by all stakeholders.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	0%
Activity 2	<p>Summative data indicates that students are achieving key benchmarks in the domains of Reading, Writing and Numeracy.</p> <p>The PLT/PLC cycle is impacting on student achievement.</p> <p>Assessment by tutors indicates students accelerated growth.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	<p>from: Term 1 to: Term 4</p>	0%

Monitoring and Assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>For all students through in the tutoring program to achieve against defined assessment goals - Fountas & Pinnell Levels. Teacher Judgement, NAPLAN and PM Bench Marking.</p> <p>Happy, Healthy and Resilient Children To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 (2019) to 70 or above.</p> <p>To improve the positive endorsement of 4-6 Year students for a Differentiated learning challenge from 72% to 90%</p> <p>To decrease the not positive endorsement of Year 4-6 students for a Differentiated Learning Challenge from 12% to 2%</p> <p>To decrease the neutral endorsement of Year 4-6 students for a Differentiated Learning Challenge from 16% to 3%</p> <p>Staff Opinion Survey</p> <p>To increase Academic Emphasis from 63% to 70% To increase Guaranteed & Viable Curriculum from 65% to 75%.</p> <p>Parent Opinion Survey To increase the number of parent participating in the Parent Opinion Survey from 39 to over 100.</p> <p>Parent Participation and Involvement from 64% (2020) to 70%. School support to increase from 62% to 69%. Teacher Communication from 63% to 70%</p>
<p>KIS 1.a Curriculum planning and assessment</p>	<p>Learning, catch-up and extension priority</p>

<p>Actions</p>	<p>Leadership</p> <p>Develop a whole school tutoring program. Develop whole school assessment schedule Implement the whole school approach to monitor the achievement of every child against multiple data sets. Ensure every student has the appropriate goals referenced against their point of need against the continuum. Embed the PLC Improvement Cycle. The School Improvement Team - monitors, tracks and reviews student growth. The Leadership Team will build the capacity of the Middle Level Leaders. Build the capacity of all staff to differentiate the curriculum to target specific learning goals.</p> <p>Teachers</p> <p>Use data to inform the achievement levels of every child. Use data to plan for and differentiate the curriculum for cohorts. Use data to determine relevant learning goals for all students. Implement the Whole School Instructional Model and prioritized Instructional Practices of Guided Reading, Independent Reading, Close and the Comprehension Strategies. Plan for differentiation in team PLTs with tutors. Employ tutors to support catch up. Develop timetables to maximise tutoring.</p> <p>Students</p> <p>Students will be provided with a continuum of learning and be provided with negotiated and scaffolded goals. Students will be able to track their performance and reflect on their academic growth. Students will reflect on key success criteria and demonstrate mastery of key skills and understandings.</p> <p>Whole School</p> <p>Actively participate in the High Impact Student Achievement Project – Schools Project 2021 (Western Melbourne)</p>
<p>Outcomes</p>	<p>Leaders will be able to track and monitor student performance and target resources as required. Leaders will be able to evaluate the effectiveness of the tutoring program against the data. Leaders will be able to support tutors and teachers through the PLC process.</p>

	<p>Teachers</p> <p>Teachers will be able to differentiate teaching and learning in response to student needs. Teachers will be able to plan for the next stage of learning referenced against the continuum for all students. Teachers will be able to share, monitor and support their professional growth as referenced in their professional learning goals (PLC). Teachers will be confident in implementing the Instructional Model and Instructional Practices in the classroom.</p> <p>Students will understand their personal goals and practise to achieve mastery across all curriculum areas. Teachers will use both formative and summative evidence to monitor and assess the growth of all students. Leaders will structure PLTs to reflect the Improvement Cycle examining data, problems of practice as well as student outcomes. Our Community will be informed of students' learning goals and ways to support at home.</p>			
Success Indicators	<p>Students will be able to discuss their learning goals and achievement of the success criteria. Teachers will use Indicative Data to reflect on the achievement of key skills, learning goals and success criteria. Teachers will plan and document a differentiated teaching program. Leaders will support teachers to discuss problems of practice and plan to support professional growth.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Students who have not benchmarked, have been identified at risk or require further	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	<p>extension will work with tutors to support the development of key skills. Tutors will work with teachers and teams, planning for and delivering the support for all students identified at risk. Professional Learning for graduate and returning teachers on how to administer and analyse a running record as well as how to accurately score F&P comprehension conversations. Students who have not benchmarked in Reading will be supported by a Language Learning Intervention Teacher.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	<p>to: Term 4</p>	
Activity 2	<p>Teachers will be responsible for assessing students' key skills and understandings and recording achievement using an indicative data spreadsheet. Teachers and Leaders will examine the data spreadsheets to understand the needs of students, responding to intervention. There will be a review of the whole school assessment schedule to support teachers cater for the point of need for all students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%
Activity 3	<p>Leaders</p> <p>Employ and induct the tutors into the school and ensure all resources and structures required are in place. Identify the students requiring catch up and extension as part of the tutoring program (targeted 80 students) Develop an operational model to structure the tutoring program across the school. Develop individual learning plans for all</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Year Level Co-ordinator(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 2</p>	0%

	<p>students in the tutoring program. Establish collaboration time for tutors and classroom teachers to design appropriate learning intervention for tutor groups.</p> <p>The employment of a teacher to deliver a Language Learning Intervention Program. Teachers to support the extension of students working 12 months above the expected standard. Teachers will work in Professional Learning Teams to plan collaboratively using evidenced based data. Differentiated student goals will be documented, monitored and achievement celebrated. Learning Specialists will support teams and Middle Leaders to build their capacity to use data to plan for students' next level of growth. Students will participate in pre/post assessments to track growth.</p>			
<p>KIS 1.b Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p>Actions</p>	<p>Embed the SWPBS program across the school.</p> <p>Establish a database of students at risk.</p> <p>Establish a whole school approach to monitoring and supporting student engagement, wellbeing and behavior.</p> <p>Continue to engage in the Moonee Valley Network Student Voice professional learning with Russell Qualgia Develop student leadership and school pride across the school.</p> <p>Students - To be active participants in their learning and behavioral decisions.</p>			

	<p>Teachers - To implement a consistent Instructional Model for Reading, Writing and Numeracy.</p> <p>Leaders - To develop the understanding of all staff around School Wide Positive Behaviors and how students positively engage in their learning.</p> <p>Leaders - To attend PLT meetings to discuss growth data and student outcomes.</p> <p>Leaders - To examine attendance and behavior data to inform intervention supported by a SWPB focus for professional development.</p> <p>Community - To inform the community of expected academic and behavioral expectations.</p>			
Outcomes	<p>Students - Understand their role as a learner and achieving learning and behavioral goals.</p> <p>Teachers - Plan for the components of the Instructional Model, including key Instructional Practices and HITS, in particular Feedback, Goal Setting and Differentiation.</p> <p>Leaders - Support the professional learning and planning for data informed sequence of learning.</p> <p>Leaders - Support teaching teams to document and monitor the differentiation of the curriculum.</p> <p>Community – All stakeholders to support the learning and behavioral goals set for our students.</p>			
Success Indicators	<p>Students will be able to articulate their goals and monitor improvement.</p> <p>Teachers will be differentiating their program and responding to cohort data.</p> <p>Teachers will establish and maintain a supportive, safe and orderly learning environment.</p> <p>Leaders will be tracking indicative data as evidence of student growth.</p> <p>Leaders will see an increase in student attendance and positive behavior.</p> <p>Community input and understanding of School values and expected behaviors.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	<p>Curriculum Day focused on School Wide Positive Behaviors facilitated by SWPB Coach.</p> <p>Establishing the School Wide Positive Behavior Team.</p> <p>Professional Learning each term with School Wide Positive Behavior Coach.</p> <p>Development of the School Wide Values with students, staff and the wider community.</p> <p>Monitoring of positive and negative behaviors fortnightly to establish intervention for Tier 3 students.</p> <p>Developing consistent expectations and responses to behavior across the school for all stakeholders.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
Activity 2	<p>Term 1 professional learning will focus on the development of further values for our school community.</p> <p>All stakeholders will be informed and included in the discussions focused on the expected behaviors.</p> <p>A schedule for professional learning will be developed to assist all staff members develop their capacity and understanding of the School Wide Positive Behavior Matrix and logical consequences.</p> <p>A timetable will be developed to investigate recorded incidents on Compass.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	<p>Teachers to regularly collect data on specific learning skills for students throughout a learning cycle.</p> <p>Teachers and students develop goals based on skill achievement, intervention or extension.</p> <p>Teachers respond to the cohort data differentiating for learning needs.</p>			

	<p>Tutors to target specific students involving 'Catch Up' as indicated by data. (teacher judgement growth data and on-going formative indicative data and Semester summative data.)</p> <p>Language Learning Intervention Teacher to target Tier 3 students requiring intense intervention.</p> <p>Teachers employed with an expertise in extension to support the enrichment of identified students.</p> <p>All students will have identified learning goals to support the development of skills.</p> <p>Leadership to induct, support and monitor the professional development of the KPS Instructional Models and Practices.</p> <p>To develop partnerships between home and school to support student engagement and academic progress.(ILIPS)</p>
Outcomes	<p>Students will understand the goals within a continuum and the evidence to demonstrate mastery.</p> <p>Teachers will use consistent formative data to inform planning and teaching and learning.</p> <p>Students will be able to track and monitor their achievements.</p> <p>Parents/ carers will be active participants in supporting the 'Catch Up' goals and wellbeing of students.</p>
Success Indicators	<p>The KPS Professional Learning Community when moderating will demonstrate a consistency of teacher judgement based on a developmental sequence.</p> <p>Students will achieve at least 12 months growth in Literacy and Numeracy.</p> <p>A clear and consistent Instructional Model throughout all teaching areas.</p> <p>An embedding of Instructional Practices in particular Classroom Libraries, Guided Reading, Independent Reading and Close Reading.</p> <p>Parent Opinion survey will positively endorse Effective Teaching and Student Motivation and Support.</p> <p>Attitude to School Survey will be reflect positively on Student Engagement and Wellbeing.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Launch the KPS handbook focused on the Instructional Reading Practices. Display and share the Comprehension Strategy anchor charts when planning for teaching and learning. Professional Learning scheduled for Term 1 to ensure graduate and returning teachers are supported to understand the expectations of the Reader's Workshop. Learning Specialists to support teachers to develop their understanding of the Instructional Model and Practices. Display and unpack the Instructional Models for Reading, Writing and Numeracy for consistency. Display and unpack the Behavior Matrixes to inform all stakeholders of expected behavior and consequences. Consistency of consequences to be understood by all stakeholders.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	0%
Activity 2	<p>Summative data indicates that students are achieving key benchmarks in the domains of Reading, Writing and Numeracy. The PLT/PLC cycle is impacting on student achievement. Assessment by tutors indicates students accelerated growth.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff 	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>For all students in the tutoring program to achieve against defined assessment goal - Fountas & Pinnell Levels. Teacher Judgement, NAPLAN and PM Bench Marking.</p> <p>Happy, Healthy and Resilient Children</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 (2019) to 70 or above.</p> <p>To improve the positive endorsement of Year 4-6 students for a Differentiated Learning Challenge from 72% to 90%</p> <p>To decrease the not positive endorsement of Year 4-6 students for a Differentiated Learning Challenge from 12% to 2%</p> <p>To decrease the neutral endorsement of 4-6 year students for a Differentiated Learning Challenge from 16% to 3%</p> <p>Staff Opinion Survey</p> <p>To increase Academic Emphasis from 63% to 70%</p> <p>To increase Guaranteed & Viable Curriculum from 65% to 75%.</p> <p>Parent Opinion Survey</p> <p>To increase the number of parents participating in the Parent Opinion Survey from 39 to over 100.</p> <p>Parent Participation and Involvement from 64% (2020) to 70%.</p> <p>School support to increase from 62% to 69%.</p> <p>Teacher Communication from 63% to 70%</p>
<p>KIS 1.a</p>	<p>Learning, catch-up and extension priority</p>

Curriculum planning and assessment	
Actions	<p>Leadership</p> <ul style="list-style-type: none"> Develop a whole school tutoring program. Develop whole school assessment schedule Implement the whole school approach to monitor the achievement of every child against multiple data sets. Ensure every student has the appropriate goals referenced against their point of need against the continuum. Embed the PLC Improvement Cycle. The School Improvement Team - monitors, tracks and reviews student growth. The Leadership Team will build the capacity of the Middle Level Leaders. Build the capacity of all staff to differentiate the curriculum to target specific learning goals. <p>Teachers</p> <ul style="list-style-type: none"> Use data to inform the achievement levels of every child. Use data to plan for and differentiate the curriculum for cohorts. Use data to determine relevant learning goals for all students. Implement the Whole School Instructional model and prioritised Instructional Practises - Guided Reading, Independent Reading, Close Reading as well as the Comprehension Strategies. Plan for differentiation in team PLTs with tutors. Employ tutors to support catch up. Develop timetables to maximise tutoring. <p>Students</p> <ul style="list-style-type: none"> Students will be provided with a continuum of learning and be provided with negotiated and scaffolded goals. Students will be able to track their performance and reflect on their academic growth. Students will reflect on key success criteria and demonstrate mastery of key skills and understandings. <p>Whole School</p> <ul style="list-style-type: none"> Actively participate in the High Impact Student Achievement Project – 2021 School Project (Western Melbourne)

Outcomes	<p>Leaders will be able to track and monitor student performance and target resources as required. Leaders will be able to evaluate the effectiveness of the tutoring program against the data. Leaders will be able to support tutors and teachers through the PLC process.</p> <p>Teachers</p> <p>Teachers will be able to differentiate teaching and learning in response to student needs. Teachers will be able to plan for the next stage of learning referenced against the continuum for all students. Teachers will be able to share, monitor and support their professional growth as referenced in their professional learning goals (PLC). Teachers will be confident in implementing the Instructional Model and Instructional Practices in the classroom.</p> <p>Students will understand their personal goals and practise to achieve mastery across all curriculum areas. Teachers will use both formative and summative evidence to monitor and assess the growth of all students. Leaders will structure PLTs to reflect the Improvement Cycle examining data, problems of practice as well as student outcomes. Our Community will be informed as to the students' learning goals and ways to support at home.</p>			
Success Indicators	<p>Students will be able to discuss their learning goals and achievement of the success criteria. Teachers will use Indicative Data to reflect on the achievement of key skills, learning goals and success criteria. Teachers will plan and document a differentiated teaching program. Leaders will support teachers to discuss problems of practice and plan to support professional growth.</p>			
Delivery of the annual actions for this KIS				
Enablers				
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Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	<p>Students who have not benchmarked, have been identified at risk or require further extension will work with tutors to support the development of key skills.</p> <p>Tutors will work with teachers and teams planning for and delivering the support for all students identified at risk.</p> <p>Professional Learning for graduate and returning teachers on how to administer and analyse a running record as well as how to accurately score F&P comprehension conversations.</p> <p>Students who have not benchmarked in Reading will be supported by a Language Learning Intervention Teacher.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%
Activity 2	<p>Teachers will be responsible for assessing students' key skills and understandings and recording achievement using an indicative data spreadsheet.</p> <p>Teachers and Leaders will examine the data spreadsheets to understand the needs of students, responding to intervention.</p> <p>There will be a review of the whole school assessment schedule to support teachers cater for the point of need for all students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%
Activity 3	<p>Leaders</p> <p>Employ and induct the tutors into the school and ensure all resources and structures required are in place.</p> <p>Identify the students requiring 'Catch Up' and extension as part of the tutoring program (targeted 80 students)</p> <p>Develop an operational model to structure</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Year Level Co-ordinator(s) <input checked="" type="checkbox"/> Principal 	<p>from: Term 1 to: Term 2</p>	0%

	<p>the tutoring program across the school. Develop individual learning plans for all students in the tutoring program.</p> <p>Establish collaboration time for tutors and classroom teachers to design appropriate learning intervention for tutor groups.</p> <p>The employment of a teacher to deliver a Language Learning Intervention Program.</p> <p>Teachers to support the extension of students working 12 months above the expected standard.</p> <p>Teachers will work in Professional Learning Teams to plan collaboratively using evidenced based data.</p> <p>Differentiated student goals will be documented, monitored and achievement celebrated.</p> <p>Learning Specialists will support teams and Middle Leaders to build their capacity to use data to plan for students' next level of growth.</p> <p>Students will participate in pre/post assessments to track growth.</p>			
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Embed the SWPBS program across the school.			

	<p>Establish a database of students at risk.</p> <p>Establish a whole school approach to monitoring and supporting student engagement, wellbeing and behavior.</p> <p>Continue to engage in the Moonee Valley Network Student Voice professional learning with Russell Qualgia Develop student leadership and school pride across the school.</p> <p>Students – To be active participants in their learning and behavioral decisions. Teachers - To implement a consistent Instructional Model for Reading, Writing and Numeracy. Leaders - To develop the understanding of all staff around School Wide Positive Behaviors and how students positively engage in their learning. Leaders - To attend PLT meetings to discuss growth data and student outcomes. Leaders - To examine attendance and behavior data to inform intervention to inform a SWPB focus for professional development. Community - To inform the community of expected academic and behavioral expectations.</p>
Outcomes	<p>Students - Understand their role as a learner and achieving learning and behavioral goals. Teachers - Teachers to plan for the components of the Instructional Model, including key Instructional Practices and HITS, in particular Feedback, Goal Setting and Differentiation. Leaders - Support the professional learning and planning for data informed sequence of learning. Leaders - Support teaching teams to document and monitor the differentiation of the curriculum. Community – All stakeholders to support the learning and behavioral goals set for our students.</p>
Success Indicators	<p>Students will be able to articulate their goals and monitor improvement. Teachers will be differentiating their program and responding to cohort data. Teachers will establish and maintain a supportive, safe and orderly learning environment. Leaders will be tracking indicative data as evidence of student growth. Leaders will see an increase in student attendance and positive behavior. Community input and understanding of School Values and expected behaviors.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Curriculum Day focused on School Wide Positive Behaviors facilitated by SWPB Coach.</p> <p>Establishing the School Wide Positive Behavior Team.</p> <p>Professional Learning each term with School Wide Positive Behavior Coach.</p> <p>Development of the School Wide Values with students, staff and the wider community.</p> <p>Monitoring of positive and negative behaviors fortnightly to establish intervention for Tier 3 students.</p> <p>Developing consistent expectations and responses to behavior across the school for all stakeholders.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	<p>Term 1 professional learning will focus on the development of further values for our school community.</p> <p>All stakeholders will be informed and included in the discussions focused on the expected behaviors.</p> <p>A schedule for professional learning will be developed to assist all staff members develop their capacity and understanding of the School Wide Positive Behavior Matrix and logical consequences.</p> <p>A timetable will be developed to investigate recorded incidents on Compass.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	<p>Teachers to regularly collect data on specific learning skills for students throughout a learning cycle.</p> <p>Teachers and students develop goals based on skill achievement, invention or extension.</p> <p>Teachers respond to the cohort data differentiating for learning needs.</p> <p>Tutors to target specific students involving 'Catch Up' as indicated by data. (teacher judgement, growth data and on-going formative indicative data as well as Semester summative data.)</p> <p>Language Learning Intervention Teacher targeting Tier 3 students requiring intense intervention.</p> <p>Teachers employed with an expertise in extension to support the enrichment of identified students.</p> <p>All students will have identified learning goals to support the development of skills.</p> <p>Leadership to induct, support and monitor the professional development of the KPS Instructional Models and Practices.</p> <p>To develop partnerships between home and school to support student engagement and academic progress.(ILIPS)</p>
Outcomes	<p>Students will understand the goals within a continuum and the evidence to demonstrate mastery.</p> <p>Teachers will use consistent formative data to inform planning and teaching and learning.</p> <p>Students will be able to track and monitor their achievements.</p> <p>Parents/ carers will be active participants in supporting the 'Catch Up' goals and wellbeing of students.</p>
Success Indicators	<p>The KPS Professional Learning Community when moderating will demonstrate a consistency of teacher judgement based on a developmental sequence.</p> <p>Students will achieve at least 12 months growth in Literacy and Numeracy.</p> <p>A clear and consistent Instructional Model throughout all teaching areas.</p> <p>An embedding of Instructional Practices in particular Classroom Libraries, Guided Reading, Independent Reading and Close Reading.</p> <p>Parent Opinion survey will positively endorse Effective Teaching and Student Motivation and Support.</p> <p>Attitude to School Survey will be reflective of Student Engagement and Wellbeing.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Launch the KPS handbook focused on the Instructional Reading Practices. Display and share the Comprehension Strategy anchor charts for planning and teaching and learning. Professional Learning scheduled for Term 1 to ensure graduate and returning teachers are supported to understand the expectations of the Reader's Workshop.</p> <p>Learning Specialists to support teachers to develop their understanding of the Instructional Model and Practices. Display and unpack the Instructional Models for Reading, Writing and Numeracy for consistency.</p> <p>Display and unpack the Behavior Matrixes to inform all stakeholders of expected behavior and consequences.</p> <p>Consistency of Consequences to be understood by all stakeholders.</p>	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	<p>Summative data indicates that students are achieving key benchmarks in the domains of Reading, Writing and Numeracy. The PLT/PLC cycle is impacting on student achievement. Assessment by tutors indicates students</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

	accelerated growth.			
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Monitoring and Assessment - 2021

End-of-year monitoring

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>For all students in the tutoring program to achieve against defined assessment goal - Fountas & Pinnell Levels. Teacher Judgement, NAPLAN and PM Bench Marking.</p> <p>Happy, Healthy and Resilient Children</p> <p>To increase the Attitude to School Survey Results, percentile for Years 4-6 Motivation and Interest from 19.2 (2019) to 70 or above.</p> <p>To improve the positive endorsement of Year 4-6 students for a Differentiated Learning Challenge from 72% to 90%</p> <p>To decrease the not positive endorsement of Year 4-6 students for a Differentiated Learning Challenge from 12% to 2%</p> <p>To decrease the neutral endorsement of Year 4-6 students for a Differentiated Learning Challenge from 16% to 3%</p> <p>Staff Opinion Survey</p> <p>To increase Academic Emphasis from 63% to 70%</p> <p>To increase Guaranteed & Viable Curriculum from 65% to 75%.</p> <p>Parent Opinion Survey</p> <p>To increase the number of parents participating in the Parent Opinion Survey from 39 to over 100.</p> <p>Parent Participation and Involvement from 64% (2020) to 70%.</p> <p>School support to increase from 62% to 69%.</p> <p>Teacher Communication from 63% to 70%</p>
<p>Has this 12 month target met</p>	<p>Not Met</p>

KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Leadership</p> <ul style="list-style-type: none"> Develop a whole school tutoring program. Develop whole school assessment schedule Implement the whole school approach to monitor the achievement of every child against multiple data sets. Ensure every student has the appropriate goals referenced against their point of need against the continuum. Embed the PLC Improvement Cycle. The School Improvement Team - monitors, tracks and reviews student growth. The Leadership Team will build the capacity of the Middle Level Leaders. Build the capacity of all staff to differentiate the curriculum to target specific learning goals. <p>Teachers</p> <ul style="list-style-type: none"> Use data to inform the achievement levels of every child. Use data to plan for and differentiate the curriculum for cohorts. Use data to determine relevant learning goals for all students. Implement the Whole School Instructional Model and prioritised Instructional Practices - Guided Reading, Independent Reading, Close Reading and the Comprehension Strategies. Plan for differentiation in team PLTs with tutors. Employ tutors to support 'Catch Up'. Develop timetables to maximise tutoring. <p>Students</p> <ul style="list-style-type: none"> Students will be provided with a continuum of learning and be provided with negotiated and scaffolded goals. Students will be able to track their performance and reflect on their academic growth. Students will reflect on key success criteria and demonstrate mastery of key skills and understandings. <p>Whole School</p> <ul style="list-style-type: none"> Actively participate in the High Impact Student Achievement Project Schools Project – 2021 (Western Melbourne)

Outcomes	<p>Leaders will be able to track and monitor student performance and target resources as required. Leaders will be able to evaluate the effectiveness of the tutoring program against the data. Leaders will be able to support tutors and teachers through the PLC process.</p> <p>Teachers</p> <p>Teachers will be able to differentiate teaching and learning in response to student needs. Teachers will be able to plan for the next stage of learning referenced against the continuum for all students. Teachers will be able to share, monitor and support their professional growth as referenced in their professional learning goals (PLC). Teachers will be confident in implementing the Instructional Model and Instructional Practices in the classroom.</p> <p>Students will understand their personal goals and practise to achieve mastery across all curriculum areas. Teachers will use both formative and summative evidence to monitor and assess the growth of all students. Leaders will structure PLTs to reflect the Improvement Cycle examining data, problems of practice as well as student outcomes. Our Community will be informed of the students' learning goals and ways to support at home.</p>			
Success Indicators	<p>Students will be able to discuss their learning goals and achievement of the targeted success criteria. Teachers will use Indicative Data to reflect on the achievement of key skills, learning goals and success criteria. Teachers will plan and document a differentiated teaching program. Leaders will support teachers to discuss problems of practice and plan to support professional growth.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	<p>Students who have not benchmarked, have been identified at risk or require further extension will work with tutors to support the development of key skills.</p> <p>Tutors will work with teachers and teams planning for and delivering the support for all students identified at risk.</p> <p>Professional Learning for graduate and returning teachers on how to administer and analyse a running record as well as how to accurately score F&P comprehension conversations.</p> <p>Students who have not benchmarked in Reading will be supported by a Language Learning Intervention Teacher.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	0%
Activity 2	<p>Teachers will be responsible for assessing students' key skills and understandings and recording achievement using an indicative data spreadsheet.</p> <p>Teachers and Leaders will examine the data spreadsheets to understand the needs of students, responding to intervention.</p> <p>There will be a review of the whole school assessment schedule to support teachers cater for the point of need for all students.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Sub School Leader/s <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	0%
Activity 3	<p>Leaders</p> <p>Employ and induct the tutors into the school and ensure all resources and structures required are in place.</p> <p>Identify the students requiring 'Catch Up' and extension as part of the tutoring program (targeted 80 students)</p> <p>Develop an operational model to structure</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Support <input checked="" type="checkbox"/> Year Level Co-ordinator(s) <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 2	0%

	<p>the tutoring program across the school. Develop individual learning plans for all students in the tutoring program.</p> <p>Establish collaboration time for tutors and classroom teachers to design appropriate learning intervention for tutor groups.</p> <p>The employment of a teacher to deliver a Language Learning Intervention Program.</p> <p>Teachers to support the extension of students working 12 months above the expected standard.</p> <p>Teachers will work in Professional Learning Teams to plan collaboratively using evidenced based data.</p> <p>Differentiated student goals will be documented, monitored and achievement celebrated.</p> <p>Learning Specialists will support teams and Middle Leaders to build their capacity to use data to plan for students' next level of growth.</p> <p>Students will participate in pre/post assessments to track growth.</p>			
<p>KIS 1.b Health and wellbeing</p>	<p>Happy, active and healthy kids priority</p>			
<p>Actions</p>	<p>Embed the SWPBS program across the school.</p>			

	<p>Establish a database of students at risk.</p> <p>Establish a whole school approach to monitoring and supporting student engagement, wellbeing and behavior.</p> <p>Continue to engage in the Moonee Valley Network Student Voice professional learning with Russell Qualgia</p> <p>Develop student leadership and school pride across the school.</p> <p>Students - For students to be active participants in their learning and behavioral decisions. Teachers - To implement a consistent Instructional Model for Reading, Writing and Numeracy. Leaders - To develop the understanding of all staff around School Wide Positive Behaviors and how students positively engage in their learning. Leaders - To attend PLT meetings to discuss growth data and student outcomes. Leaders - To examine attendance and behavior data to inform intervention as a SWPB focus for professional development. Community - To inform the community of expected academic and behavioral expectations.</p>
Outcomes	<p>Students - Understand their role as a learner and achieving learning and behavioral goals. Teachers - Teachers to plan for the components of the Instructional Model, including key Instructional Practices and HITS, in particular Feedback, Goal Setting and Differentiation. Leaders - Support the professional learning and planning for data informed sequence of learning. Leaders - Support teaching teams to document and monitor the differentiation of the curriculum. Community – Support the learning and behavioral goals set for our students.</p>
Success Indicators	<p>Students will be able to articulate their goals and monitor improvement. Teachers will be differentiating their program and responding to cohort data. Teachers will establish and maintain a supportive, safe and orderly learning environment. Leaders will be tracking indicative data as evidence of student growth. Leaders will see an increase in student attendance and positive behavior. Community input and understanding of School Values and expected behaviors.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
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Activity 2	<p>Term 1 professional learning will focus on the development of further values for our school community.</p> <p>All stakeholders (parents/ students) will be</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

	<p>informed and included in the discussions focused on the expected behaviors.</p> <p>A schedule for professional learning will be developed to assist all staff members develop their capacity and understanding of the School Wide Positive Behavior Matrix and logical consequences.</p> <p>A timetable will be developed to investigate recorded incidents on Compass.</p>			
KIS 1.c Building communities	Connected schools priority			
Actions	<p>Teachers to regularly collect data on specific learning skills for students throughout a learning cycle.</p> <p>Teachers and students develop goals based on skill achievement, intervention or extension.</p> <p>Teachers respond to the cohort data differentiating for learning needs.</p> <p>Tutors to target specific students involving 'Catch Up' as indicated by data. (teacher judgement, growth data and on-going formative indicative data and Semester summative data.)</p> <p>Language Learning Intervention Teacher targeting Tier 3 students requiring intense intervention.</p> <p>Teachers employed with an expertise in extension to support the enrichment of identified students.</p> <p>All students will have identified learning goals to support the development of skills.</p> <p>Leadership to induct, support and monitor the professional development of the KPS Instructional Models and Practices.</p> <p>To develop partnerships between home and school to support student engagement and academic progress.(ILIPS)</p>			
Outcomes	<p>Students will understand the goals within a continuum and the evidence to demonstrate mastery.</p> <p>Teachers will use consistent formative data to inform the planning for teaching and learning.</p> <p>Students will be able to track and monitor their achievements.</p> <p>Parents/ carers will be active participants in supporting the 'Catch Up' goals and wellbeing of students.</p>			
Success Indicators	<p>The KPS Professional Learning Community when moderating will demonstrate a consistency of teacher judgement based on a developmental sequence.</p> <p>Students will achieve at least 12 months growth in Literacy and Numeracy.</p> <p>A clear and consistent Instructional Model throughout all teaching areas.</p> <p>An embedding of Instructional Practices in particular Classroom Libraries, Guided Reading, Independent Reading and Close</p>			

	Reading. Parent Opinion Survey will positively endorse Effective Teaching and Student Motivation and Support. Attitude to School Survey will be reflective of Student Engagement and Wellbeing.			
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	<p>Launch the KPS handbook focused on the Instructional Reading Practices. Display and share the Comprehension Strategy anchor charts for planning and teaching and learning. Professional Learning scheduled for Term 1 to ensure graduate and returning teachers are supported to understand the expectations of the Reader's Workshop. Learning Specialists to support teachers to develop their understanding of the Instructional Model and Practices. Display and unpack the Instructional Models for Reading, Writing and Numeracy for consistency. Display and unpack the Behavior Matrixes to inform all stakeholders of expected behavior</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> School Improvement Team 	<p>from: Term 1 to: Term 4</p>	0%

	and consequences . Consistency of Consequences to be understood by all stakeholders.			
Activity 2	Summative data indicates that students are achieving key benchmarks in the domains of Reading, Writing and Numeracy. The PLT/PLC cycle is impacting on student achievement. Assessment by tutors indicates students accelerated growth.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2021

SEIL Feedback