

Monitoring and Assessment - 2023

Kensington Primary School (2374)



Submitted for review by Bridget McLaughlin (School Principal) on 15 March, 2023 at 12:59 PM
Endorsed by Alex Artavilla (Senior Education Improvement Leader) on 15 March, 2023 at 09:32 PM
Awaiting endorsement by School Council President

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

<p>Goal 1</p>	<p>2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.</p>
<p>12 Month Target 1.1</p>	<p>Learning Targets</p> <p>Tutor Learning Program including Leveled Literacy Intervention (LLI) - each student will have a documented ILIP with specific learning goals as part of a learning cycle (5 weeks). Student achievement will be monitored by pre and post assessment data. Student Agency in setting and monitoring learning goals using Quality Vote, Proficiency Scales and Rubrics to monitor and self-assess. Continued focus on differentiation informed by data and teacher collaboration when planning and assessing.</p> <p>Learning Targets for 2023 The percentage of Year 5 students assessed in the top two NAPLAN bands will increase in:</p> <p>Writing from 47% in (2022) to 51% Reading from 63% in (2022) to 67% Numeracy from 37% in (2022) to 41%</p> <p>NAPLAN Benchmark Growth</p> <p>The percentage of Year 5 students achieving above benchmark growth in NAPLAN will increase in:</p> <p>Writing from 23% (2021) to 27% Numeracy from 22% (2021) to 26%</p> <p>The percentage of Year 5 students achieving below benchmark growth in NAPLAN will decrease in:</p> <p>Reading from 29% (2021) to 20%</p>

Increase the percentage of students accessed above the expected level in Teacher Judgement.

The average percentage of Year F-6 students making at least one Victorian Curriculum Level of learning growth in each school year will increase in:

Reading and Viewing from 68% (2018-21 average) to 78%

Writing from 67% (2018-21 average) to 75%

Number and Algebra from 70% (2018-21 average) to 80%

School Staff Survey

Increase positive endorsement of Teacher Collaboration from 40% to 50%

Well-Being Targets

Attitude to School Survey Data

The percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) will increase in the following factors:

Motivation and interest from 73% (2022) to 77%

Sense of confidence from 72% (2022) to 76%

Perseverance from 73% (2022) to 77%

Sense of connectedness from 70% (2022) to 79%

Stimulated learning from 64% (2022) to 73%

The percentage of Year 4-6 students reporting positive endorsement on the student Attitudes to School Survey (AtoSS) will increase in the following factors:

Student voice and agency factor from 53% (2022) to 65%

Self-regulation and goal setting from 78% (2022) to 83%

To increase the positive endorsements in the Attitude To School Survey

- Years 4-6 Differentiated Learning Challenge from 83% to 85%

- Years 4-6 Stimulated Learning from 71% to 78%

The percentage of parents reporting positive endorsement on the Parent Opinion Survey (POS) will increase in the following factors:

Student voice and agency from 72% (2021) to 76%

	<p>Teacher communication from 46% (2021) to 60%</p> <p>School communication from 61% (2021) to 70%</p> <p>The percentage of staff reporting positive endorsement on the Staff Opinion Survey (SSS) teaching and learning modules will increase in the following factors:</p> <p>Collective participation (professional learning) from 55% in (2021) to 65%</p> <p>Staff professional safety (school staff safety and wellbeing) from 27% in (2021) to 40%</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Build the capacity of all staff members to develop an understanding of PLC's particularly purpose and ownership.</p> <p>Embed the Professional Learning Community (PLC) initiative across the school.</p> <p>Strengthening whole school collaborative and effective practices and celebrating ongoing growth (teacher practice and student learning)</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Build the capacity of Learning Specialists and Educational Leaders to effectively lead change through the PLT inquiry cycle - Leading Specialists and Educational leaders will build the capacity of staff through modeling and coaching in the expected instructional practices, as well as embedding the instructional model. - Learning Specialists and Educational Leaders will lead the work of the PLTs develop a sequential and differentiated program based on a Guaranteed and Viable Curriculum - Plan for and deliver targeted Professional Learning to establish and embed the use of GVC, improve data literacy, differentiation at point need and set goals with students. <p>Teachers will:</p> <ul style="list-style-type: none"> - Be able to discuss student learning progression using assessment, student work samples and evidence and use this to plan for differentiation and monitor growth. - Establish and monitor learning goals for all students referenced against the learning continuum and the Guaranteed and Viable Curriculum. - Monitor the impact of the teaching and learning through the curriculum skills spreadsheet. - Engage in differentiated professional learning, peer observations and coaching and apply this in their classroom practice with a focus on the development of the instructional model. - Plan for, implement and reflect on the impact of the High Impact Teaching Strategies in particular feedback. <p>Students will:</p>

	<ul style="list-style-type: none"> - Understand their role as an active learner with a focus on the stages of the instructional model. - Use teacher feedback to reflect on learning and provide teachers with feedback. - Articulate and understand their learning goals and understand - Know the next steps and strategies to progress their learning goal and how they will display mastery in their goal - Participate in targeted small group differentiated learning instruction and articulate how this instruction will support them grow as a learner 			
Success Indicators	PLC Minutes PLC inquiry cycles being undertaken by teaching teams during a protected time Evidence of teacher professional development growth Evidence of teacher collaboration to support positive student outcomes Evidence of student growth Growth in ILIPs Articulation and explanation of students as to their learning goals and evidence of skill mastery Differentiation planned and documented Conferencing Notes Curriculum Skills spreadsheet demonstrates achievement of skills Classroom Observations demonstrates application of professional learning Victorian Curriculum Judgements will show growth in learning			
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	PLC inquiry cycle protected time on a Wednesday for teams to collaborate and undertake the inquiry cycle.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Support provided from regional PLC Coach to provide professional learning focused on the PLC inquiry.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	A termly reflection for all teaching teams to discuss the focus of their PLC inquiry attended by a regional PLC coach to provide timely feedback and celebrate our work.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement and embed SWPBS with rigor to support learning and wellbeing. Explicitly teach values of resilience, creativity and learn Embed the acknowledgment system			
Outcomes	Leaders will: <ul style="list-style-type: none"> - Establish a multi-tiered response model to support student's mental health - Monitor COMPASS Behavior and Wellbeing entries from staff members - Discuss student needs with Health and Wellbeing Key Contacts HWCK team to triage support for Tier 1, 2 and 3 students - Plan with the HWCK team to deliver targeted professional development - Plan for PL with the SWPB Coach to provide professional development for all staff members - Plan for PL with the Respectful Relationships Team to provide professional development for all staff members - Ensure a consistent approach to SWPBS and behaviors - Embed the school values with a focus on resilience, creativity and learn - Know how to monitor the impact of the embedding of the school values Teachers will:			

	<ul style="list-style-type: none"> - Plan for and implement social and emotional learning through their curriculum planning - Recognize, respond to and refer students' mental health to Assistant Principal - Build knowledge and practice around the planning of School Wide Positive Behaviors - Build knowledge and practice around the planning of Respectful Relationships - Record behavioral and wellbeing concerns on COMPASS to keep an ongoing record of incident, actions and outcomes - Collaborate with members for the Health and Wellbeing Key Contacts HWCK - Explicitly teach the values of resilience, creativity and learn from the SWPBS matrix <p>Students will:</p> <ul style="list-style-type: none"> - Value Captains will promote the expected behaviors - Student Leaders will meet regularly to provide feedback with the Leadership Team - Students will be able to explain the values and the expected positive behaviors - Students will complete surveys based on engagement and wellbeing from Year Foundation to Year 6 - Students will be supported to understand positive behaviors and steps to promote wellbeing - Understand using the matrix what it means to be respectful, responsible, resilience, creativity and learn as a learner
Success Indicators	<p>Attitude to School Survey (ATSS) School Created Surveys for students in Foundation - Year 3 Staff School Survey SSS Parent Opinion Survey</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	Whole School Professional learning to develop shared understandings and expectations when implementing our Behavior Matrixes with fidelity.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	SWPBS - Positive Behavioral Coaching to support teachers and teaching teams to embed a consistent and responsive approach to positive behaviors.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	To develop an acknowledgement system for our students to recognise and reward positive behavior.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2023

SEIL Feedback