

Monitoring and Assessment - 2020

Yarragon Primary School (2178)



Submitted for review by Melissa Rock (School Principal) on 16 December, 2019 at 09:55 AM
Endorsed by Julie Curtis (Senior Education Improvement Leader) on 16 December, 2019 at 11:07 AM
Endorsed by Bronwyn Bersey (School Council President) on 13 February, 2020 at 04:23 PM
Term 2 Monitoring submitted by Melissa Rock (School Principal) on 13 August, 2020 at 11:52 AM
Term 4 Monitoring submitted by Melissa Rock (School Principal) on 11 November, 2020 at 05:27 PM

Monitoring and Assessment - 2020

Term 1 monitoring (optional)

Goal 1	To improve growth and achievement for all students in literacy.
12 Month Target 1.1	The percentage of Grade 3 students achieving in the top 2 bands of NAPLAN in reading will increase from 46% in 2019 to 50% in 2020 The percentage of Grade 5 students achieving in the top 2 bands in NAPLAN in reading will increase from 47% in 2019 to 50% in 2020
12 Month Target 1.2	The percentage of students in Grade 5 achieving high growth in literacy will increase from 21% in 2019 to 25% in 2020 using Benchmark data
12 Month Target 1.3	The School Climate module component mean score for collective efficacy will improve from 61% to 70%
12 Month Target 1.4	The percentage of positive responses in the Staff Opinion Survey - School Leadership Component will increase from 71% to 80%
KIS 1.a Building practice excellence	Embed professional learning practices that strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.
Actions	<ol style="list-style-type: none"> 1. Consistent implementation of the Workshop Model for literacy, ensuring the gradual release of responsibility and students conferring with other students and adults. 2. Teachers and students setting reading goals and tracking progress against reading Learning Ladders and rubrics. 3. Learning Specialist to observe classroom practice using agreed whole school feedback proforma - implements Workshop Model & HITS 4. Learning Specialist to model best practice reading strategies to other colleagues - model classroom
Outcomes	<ol style="list-style-type: none"> 1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by: <ul style="list-style-type: none"> * Students - will be able to talk about their learning goals using self and peer assessments and use feedback to further challenge themselves. * Teachers - will be able to talk about their teaching and learning goals reflected in Performance & Development Plans and use the schools agreed Observation Continuums to further extend practice <ul style="list-style-type: none"> - will be able to identify student performance targets using data walls and case management meetings that identify intervention strategies above expected standard, at the expected standard, below the expected standard for all students

	<ul style="list-style-type: none"> * Leaders - will develop instructional leadership skills using sensitivity and collaborative conversations that challenge assumptions in a respectful way and ask continuously if the expectations are set high enough * Community - Improve the awareness of the PLC model within the community and help families understand how they can support their child to learn <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - will be able to discuss and monitor reading growth against reading Learning Ladders / rubrics * Teachers - will update and track reading growth on the agreed reading tracker, identifying performance above, at and below expected standard * Leaders - clear and precise knowledge of every students reading performance and model high expectations for all learners * Community - Know their child(s) individual numeracy goal
Success Indicators	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - Students identify progress on Learning Ladders (proficiency scale for achievement) for reading <ul style="list-style-type: none"> - Self assessment of reading tasks against co-created and deconstructed reading rubrics * Teachers - Records of Observation Continuums and reflection against the teaching continuum <ul style="list-style-type: none"> - Cohort data walls for F-2, 3-4 and 5-6 - Case Management Cohort Differentiation Ladder * Leaders - Leadership Meeting Minutes and PLC Learning Logs <ul style="list-style-type: none"> - PLC Matrix * Community - Snapshots of Learning Expos with family/community involvement <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school reading data tracker</p> <ul style="list-style-type: none"> * Students - Completed Learning Ladders <ul style="list-style-type: none"> - Completed reading rubrics identifying level of performance * Teachers - Observation Continuums <ul style="list-style-type: none"> - Cohort data wall continually updated - Case Management Cohort Differentiation Ladder - new for every inquiry cycle into reading * Leaders - Leadership Meeting Minutes <ul style="list-style-type: none"> - Reading tracker - improved growth over time * Community - Parent Opinion Survey (General satisfaction / High expectations for 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	Whole school implementation of workshop model for reading	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Track reading growth against the Whole School Reading Tracker and differentiate teaching and learning provisions by identifying individual students at, above or below level	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Learning Specialist to model best practice in the classroom and observe classroom teachers and provide feedback using agreed whole school observation development guides.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b Building leadership teams	Develop processes and structures to ensure leadership is distributed within the school to enhance pedagogical practice.			
Actions	Document the new organisational Leadership structure across the school for 2020 Document Leadership roles and responsibilities for Leadership team members, teacher leaders and student leaders			
Outcomes	Improved understanding and knowledge of roles and responsibilities regarding leadership * Students - role clarity for Junior School Council, Green Team and House Leadership positions			

	<p>* Teachers - role clarity of Leadership positions and teacher leader roles in alignment with the Aitsl Standards</p> <p>* Leaders - role clarity of Leadership positions (Learning Specialist & Professional Learning Communities Leader) in alignment with the Aitsl standards</p> <p>* Community - strengthen the profile of school Leadership positions and teacher leader responsibilities within the community</p>			
Success Indicators	<p>Documented school organisational framework - identifies key leadership positions - Google Drive / School Induction folder / School website</p> <p>Documented Leadership and teacher leaders roles and responsibilities - Google Drive / School Induction folder / school website</p> <p>Documented student leadership roles - Google Drive / School Induction folder / school website</p> <p>School newsletter - strengthen staff leadership profile within the school community</p> <p>School Climate Module (Staff Opinion Survey) - collective efficacy will improve from 61% to 70%</p> <p>School Leadership component (Staff Opinion Survey) will improve from 71% to 80%</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	Document Leadership and teacher leader roles and responsibilities in alignment with the AITSL Standards	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Document student leadership roles and responsibilities - Junior School Council, Green Team and House Captains.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	0%

		<input checked="" type="checkbox"/> Student Leadership Coordinator	to: Term 2	
Activity 3	Document whole school organisational structure	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Goal 2	To improve students' connectedness and engagement in their learning.			
12 Month Target 2.1	The percentage of positive responses in the Attitudes to School Survey will increase by the following targets: Student Voice and Agency positive endorsement will increase from 60% to 70% Self-Regulation and Goal Setting positive endorsement to increase from 80% to 85% Effective Teaching time positive endorsement to increase from 79% to 85% Managing Bullying component from 71% to 80%			
12 Month Target 2.2	Reduce the average days of absence per student from 13.0 days to 12.0 in 2020. Students at risk to be placed on an Attendance Plan			
12 Month Target 2.3	The percentage of positive responses in the General Satisfaction factor improve from 75% to 80%			
KIS 2.a Setting expectations and promoting inclusion	Ensure that a school wide positive behaviour approach is developed and embedded across the school.			
Actions	Implementation of the Berry Street Educational Model - whole school agreed approach Participation in two Professional Learning Training Days - The Body and Stamina School wide implementation of Zones of Regulation			
Outcomes	Whole school approach - improved knowledge of trauma informed and wellbeing classroom practices that improve: * Students - self regulation, resilience and confidence * Staff - self regulation, resilience and confidence * Leaders - self-regulation, resilience and confidence * Community - improved awareness of whole school approach to wellbeing and inclusion			

Success Indicators	<p>Data / evidence that will be collected to measure the success of outcomes include:</p> <ul style="list-style-type: none"> * Leadership - Documented whole school approach to wellbeing and inclusion aligning the Berry Street Educational Model to current documents and policies * Students - Attitude to School Survey - resilience component to improve from 74% positive endorsement to 80% positive endorsement * Students - Attitude to School Survey - sense of confidence component to improve from 73% positive endorsement to 80% positive endorsement * Students - Attitude to School Survey - Managing Bullying component to improve from 71% positive endorsement to 80% positive endorsement * Staff Opinion Survey - School Climate module improve from 61% positive endorsement to 70% positive endorsement 			
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 documentation of Berry Street Educational Model aligned to current school documentation and policies	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 2	Student Wellbeing Officer to track behaviour records / data on uEducateUs to provide monthly reports to the School improvement Team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	0%

Activity 3	Participation in Berry Street Educational Model training - two days	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	0%
Activity 4	Implementation of Zones of Regulation across the school - every classroom / Specialist space	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 3	To improve growth and achievement for all students in numeracy.			
12 Month Target 3.1	The percentage of Grade 3 students achieving in the top 2 bands of NAPLAN will increase from 33% to 35% in 2020 The percentage of Grade 5 students achieving in the top 2 bands in NAPLAN will increase from 30% to 35% in 2020			
12 Month Target 3.2	The percentage of students in Grade 5 achieving high growth in numeracy will increase from 14% in 2019 to 20% in 2020 using Benchmark data.			
KIS 3.a Curriculum planning and assessment	Develop and build staff capacity to action learning continuums and numeracy to promote high impact teaching and learning.			
Actions	<ol style="list-style-type: none"> 1. Consistent implementation of the Workshop Model for numeracy, ensuring the gradual release of responsibility and students conferring with other students and adults. 2. Teachers and students setting numeracy goals and tracking progress against reading Learning Ladders and rubrics. 3. Identification of low, medium and high levels of behaviours with clear actions for consequences and follow-up building on the schools agreed indoor and outdoor notification forms. 4. Consistently implement the schools Tiered Intervention Model to attendance 			
Outcomes	<ol style="list-style-type: none"> 1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by: <ul style="list-style-type: none"> * Students - will be able to talk about their learning goals using self and peer assessments and use feedback to further challenge themselves. * Teachers - will be able to talk about their teaching and learning goals reflected in Performance & Development Plans and use the schools agreed Observation Continuums to further extend practice <ul style="list-style-type: none"> - will be able to identify student performance targets using data walls and case management meetings that identify intervention strategies above expected standard, at the expected standard, below the expected standard for all students 			

	<ul style="list-style-type: none"> * Leaders - will develop instructional leadership skills using sensitivity and collaborative conversations that challenge assumptions in a respectful way and ask continuously if the expectations are set high enough * Community - Improve the awareness of the PLC model within the community and help families understand how they can support their child to learn <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - will be able to discuss and monitor numeracy growth against numeracy Learning Ladders / rubrics * Teachers - will update and track numeracy growth on the agreed numeracy tracker, identifying performance above, at and below expected standard * Leaders - clear and precise knowledge of every students numeracy performance and model high expectations for all learners * Community - Know their child(s) individual numeracy goal
<p>Success Indicators</p>	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - Students identify progress on Learning Ladders (proficiency scale for achievement) for numeracy <ul style="list-style-type: none"> - Self assessment of numeracy tasks against co-created and deconstructed numeracy rubrics * Teachers - Records of Observation Continuums and reflection against the teaching continuum <ul style="list-style-type: none"> - Cohort data walls for F-2, 3-4 and 5-6 - Case Management Cohort Differentiation Ladder * Leaders - Leadership Meeting Minutes and PLC Learning Logs <ul style="list-style-type: none"> - PLC Matrix * Community - Snapshots of Learning Expos with family/community involvement <p>2. Ensure numeracy data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - Completed Learning Ladders <ul style="list-style-type: none"> - Completed numeracy rubrics identifying level of performance * Teachers - Observation Continuums <ul style="list-style-type: none"> - Cohort data wall continually updated - Case Management Cohort Differentiation Ladder - new for every inquiry cycle into numeracy * Leaders - Leadership Meeting Minutes <ul style="list-style-type: none"> - Numeracy tracker - improved growth over time * Community - Parent Opinion Survey (General satisfaction / High expectations for learning)
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Teacher and Education Support Professional Development that targets numeracy and the co-creation of Learning Ladders and assessment rubrics	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Weekly PLC meetings lead by PLC leaders that engage teachers in a collaborative inquiry about Numeracy	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Professional Learning Communities Matrix to be used to track PLC growth and numeracy PLC inquiry data by PLC leader with additional time release	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Co-design of a teaching of numeracy differentiation framework, identifying individual students at, above or below level, with specific high impact teaching strategies and approaches for support	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 5	School Improvement Team - regular meetings (every three weeks)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Professional Practice Days - teams to implement classroom observations with colleagues across the school or across the network at other schools, with a focus on the teaching of Numeracy.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Learning Specialist to model best practice in the classroom and observe classroom teachers and provide feedback using agreed whole school observation development guides.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2020

Mid-year monitoring

Goal 1	To improve growth and achievement for all students in literacy.
12 Month Target 1.1	The percentage of Grade 3 students achieving in the top 2 bands of NAPLAN in reading will increase from 46% in 2019 to 50% in 2020 The percentage of Grade 5 students achieving in the top 2 bands in NAPLAN in reading will increase from 47% in 2019 to 50% in 2020
12 Month Target 1.2	The percentage of students in Grade 5 achieving high growth in literacy will increase from 21% in 2019 to 25% in 2020 using Benchmark data
12 Month Target 1.3	The School Climate module component mean score for collective efficacy will improve from 61% to 70%
12 Month Target 1.4	The percentage of positive responses in the Staff Opinion Survey - School Leadership Component will increase from 71% to 80%
KIS 1.a Building practice excellence	Embed professional learning practices that strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.
Actions	<ol style="list-style-type: none"> 1. Consistent implementation of the Workshop Model for literacy, ensuring the gradual release of responsibility and students conferring with other students and adults. 2. Teachers and students setting reading goals and tracking progress against reading Learning Ladders and rubrics. 3. Learning Specialist to observe classroom practice using agreed whole school feedback proforma - implements Workshop Model & HITS 4. Learning Specialist to model best practice reading strategies to other colleagues - model classroom
Outcomes	<ol style="list-style-type: none"> 1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by: <ul style="list-style-type: none"> * Students - will be able to talk about their learning goals using self and peer assessments and use feedback to further challenge themselves. * Teachers - will be able to talk about their teaching and learning goals reflected in Performance & Development Plans and use the schools agreed Observation Continuums to further extend practice <ul style="list-style-type: none"> - will be able to identify student performance targets using data walls and case management meetings that identify intervention strategies above expected standard, at the expected standard, below the expected standard for all students

	<ul style="list-style-type: none"> * Leaders - will develop instructional leadership skills using sensitivity and collaborative conversations that challenge assumptions in a respectful way and ask continuously if the expectations are set high enough * Community - Improve the awareness of the PLC model within the community and help families understand how they can support their child to learn <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - will be able to discuss and monitor reading growth against reading Learning Ladders / rubrics * Teachers - will update and track reading growth on the agreed reading tracker, identifying performance above, at and below expected standard * Leaders - clear and precise knowledge of every students reading performance and model high expectations for all learners * Community - Know their child(s) individual numeracy goal
Success Indicators	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - Students identify progress on Learning Ladders (proficiency scale for achievement) for reading <ul style="list-style-type: none"> - Self assessment of reading tasks against co-created and deconstructed reading rubrics * Teachers - Records of Observation Continuums and reflection against the teaching continuum <ul style="list-style-type: none"> - Cohort data walls for F-2, 3-4 and 5-6 - Case Management Cohort Differentiation Ladder * Leaders - Leadership Meeting Minutes and PLC Learning Logs <ul style="list-style-type: none"> - PLC Matrix * Community - Snapshots of Learning Expos with family/community involvement <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school reading data tracker</p> <ul style="list-style-type: none"> * Students - Completed Learning Ladders <ul style="list-style-type: none"> - Completed reading rubrics identifying level of performance * Teachers - Observation Continuums <ul style="list-style-type: none"> - Cohort data wall continually updated - Case Management Cohort Differentiation Ladder - new for every inquiry cycle into reading * Leaders - Leadership Meeting Minutes <ul style="list-style-type: none"> - Reading tracker - improved growth over time * Community - Parent Opinion Survey (General satisfaction / High expectations for learning)
Delivery of the annual actions for this KIS	On schedule or completed
Enablers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated

<ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Key Improvement Strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ School review has refocussed directions for the school ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change ✓ Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Workforce constraints i.e. change in leadership, understaffed, staff absence ✓ Change in school context i.e. SFOE, enrolment ✓ Other <p>COVID 19 pandemic resulted in online learning for students F-6 during the end of Term 1 and majority of Term 2. The school carefully managed the flexible and sequential learning sequences for students. While PCT inquires continued to be embedded for literacy and numeracy, the work uploaded back by students at times was varied or did not occur for some students. PLT's continued to track learning growth through regular meetings and continued to track learning gain growth. Data is available.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Learning Ladders - For reading and number link to PLT inquiries and are visible in all classrooms</p> <p>Cohort Data Walls - Have been created for Foundation, 1/2, 3/4 and 5/6. Data walls look closely at student growth and achievement at, below and above the expected level. Teacher's are becoming increasingly responsible for cohort data tracking.</p> <p>Learning Specialist (Observation & Feedback) - Launched into Learning Specialist Peer Observations once we returned from remote and online learning. Teacher's have identified an area of practice they wish to improve. Peer Observations are directly linked to this. Feedback guides are used. Practice improvement is directly linked to individual Performance & Development Plans. Peer Observations and Learning Specialist Observations have been stop and start due to both onsite school learning and remote and online learning due to the COVID 19 pandemic.</p> <p>Reading Tracker - reading tracker has been 'fine grained' to highlight reading growth three months, six months, twelve months and eighteen months above and below the expected standard. This will enable teacher judgement against Victorian Curriculum standards to align directly to the reading tracker. Reading Tracker data for semester one is attached.</p> <p>PLC Maturity Matrix - Staff continue to provide feedback stating evidence of actions / school improvement strategies against the PLC</p>

	Maturity Matrix - evidence attached. This semester they recognise the investment in distributed leadership with 3 new PLT leaders taking on middle leadership roles.			
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	Learning Specialist (Observation & Feedback) - implementation of new feedback guides linked to the HITS and student engagement PLC Matrix - continue to monitor progress against the PLC Maturity Matrix. Leadership Team to use feedback to carefully design next strategic actions for the school to improve student outcomes and staff climate component of the Staff opinion Survey Inquiry Summary document - staff to create an inquiry summary document that demonstrates individual learning gain growth against inquiry goals and the changes or new emerging teaching practice Leadership Role Clarity - develop leadership Roles & Responsibility statements including what success / evidence against AITSL Standards looks like.			
OPTIONAL: Upload Evidence	1. Amanda Observation-PDP goals workshop model.pdf (0.77 MB) 2. PLC Matrix Semester One 2020.pdf (0.51 MB) 3. Summarising - Learning Ladder.docx (0.88 MB) 4. Yarragon READING Tracker - Close of term 2 2020.docx.pdf (0.09 MB)			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Whole school implementation of workshop model for reading	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%
Activity 2	Track reading growth against the Whole School Reading Tracker and differentiate teaching and learning provisions by identifying individual students at, above or below level	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%
Activity 3	Learning Specialist to model best practice in the classroom and observe classroom teachers and provide feedback using agreed	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1	75%

	whole school observation development guides.		to: Term 4	
KIS 1.b Building leadership teams	Develop processes and structures to ensure leadership is distributed within the school to enhance pedagogical practice.			
Actions	Document the new organisational Leadership structure across the school for 2020 Document Leadership roles and responsibilities for Leadership team members, teacher leaders and student leaders			
Outcomes	Improved understanding and knowledge of roles and responsibilities regarding leadership * Students - role clarity for Junior School Council, Green Team and House Leadership positions * Teachers - role clarity of Leadership positions and teacher leader roles in alignment with the Aitsl Standards * Leaders - role clarity of Leadership positions (Learning Specialist & Professional Learning Communities Leader) in alignment with the Aitsl standards * Community - strengthen the profile of school Leadership positions and teacher leader responsibilities within the community			
Success Indicators	Documented school organisational framework - identifies key leadership positions - Google Drive / School Induction folder / School website Documented Leadership and teacher leaders roles and responsibilities - Google Drive / School Induction folder / school website Documented student leadership roles - Google Drive / School Induction folder / school website School newsletter - strengthen staff leadership profile within the school community School Climate Module (Staff Opinion Survey) - collective efficacy will improve from 61% to 70% School Leadership component (Staff Opinion Survey) will improve from 71% to 80%			
Delivery of the annual actions for this KIS	On schedule or completed			
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Other COVID 19 pandemic resulted in Leadership Team members having to focus solely on the remote and online learning space. Both Leadership Team members are also classroom practitioners who led teaching and learning hubs during remote and online learning.			

	Development of leadership roles and responsibilities had to be put on hold. Since returning to school the Leadership Team has been developing the PLC Leader role and responsibility document - ensuring specific actions and evidence is documented.
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Change in school context i.e. SFOE, enrolment
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Organisational restructure - new PLT leaders have been appointed to lead and facilitate PLT meetings. PLC leaders now alternate observing PLT meetings F-6. This is increasing the capacity to monitor whole school PLT inquiries and teaching practice actions in classrooms. Also allowing PLC focus workshops to be identified to build the capacity of teacher knowledge and understandings around documenting Essential Learnings and curriculum builds for numeracy and literacy.</p> <p>PLC Roles & Responsibility - actions and evidence of success documented and links provided to AITSL Standards - in draft form. This is providing greater clarity to leaders regarding key roles and responsibilities and building leadership potential and aspiration across the system.</p>
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>PLT's - new PLT leaders to implement inquiry cycle of learning and document the process.</p> <p>PLC Leaders - continue to monitor growth against PLC Maturity Matrix and provide evidence of school improvement actions using the PLC Roles & Responsibility document</p> <p>Professional Learning - teacher leaders to facilitate PD for staff. For example, Google Suite PD offered during remote and online learning Term 3.</p> <p>Learning Specialist - continue to work closely with staff to identify areas of practice for improvement through Observation and Feedback. Learning Specialist Observation guides to be implemented</p> <p>Student Leadership Roles & Responsibilities - Junior School Council and Green Team to develop role and responsibility statements with students. Roles & Responsibilities to be documented.</p>
OPTIONAL: Upload Evidence	1. Organisation chart.docx (0.03 MB)

		2. Peer ob differentiated teaching.docx (0.03 MB)		
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Document Leadership and teacher leader roles and responsibilities in alignment with the AITSL Standards	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	50%
Activity 2	Document whole school organisational structure	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	100%
Activity 3	Document student leadership roles and responsibilities - Junior School Council, Green Team and House Captains.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student Leadership Coordinator	from: Term 1 to: Term 2	0%
Goal 2	To improve students' connectedness and engagement in their learning.			
12 Month Target 2.1	The percentage of positive responses in the Attitudes to School Survey will increase by the following targets: Student Voice and Agency positive endorsement will increase from 60% to 70% Self-Regulation and Goal Setting positive endorsement to increase from 80% to 85% Effective Teaching time positive endorsement to increase from 79% to 85% Managing Bullying component from 71% to 80%			
12 Month Target 2.2	Reduce the average days of absence per student from 13.0 days to 12.0 in 2020. Students at risk to be placed on an Attendance Plan			
12 Month Target 2.3	The percentage of positive responses in the General Satisfaction factor improve from 75% to 80%			
KIS 2.a	Ensure that a school wide positive behaviour approach is developed and embedded across the school.			

Setting expectations and promoting inclusion	
Actions	Implementation of the Berry Street Educational Model - whole school agreed approach Participation in two Professional Learning Training Days - The Body and Stamina School wide implementation of Zones of Regulation
Outcomes	Whole school approach - improved knowledge of trauma informed and wellbeing classroom practices that improve: * Students - self regulation, resilience and confidence * Staff - self regulation, resilience and confidence * Leaders - self-regulation, resilience and confidence * Community - improved awareness of whole school approach to wellbeing and inclusion
Success Indicators	Data / evidence that will be collected to measure the success of outcomes include: * Leadership - Documented whole school approach to wellbeing and inclusion aligning the Berry Street Educational Model to current documents and policies * Students - Attitude to School Survey - resilience component to improve from 74% positive endorsement to 80% positive endorsement * Students - Attitude to School Survey - sense of confidence component to improve from 73% positive endorsement to 80% positive endorsement * Students - Attitude to School Survey - Managing Bullying component to improve from 71% positive endorsement to 80% positive endorsement * Staff Opinion Survey - School Climate module improve from 61% positive endorsement to 70% positive endorsement
Delivery of the annual actions for this KIS	Slightly behind schedule but remediation strategies are in place to get back on schedule
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Other

	<p>Due to the COVID 19 pandemic our first training day for the Berry Street Educational Model had to be cancelled. Our first whole school training day will occur on Monday 17th of August - this has been confirmed as an online format.</p>
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Change in priorities of the school i.e. school review identified new directions <input checked="" type="checkbox"/> Other <p>COVID-19 pandemic resulted in our first Beryy Street Education training day to be cancelled. The school had to quickly change priority and prepare and organise for remote and online learning.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Berry Street Educational Model Training - first online training day is August 17th</p> <p>School Wide Implementation Zones of Regulation</p> <ul style="list-style-type: none"> - every classroom F-6 has created a Zones of Regulation visual display (evidence attached - newsletter feature) - classroom teachers are consciously asking students at transitions and throughout learning sessions - How are you feeling? What Zone are you in? What can you do get back to the Green Zone? - Emotional literacy is more widely focused on and linking key emotions to the different zones - evidence by students personal zones cards (evidence attached) - Our ELC also implement Zones of Regulation and we are collecting data from students and families on the effect and usage of Zones at home (evidence attached) <p>Social & Emotional Learning Scope & Sequence Document - has been developed by our Physical Health & Wellbeing teacher. This is developing all teachers knowledge and understanding of social, emotional and health learning.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<p>Berry Street Educational Model Training - Term 3 and 4</p> <p>Develop staff knowledge and understanding in SEL Scope and Sequence document - referenced in hub planning documents</p>

<ul style="list-style-type: none"> • <i>What support is required?</i> 	Revise and update Engagement & Wellbeing policies in line with Berry Street Educational Model - universal health & wellbeing strategies and actions			
OPTIONAL: Upload Evidence	<ol style="list-style-type: none"> 1. Copy of Copy of Data - children's understanding Updated.xlsx (0.04 MB) 2. Health and Wellbeing Scope and Sequence.pdf (19.28 MB) 3. Size of the Problem.docx (0.47 MB) 4. Zones of Regulation Newsletter.pdf (1.70 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Student Wellbeing Officer to track behaviour records / data on uEducateUs to provide monthly reports to the School improvement Team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	75%
Activity 2	Implementation of Zones of Regulation across the school - every classroom / Specialist space	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%
Activity 3	Whole school documentation of Berry Street Educational Model aligned to current school documentation and policies	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 4	Participation in Berry Street Educational Model training - two days	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	0%

Goal 3	To improve growth and achievement for all students in numeracy.
12 Month Target 3.1	The percentage of Grade 3 students achieving in the top 2 bands of NAPLAN will increase from 33% to 35% in 2020 The percentage of Grade 5 students achieving in the top 2 bands in NAPLAN will increase from 30% to 35% in 2020
12 Month Target 3.2	The percentage of students in Grade 5 achieving high growth in numeracy will increase from 14% in 2019 to 20% in 2020 using Benchmark data.
KIS 3.a Curriculum planning and assessment	Develop and build staff capacity to action learning continuums and numeracy to promote high impact teaching and learning.
Actions	<ol style="list-style-type: none"> 1. Consistent implementation of the Workshop Model for numeracy, ensuring the gradual release of responsibility and students conferring with other students and adults. 2. Teachers and students setting numeracy goals and tracking progress against reading Learning Ladders and rubrics. 3. Identification of low, medium and high levels of behaviours with clear actions for consequences and follow-up building on the schools agreed indoor and outdoor notification forms. 4. Consistently implement the schools Tiered Intervention Model to attendance
Outcomes	<ol style="list-style-type: none"> 1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by: <ul style="list-style-type: none"> * Students - will be able to talk about their learning goals using self and peer assessments and use feedback to further challenge themselves. * Teachers - will be able to talk about their teaching and learning goals reflected in Performance & Development Plans and use the schools agreed Observation Continuums to further extend practice <ul style="list-style-type: none"> - will be able to identify student performance targets using data walls and case management meetings that identify intervention strategies above expected standard, at the expected standard, below the expected standard for all students * Leaders - will develop instructional leadership skills using sensitivity and collaborative conversations that challenge assumptions in a respectful way and ask continuously if the expectations are set high enough * Community - Improve the awareness of the PLC model within the community and help families understand how they can support their child to learn 2. Ensure reading data collection is a consistent approach F-6 implementing a whole school numeracy data tracker <ul style="list-style-type: none"> * Students - will be able to discuss and monitor numeracy growth against numeracy Learning Ladders / rubrics * Teachers - will update and track numeracy growth on the agreed numeracy tracker, identifying performance above, at and below expected standard * Leaders - clear and precise knowledge of every students numeracy performance and model high expectations for all learners

	* Community - Know their child(s) individual numeracy goal
Success Indicators	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - Students identify progress on Learning Ladders (proficiency scale for achievement) for numeracy <ul style="list-style-type: none"> - Self assessment of numeracy tasks against co-created and deconstructed numeracy rubrics * Teachers - Records of Observation Continuums and reflection against the teaching continuum <ul style="list-style-type: none"> - Cohort data walls for F-2, 3-4 and 5-6 - Case Management Cohort Differentiation Ladder * Leaders - Leadership Meeting Minutes and PLC Learning Logs <ul style="list-style-type: none"> - PLC Matrix * Community - Snapshots of Learning Expos with family/community involvement <p>2. Ensure numeracy data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - Completed Learning Ladders <ul style="list-style-type: none"> - Completed numeracy rubrics identifying level of performance * Teachers - Observation Continuums <ul style="list-style-type: none"> - Cohort data wall continually updated - Case Management Cohort Differentiation Ladder - new for every inquiry cycle into numeracy * Leaders - Leadership Meeting Minutes <ul style="list-style-type: none"> - Numeracy tracker - improved growth over time * Community - Parent Opinion Survey (General satisfaction / High expectations for learning)
Delivery of the annual actions for this KIS	Slightly behind schedule but remediation strategies are in place to get back on schedule
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated

<ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Change in school context i.e. SFOE, enrolment <input checked="" type="checkbox"/> Other <p>COVID-19 pandemic had impacted the implementaion of PAT Maths assessment. This has not been administered across the school yet.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>PLT number inquiries have been implemented throughout the first semester for F-2 and 3-6. This has enabled a focused and sequential delivery of units of study in number. For example F-2 inquiry on addition and Grade 3-6 inquiry on fractions. Pre and post assessment data has been used to identify learning targets and monitor and track learning gain growth. This has occurred during on site school learning and remote and online learning periods. The continuation of number PLT's has enabled staff to keep focus on our priority improvement areas and develop a sequential teaching and learning plan for at school and remote and online learning.</p> <p>During PLC whole school professional learning an Essential Learning Build for number F-6 has been created. This has developed teacher knowledge and understanding of the mathematics number continuum using the Victorian Curriculum. Working collaboratively together also continues to build our collective efficacy and culture around 'how' we work together. The Number Essential Build is provided as evidence as an attachment.</p> <p>During collaborative planning time staff have used the Number Essential Learning Build to develop visible number learning ladders in classrooms. This is developing both teacher and student agency in the development of individual number goals and understanding the sequential build of learning in areas of number.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>Continue number inquiries in PLT's. Documenting the inquiry cycle of learning including: pre and post assessment data, targets for students, sequence of teaching and learning, best practice strategies, representing learning growth in agreed graphical form, identifying new or emerging practices. Whole school PLC leaders will rotate attendance at PLT Meetings and provide the team with PLT feedback notes.</p> <p>Once school returns to onsite - complete whole school PAT Maths assessment. Ninety six new leased laptops have arrived to support the delivery of assessments across the school.</p>
<p>OPTIONAL: Upload Evidence</p>	<ol style="list-style-type: none"> 1. Grade 3 and 4 - Fractions.docx (0.63 MB) 2. Mathematics Progression- Unit Based Victorian Curriculum (Senior team designed).docx (0.04 MB) 3. Yarragon NUMBER Tracker - Close of semester 2 2020.docx (1).pdf (0.07 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Teacher and Education Support Professional Development that targets numeracy and the co-creation of Learning Ladders and assessment rubrics	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	75%
Activity 2	Weekly PLC meetings lead by PLC leaders that engage teachers in a collaborative inquiry about Numeracy	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 3	Professional Learning Communities Matrix to be used to track PLC growth and numeracy PLC inquiry data by PLC leader with additional time release	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 4	Co-design of a teaching of numeracy differentiation framework, identifying individual students at, above or below level, with specific high impact teaching strategies and approaches for support	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%
Activity 5	School Improvement Team - regular meetings (every three weeks)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	75%
Activity 6	Professional Practice Days - teams to implement classroom observations with colleagues across the school or across the	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1	50%

	network at other schools, with a focus on the teaching of Numeracy.	<input checked="" type="checkbox"/> Learning Specialist(s)	to: Term 4	
Activity 7	Learning Specialist to model best practice in the classroom and observe classroom teachers and provide feedback using agreed whole school observation development guides.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	75%

Monitoring and Assessment - 2020

Term 3 monitoring (optional)

Goal 1	To improve growth and achievement for all students in literacy.
12 Month Target 1.1	The percentage of Grade 3 students achieving in the top 2 bands of NAPLAN in reading will increase from 46% in 2019 to 50% in 2020 The percentage of Grade 5 students achieving in the top 2 bands in NAPLAN in reading will increase from 47% in 2019 to 50% in 2020
12 Month Target 1.2	The percentage of students in Grade 5 achieving high growth in literacy will increase from 21% in 2019 to 25% in 2020 using Benchmark data
12 Month Target 1.3	The School Climate module component mean score for collective efficacy will improve from 61% to 70%
12 Month Target 1.4	The percentage of positive responses in the Staff Opinion Survey - School Leadership Component will increase from 71% to 80%
KIS 1.a Building practice excellence	Embed professional learning practices that strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.
Actions	<ol style="list-style-type: none"> 1. Consistent implementation of the Workshop Model for literacy, ensuring the gradual release of responsibility and students conferring with other students and adults. 2. Teachers and students setting reading goals and tracking progress against reading Learning Ladders and rubrics. 3. Learning Specialist to observe classroom practice using agreed whole school feedback proforma - implements Workshop Model & HITS 4. Learning Specialist to model best practice reading strategies to other colleagues - model classroom
Outcomes	<ol style="list-style-type: none"> 1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by: <ul style="list-style-type: none"> * Students - will be able to talk about their learning goals using self and peer assessments and use feedback to further challenge themselves. * Teachers - will be able to talk about their teaching and learning goals reflected in Performance & Development Plans and use the schools agreed Observation Continuums to further extend practice <ul style="list-style-type: none"> - will be able to identify student performance targets using data walls and case management meetings that identify intervention strategies above expected standard, at the expected standard, below the expected standard for all students

	<ul style="list-style-type: none"> * Leaders - will develop instructional leadership skills using sensitivity and collaborative conversations that challenge assumptions in a respectful way and ask continuously if the expectations are set high enough * Community - Improve the awareness of the PLC model within the community and help families understand how they can support their child to learn <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - will be able to discuss and monitor reading growth against reading Learning Ladders / rubrics * Teachers - will update and track reading growth on the agreed reading tracker, identifying performance above, at and below expected standard * Leaders - clear and precise knowledge of every students reading performance and model high expectations for all learners * Community - Know their child(s) individual numeracy goal
Success Indicators	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - Students identify progress on Learning Ladders (proficiency scale for achievement) for reading <ul style="list-style-type: none"> - Self assessment of reading tasks against co-created and deconstructed reading rubrics * Teachers - Records of Observation Continuums and reflection against the teaching continuum <ul style="list-style-type: none"> - Cohort data walls for F-2, 3-4 and 5-6 - Case Management Cohort Differentiation Ladder * Leaders - Leadership Meeting Minutes and PLC Learning Logs <ul style="list-style-type: none"> - PLC Matrix * Community - Snapshots of Learning Expos with family/community involvement <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school reading data tracker</p> <ul style="list-style-type: none"> * Students - Completed Learning Ladders <ul style="list-style-type: none"> - Completed reading rubrics identifying level of performance * Teachers - Observation Continuums <ul style="list-style-type: none"> - Cohort data wall continually updated - Case Management Cohort Differentiation Ladder - new for every inquiry cycle into reading * Leaders - Leadership Meeting Minutes <ul style="list-style-type: none"> - Reading tracker - improved growth over time * Community - Parent Opinion Survey (General satisfaction / High expectations for 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	Whole school implementation of workshop model for reading	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Track reading growth against the Whole School Reading Tracker and differentiate teaching and learning provisions by identifying individual students at, above or below level	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Learning Specialist to model best practice in the classroom and observe classroom teachers and provide feedback using agreed whole school observation development guides.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b Building leadership teams	Develop processes and structures to ensure leadership is distributed within the school to enhance pedagogical practice.			
Actions	Document the new organisational Leadership structure across the school for 2020 Document Leadership roles and responsibilities for Leadership team members, teacher leaders and student leaders			
Outcomes	Improved understanding and knowledge of roles and responsibilities regarding leadership * Students - role clarity for Junior School Council, Green Team and House Leadership positions			

	<p>* Teachers - role clarity of Leadership positions and teacher leader roles in alignment with the Aitsl Standards</p> <p>* Leaders - role clarity of Leadership positions (Learning Specialist & Professional Learning Communities Leader) in alignment with the Aitsl standards</p> <p>* Community - strengthen the profile of school Leadership positions and teacher leader responsibilities within the community</p>			
Success Indicators	<p>Documented school organisational framework - identifies key leadership positions - Google Drive / School Induction folder / School website</p> <p>Documented Leadership and teacher leaders roles and responsibilities - Google Drive / School Induction folder / school website</p> <p>Documented student leadership roles - Google Drive / School Induction folder / school website</p> <p>School newsletter - strengthen staff leadership profile within the school community</p> <p>School Climate Module (Staff Opinion Survey) - collective efficacy will improve from 61% to 70%</p> <p>School Leadership component (Staff Opinion Survey) will improve from 71% to 80%</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	Document Leadership and teacher leader roles and responsibilities in alignment with the AITSL Standards	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Document student leadership roles and responsibilities - Junior School Council, Green Team and House Captains.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1	0%

		<input checked="" type="checkbox"/> Student Leadership Coordinator	to: Term 2	
Activity 3	Document whole school organisational structure	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Goal 2	To improve students' connectedness and engagement in their learning.			
12 Month Target 2.1	The percentage of positive responses in the Attitudes to School Survey will increase by the following targets: Student Voice and Agency positive endorsement will increase from 60% to 70% Self-Regulation and Goal Setting positive endorsement to increase from 80% to 85% Effective Teaching time positive endorsement to increase from 79% to 85% Managing Bullying component from 71% to 80%			
12 Month Target 2.2	Reduce the average days of absence per student from 13.0 days to 12.0 in 2020. Students at risk to be placed on an Attendance Plan			
12 Month Target 2.3	The percentage of positive responses in the General Satisfaction factor improve from 75% to 80%			
KIS 2.a Setting expectations and promoting inclusion	Ensure that a school wide positive behaviour approach is developed and embedded across the school.			
Actions	Implementation of the Berry Street Educational Model - whole school agreed approach Participation in two Professional Learning Training Days - The Body and Stamina School wide implementation of Zones of Regulation			
Outcomes	Whole school approach - improved knowledge of trauma informed and wellbeing classroom practices that improve: * Students - self regulation, resilience and confidence * Staff - self regulation, resilience and confidence * Leaders - self-regulation, resilience and confidence * Community - improved awareness of whole school approach to wellbeing and inclusion			

Success Indicators	Data / evidence that will be collected to measure the success of outcomes include: * Leadership - Documented whole school approach to wellbeing and inclusion aligning the Berry Street Educational Model to current documents and policies * Students - Attitude to School Survey - resilience component to improve from 74% positive endorsement to 80% positive endorsement * Students - Attitude to School Survey - sense of confidence component to improve from 73% positive endorsement to 80% positive endorsement * Students - Attitude to School Survey - Managing Bullying component to improve from 71% positive endorsement to 80% positive endorsement * Staff Opinion Survey - School Climate module improve from 61% positive endorsement to 70% positive endorsement			
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 documentation of Berry Street Educational Model aligned to current school documentation and policies	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	0%
Activity 2	Student Wellbeing Officer to track behaviour records / data on uEducateUs to provide monthly reports to the School improvement Team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	0%

Activity 3	Participation in Berry Street Educational Model training - two days	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	0%
Activity 4	Implementation of Zones of Regulation across the school - every classroom / Specialist space	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 3	To improve growth and achievement for all students in numeracy.			
12 Month Target 3.1	The percentage of Grade 3 students achieving in the top 2 bands of NAPLAN will increase from 33% to 35% in 2020 The percentage of Grade 5 students achieving in the top 2 bands in NAPLAN will increase from 30% to 35% in 2020			
12 Month Target 3.2	The percentage of students in Grade 5 achieving high growth in numeracy will increase from 14% in 2019 to 20% in 2020 using Benchmark data.			
KIS 3.a Curriculum planning and assessment	Develop and build staff capacity to action learning continuums and numeracy to promote high impact teaching and learning.			
Actions	<ol style="list-style-type: none"> 1. Consistent implementation of the Workshop Model for numeracy, ensuring the gradual release of responsibility and students conferring with other students and adults. 2. Teachers and students setting numeracy goals and tracking progress against reading Learning Ladders and rubrics. 3. Identification of low, medium and high levels of behaviours with clear actions for consequences and follow-up building on the schools agreed indoor and outdoor notification forms. 4. Consistently implement the schools Tiered Intervention Model to attendance 			
Outcomes	<ol style="list-style-type: none"> 1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by: <ul style="list-style-type: none"> * Students - will be able to talk about their learning goals using self and peer assessments and use feedback to further challenge themselves. * Teachers - will be able to talk about their teaching and learning goals reflected in Performance & Development Plans and use the schools agreed Observation Continuums to further extend practice <ul style="list-style-type: none"> - will be able to identify student performance targets using data walls and case management meetings that identify intervention strategies above expected standard, at the expected standard, below the expected standard for all students 			

	<ul style="list-style-type: none"> * Leaders - will develop instructional leadership skills using sensitivity and collaborative conversations that challenge assumptions in a respectful way and ask continuously if the expectations are set high enough * Community - Improve the awareness of the PLC model within the community and help families understand how they can support their child to learn <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - will be able to discuss and monitor numeracy growth against numeracy Learning Ladders / rubrics * Teachers - will update and track numeracy growth on the agreed numeracy tracker, identifying performance above, at and below expected standard * Leaders - clear and precise knowledge of every students numeracy performance and model high expectations for all learners * Community - Know their child(s) individual numeracy goal
<p>Success Indicators</p>	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - Students identify progress on Learning Ladders (proficiency scale for achievement) for numeracy <ul style="list-style-type: none"> - Self assessment of numeracy tasks against co-created and deconstructed numeracy rubrics * Teachers - Records of Observation Continuums and reflection against the teaching continuum <ul style="list-style-type: none"> - Cohort data walls for F-2, 3-4 and 5-6 - Case Management Cohort Differentiation Ladder * Leaders - Leadership Meeting Minutes and PLC Learning Logs <ul style="list-style-type: none"> - PLC Matrix * Community - Snapshots of Learning Expos with family/community involvement <p>2. Ensure numeracy data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - Completed Learning Ladders <ul style="list-style-type: none"> - Completed numeracy rubrics identifying level of performance * Teachers - Observation Continuums <ul style="list-style-type: none"> - Cohort data wall continually updated - Case Management Cohort Differentiation Ladder - new for every inquiry cycle into numeracy * Leaders - Leadership Meeting Minutes <ul style="list-style-type: none"> - Numeracy tracker - improved growth over time * Community - Parent Opinion Survey (General satisfaction / High expectations for learning)
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Teacher and Education Support Professional Development that targets numeracy and the co-creation of Learning Ladders and assessment rubrics	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Weekly PLC meetings lead by PLC leaders that engage teachers in a collaborative inquiry about Numeracy	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Professional Learning Communities Matrix to be used to track PLC growth and numeracy PLC inquiry data by PLC leader with additional time release	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Co-design of a teaching of numeracy differentiation framework, identifying individual students at, above or below level, with specific high impact teaching strategies and approaches for support	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 5	School Improvement Team - regular meetings (every three weeks)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	Professional Practice Days - teams to implement classroom observations with colleagues across the school or across the network at other schools, with a focus on the teaching of Numeracy.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Learning Specialist to model best practice in the classroom and observe classroom teachers and provide feedback using agreed whole school observation development guides.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2020

End-of-year monitoring

Goal 1	To improve growth and achievement for all students in literacy.
12 Month Target 1.1	The percentage of Grade 3 students achieving in the top 2 bands of NAPLAN in reading will increase from 46% in 2019 to 50% in 2020 The percentage of Grade 5 students achieving in the top 2 bands in NAPLAN in reading will increase from 47% in 2019 to 50% in 2020
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
12 Month Target 1.2	The percentage of students in Grade 5 achieving high growth in literacy will increase from 21% in 2019 to 25% in 2020 using Benchmark data
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
12 Month Target 1.3	The School Climate module component mean score for collective efficacy will improve from 61% to 70%
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
12 Month Target 1.4	The percentage of positive responses in the Staff Opinion Survey - School Leadership Component will increase from 71% to 80%
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
KIS 1.a Building practice excellence	Embed professional learning practices that strengthen staff efficacy and collaboration with individual and collective accountability for improving student-learning outcomes.
Actions	<ol style="list-style-type: none"> 1. Consistent implementation of the Workshop Model for literacy, ensuring the gradual release of responsibility and students conferring with other students and adults. 2. Teachers and students setting reading goals and tracking progress against reading Learning Ladders and rubrics. 3. Learning Specialist to observe classroom practice using agreed whole school feedback proforma - implements Workshop Model & HITS 4. Learning Specialist to model best practice reading strategies to other colleagues - model classroom

<p>Outcomes</p>	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - will be able to talk about their learning goals using self and peer assessments and use feedback to further challenge themselves. * Teachers - will be able to talk about their teaching and learning goals reflected in Performance & Development Plans and use the schools agreed Observation Continuums to further extend practice <ul style="list-style-type: none"> - will be able to identify student performance targets using data walls and case management meetings that identify intervention strategies above expected standard, at the expected standard, below the expected standard for all students * Leaders - will develop instructional leadership skills using sensitivity and collaborative conversations that challenge assumptions in a respectful way and ask continuously if the expectations are set high enough * Community - Improve the awareness of the PLC model within the community and help families understand how they can support their child to learn <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - will be able to discuss and monitor reading growth against reading Learning Ladders / rubrics * Teachers - will update and track reading growth on the agreed reading tracker, identifying performance above, at and below expected standard * Leaders - clear and precise knowledge of every students reading performance and model high expectations for all learners * Community - Know their child(s) individual numeracy goal
<p>Success Indicators</p>	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - Students identify progress on Learning Ladders (proficiency scale for achievement) for reading <ul style="list-style-type: none"> - Self assessment of reading tasks against co-created and deconstructed reading rubrics * Teachers - Records of Observation Continuums and reflection against the teaching continuum <ul style="list-style-type: none"> - Cohort data walls for F-2, 3-4 and 5-6 - Case Management Cohort Differentiation Ladder * Leaders - Leadership Meeting Minutes and PLC Learning Logs <ul style="list-style-type: none"> - PLC Matrix * Community - Snapshots of Learning Expos with family/community involvement <p>2. Ensure reading data collection is a consistent approach F-6 implementing a whole school reading data tracker</p> <ul style="list-style-type: none"> * Students - Completed Learning Ladders <ul style="list-style-type: none"> - Completed reading rubrics identifying level of performance * Teachers - Observation Continuums <ul style="list-style-type: none"> - Cohort data wall continually updated - Case Management Cohort Differentiation Ladder - new for every inquiry cycle into reading * Leaders - Leadership Meeting Minutes

	<p>- Reading tracker - improved growth over time</p> <p>* Community - Parent Opinion Survey (General satisfaction / High expectations for learning)</p>
Delivery of the annual actions for this KIS	On schedule or completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * Distributed leadership- new middle leaders facilitating PLT (Evidence at review of PLT agenda/minutes - Google Docs) * PLC Leaders observe PLT sessions on a rotational basis and provide weekly feedback * Learning Specialist Peer observation (at onsite and remote learning) continuum * PDP snapshots evidence of practice from staff. * Leadership meeting minutes * Rubric for learning * Community - Snapshots of Learning Expos with family/community involvement - ART/Indonesian remote learning tasks

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<ul style="list-style-type: none"> *Continue with peer observations with professional conversations during PLT/PLC meetings * PLT/PLC meetings to ensure a consistent approach in teaching units across the school. * Learning Specialist will provide time, modelled sessions, research and support. *Mentor for graduate teachers * Continue tracking students progress in Reading and Number on data walls, HUB walls and Google drive 			
OPTIONAL: Upload Evidence	<ol style="list-style-type: none"> 1. BUMP HILL MOUNTAIN high frequency and new words.docx (0.14 MB) 2. Feedback for JR PLT Leaders 26-10.docx (0.09 MB) 3. Kate Observation.pdf (0.71 MB) 4. Leadership Agenda 16th October. 2020.docx.docx (0.15 MB) 5. Learning Specialist Observation Feedback.docx (2.04 MB) 6. reading rubric summarising.pdf (0.04 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Whole school implementation of workshop model for reading	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%
Activity 2	Track reading growth against the Whole School Reading Tracker and differentiate teaching and learning provisions by identifying individual students at, above or below level	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%

Activity 3	Learning Specialist to model best practice in the classroom and observe classroom teachers and provide feedback using agreed whole school observation development guides.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	100%
KIS 1.b Building leadership teams	Develop processes and structures to ensure leadership is distributed within the school to enhance pedagogical practice.			
Actions	Document the new organisational Leadership structure across the school for 2020 Document Leadership roles and responsibilities for Leadership team members, teacher leaders and student leaders			
Outcomes	Improved understanding and knowledge of roles and responsibilities regarding leadership * Students - role clarity for Junior School Council, Green Team and House Leadership positions * Teachers - role clarity of Leadership positions and teacher leader roles in alignment with the Aitsl Standards * Leaders - role clarity of Leadership positions (Learning Specialist & Professional Learning Communities Leader) in alignment with the Aitsl standards * Community - strengthen the profile of school Leadership positions and teacher leader responsibilities within the community			
Success Indicators	Documented school organisational framework - identifies key leadership positions - Google Drive / School Induction folder / School website Documented Leadership and teacher leaders roles and responsibilities - Google Drive / School Induction folder / school website Documented student leadership roles - Google Drive / School Induction folder / school website School newsletter - strengthen staff leadership profile within the school community School Climate Module (Staff Opinion Survey) - collective efficacy will improve from 61% to 70% School Leadership component (Staff Opinion Survey) will improve from 71% to 80%			
Delivery of the annual actions for this KIS	Slightly behind schedule but remediation strategies are in place to get back on schedule			
Enablers • <i>What enablers are supporting/supported the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change			

<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<p><input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>*Learning Specialist role and description implemented *PLC Leaders roles and description implemented *Student agency - Learning specialist peer observations on student voice and agency in the classroom</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>*Further development of role descriptions for roles and responsibilities across the school *Restructure of the Leadership team to include: Principal, Assistant Principal, Business Manager, Learning Specialist, PLC Leader, Welfare Officer. *Middle Leadership participation in the PLC West Gippsland Network P.D *Distributed Leadership to continue as a key priority in the 2021 AIP aligning to the school's strategic plan</p>
<p>OPTIONAL: Upload Evidence</p>	<ol style="list-style-type: none"> 1. IMG_1421.jpg (0.74 MB) 2. YPS - Professional Learning Community Matrix and AITSL Standards.docx (1.53 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Document Leadership and teacher leader roles and responsibilities in alignment with the AITSL Standards	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	100%
Activity 2	Document student leadership roles and responsibilities - Junior School Council, Green Team and House Captains.	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Student Wellbeing Co-ordinator <input checked="" type="checkbox"/> Student Leadership Coordinator	from: Term 1 to: Term 2	75%
Activity 3	Document whole school organisational structure	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	100%
Goal 2	To improve students' connectedness and engagement in their learning.			
12 Month Target 2.1	The percentage of positive responses in the Attitudes to School Survey will increase by the following targets: Student Voice and Agency positive endorsement will increase from 60% to 70% Self-Regulation and Goal Setting positive endorsement to increase from 80% to 85% Effective Teaching time positive endorsement to increase from 79% to 85% Managing Bullying component from 71% to 80%			
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact			
12 Month Target 2.2	Reduce the average days of absence per student from 13.0 days to 12.0 in 2020. Students at risk to be placed on an Attendance Plan			
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact			
12 Month Target 2.3	The percentage of positive responses in the General Satisfaction factor improve from 75% to 80%			

Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
KIS 2.a Setting expectations and promoting inclusion	Ensure that a school wide positive behaviour approach is developed and embedded across the school.
Actions	Implementation of the Berry Street Educational Model - whole school agreed approach Participation in two Professional Learning Training Days - The Body and Stamina School wide implementation of Zones of Regulation
Outcomes	Whole school approach - improved knowledge of trauma informed and wellbeing classroom practices that improve: * Students - self regulation, resilience and confidence * Staff - self regulation, resilience and confidence * Leaders - self-regulation, resilience and confidence * Community - improved awareness of whole school approach to wellbeing and inclusion
Success Indicators	Data / evidence that will be collected to measure the success of outcomes include: * Leadership - Documented whole school approach to wellbeing and inclusion aligning the Berry Street Educational Model to current documents and policies * Students - Attitude to School Survey - resilience component to improve from 74% positive endorsement to 80% positive endorsement * Students - Attitude to School Survey - sense of confidence component to improve from 73% positive endorsement to 80% positive endorsement * Students - Attitude to School Survey - Managing Bullying component to improve from 71% positive endorsement to 80% positive endorsement * Staff Opinion Survey - School Climate module improve from 61% positive endorsement to 70% positive endorsement
Delivery of the annual actions for this KIS	Slightly behind schedule but remediation strategies are in place to get back on schedule
Enablers • <i>What enablers are supporting/supported the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice

	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Unable to access support <input checked="" type="checkbox"/> Other <p>Unfortunately the second part of our Berry Street Professional Development was cancelled by the Program Administrator - but is being rescheduled for 2021.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * ES Staff completed the Be You online program *Students - School Community has continued to embrace The Zones of Regulation in classrooms and in the "Rethink/Re-engage" program * Students - The Berry Street "BODY" element of the program was completed and implemented in classrooms across the school *Students - A Professional Development on using the Be You Continuum to create Individual social/emotional/physical plans *Students - Individual Learning Plans were developed by Teachers with families to cater for those students who were more than 1 year below/above * Staff - the PLC Matrix was completed by staff TOGETHER to compare where we first began in 2020 to where we have moved according to the implementation of feedback. A Wellbeing survey was also sent out to staff to complete to provided an indication of how supported they felt during remote learning. A Staff opinion survey was also completed by staff. * Leaders - The Learning Specialist sent out a survey asking for feedback from staff to receive information on their roles and responsibility and how it impacted staff/student outcomes. * Community - improved awareness of whole school approach to wellbeing and inclusion via the school newsletter and Facebook feed.
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<ul style="list-style-type: none"> *2021 - The Berry Street element of "Stamina" will be accessed and therefore implemented. * Zones of Regulation will continue in classrooms and in the "Rethink/Re-engage" program * The Be You ELP will be attached to the Ueducateus platform

OPTIONAL: Upload Evidence	<ol style="list-style-type: none"> 1. Assessment (Responses).pdf (0.04 MB) 2. Be You Mental Health Continuum.pdf (0.29 MB) 3. IMG_2279.JPG (4.24 MB) 4. Indoor Behaviour Notification Form - Dee Edited.docx (0.05 MB) 5. Jack Stephens Education Improvement Plan Master - SEL.doc (0.07 MB) 6. Outdoor Behaviour Notification Form.docx (0.05 MB) 7. Staff Well-Being Survey Results Sept 2020.docx (0.27 MB) 8. Staff Wellbeing Survey.pdf (0.90 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Participation in Berry Street Educational Model training - two days	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 3	50%
Activity 2	Implementation of Zones of Regulation across the school - every classroom / Specialist space	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%
Activity 3	Student Wellbeing Officer to track behaviour records / data on uEducateUs to provide monthly reports to the School improvement Team	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	75%
Activity 4	Whole school documentation of Berry Street Educational Model aligned to current school documentation and policies	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 3	50%

Goal 3	To improve growth and achievement for all students in numeracy.
12 Month Target 3.1	The percentage of Grade 3 students achieving in the top 2 bands of NAPLAN will increase from 33% to 35% in 2020 The percentage of Grade 5 students achieving in the top 2 bands in NAPLAN will increase from 30% to 35% in 2020
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
12 Month Target 3.2	The percentage of students in Grade 5 achieving high growth in numeracy will increase from 14% in 2019 to 20% in 2020 using Benchmark data.
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
KIS 3.a Curriculum planning and assessment	Develop and build staff capacity to action learning continuums and numeracy to promote high impact teaching and learning.
Actions	<ol style="list-style-type: none"> 1. Consistent implementation of the Workshop Model for numeracy, ensuring the gradual release of responsibility and students conferring with other students and adults. 2. Teachers and students setting numeracy goals and tracking progress against reading Learning Ladders and rubrics. 3. Identification of low, medium and high levels of behaviours with clear actions for consequences and follow-up building on the schools agreed indoor and outdoor notification forms. 4. Consistently implement the schools Tiered Intervention Model to attendance
Outcomes	<ol style="list-style-type: none"> 1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by: <ul style="list-style-type: none"> * Students - will be able to talk about their learning goals using self and peer assessments and use feedback to further challenge themselves. * Teachers - will be able to talk about their teaching and learning goals reflected in Performance & Development Plans and use the schools agreed Observation Continuums to further extend practice <ul style="list-style-type: none"> - will be able to identify student performance targets using data walls and case management meetings that identify intervention strategies above expected standard, at the expected standard, below the expected standard for all students * Leaders - will develop instructional leadership skills using sensitivity and collaborative conversations that challenge assumptions in a respectful way and ask continuously if the expectations are set high enough * Community - Improve the awareness of the PLC model within the community and help families understand how they can support their child to learn 2. Ensure reading data collection is a consistent approach F-6 implementing a whole school numeracy data tracker <ul style="list-style-type: none"> * Students - will be able to discuss and monitor numeracy growth against numeracy Learning Ladders / rubrics

	<ul style="list-style-type: none"> * Teachers - will update and track numeracy growth on the agreed numeracy tracker, identifying performance above, at and below expected standard * Leaders - clear and precise knowledge of every students numeracy performance and model high expectations for all learners * Community - Know their child(s) individual numeracy goal
Success Indicators	<p>1. Improve knowledge of the inquiry cycle of learning. This will be evidenced by:</p> <ul style="list-style-type: none"> * Students - Students identify progress on Learning Ladders (proficiency scale for achievement) for numeracy <ul style="list-style-type: none"> - Self assessment of numeracy tasks against co-created and deconstructed numeracy rubrics * Teachers - Records of Observation Continuums and reflection against the teaching continuum <ul style="list-style-type: none"> - Cohort data walls for F-2, 3-4 and 5-6 - Case Management Cohort Differentiation Ladder * Leaders - Leadership Meeting Minutes and PLC Learning Logs <ul style="list-style-type: none"> - PLC Matrix * Community - Snapshots of Learning Expos with family/community involvement <p>2. Ensure numeracy data collection is a consistent approach F-6 implementing a whole school numeracy data tracker</p> <ul style="list-style-type: none"> * Students - Completed Learning Ladders <ul style="list-style-type: none"> - Completed numeracy rubrics identifying level of performance * Teachers - Observation Continuums <ul style="list-style-type: none"> - Cohort data wall continually updated - Case Management Cohort Differentiation Ladder - new for every inquiry cycle into numeracy * Leaders - Leadership Meeting Minutes <ul style="list-style-type: none"> - Numeracy tracker - improved growth over time * Community - Parent Opinion Survey (General satisfaction / High expectations for learning)
Delivery of the annual actions for this KIS	Slightly behind schedule but remediation strategies are in place to get back on schedule
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)

	<ul style="list-style-type: none"> ✔ School review has refocussed directions for the school ✔ Staff capability and consistency of practice ✔ Positive staff culture and readiness for change ✔ Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✔ Workforce constraints i.e. change in leadership, understaffed, staff absence
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> - Students - Learning Ladders (proficiency scale for achievement) for Number are up in all classrooms - Self assessment of numeracy tasks against co-created and deconstructed numeracy rubrics - Teachers - Number Inquiries were recorded throughout our PLT sessions- Google drive - Cohort data walls for F-2, 3-4 and 5-6 are up in each HUB/Data wall and is updated on a regular basis. - Leaders - Leadership Meeting Minutes and PLC Learning Logs are all placed in Google Docs - PLT Feedback - PLC Matrix - Leaders - Leadership Meeting Minutes - Numeracy tracker - improved growth over time * Community - Parent Opinion Survey (General satisfaction / High expectations for learning)
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<ul style="list-style-type: none"> -Continue with the Number trackers/Data/HUB walls to monitor students progress. -PLT Feedback will continue with both PLC Leaders visiting meetings to provide feedback ensuring a consistent approach across the school -Learning ladders will maintain to show where students needs are and what their next level of learning is. -Student outcomes will continue to rise for the next AIP.

OPTIONAL: Upload Evidence		<ol style="list-style-type: none"> 1. AIP Learning Intentions and SC.docx (0.07 MB) 2. BUMP Hill and Mountain RUBRIC making text connections.docx (0.14 MB) 3. Feedback for SR PLT Leaders 16.10.docx (0.09 MB) 4. IMG_2301.jpg (2.43 MB) 5. IMG_2302.jpg (2.23 MB) 6. Leadership Agenda 16th October. 2020docx.docx (0.15 MB) 		
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Teacher and Education Support Professional Development that targets numeracy and the co-creation of Learning Ladders and assessment rubrics	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	75%
Activity 2	Weekly PLC meetings lead by PLC leaders that engage teachers in a collaborative inquiry about Numeracy	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	100%
Activity 3	Professional Learning Communities Matrix to be used to track PLC growth and numeracy PLC inquiry data by PLC leader with additional time release	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
Activity 4	Co-design of a teaching of numeracy differentiation framework, identifying individual students at, above or below level, with specific high impact teaching strategies and approaches for support	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%

Activity 5	School Improvement Team - regular meetings (every three weeks)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	100%
Activity 6	Professional Practice Days - teams to implement classroom observations with colleagues across the school or across the network at other schools, with a focus on the teaching of Numeracy.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	75%
Activity 7	Learning Specialist to model best practice in the classroom and observe classroom teachers and provide feedback using agreed whole school observation development guides.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	100%

Monitoring and Self-assessment - 2020

SEIL Feedback

Submitted Feedback

Yarragon 14/8/2020 What was achieved in semester 1? • Transitioning between the 2 modes and learning sequential. Lit/ Num focus has been kept on track. PLTS core reading and a core Inquiry. Learning ladders (student goals) are also used with students in the online environment- know where the students are • Task upload is directly related to formative assessment • Still investigating the implementation of the Workshop model- staff have 2 personal goals • Use of video clips – staff are learning from each other What will be the work in semester 2? • Administer PAT Reading/ Maths • Implement Berry St model after the training • Pre and Post testing template once back onsite What will not be the focus in semester 2?

Submitted by Julie Curtis (SEIL) on 29 September, 2020 at 06:46 PM