

Monitoring and Self-assessment - 2018

Arthurs Creek Primary School (1666)



Submitted for review by Kिरrily Lamers (School Principal) on 08 May, 2018 at 01:23 PM

Endorsed by Clare Read (Senior Education Improvement Leader) on 10 May, 2018 at 11:12 AM

Endorsed by Rebecca Apted (School Council President) on 12 June, 2018 at 09:36 AM

Semester 1 Monitoring submitted by Kिरrily Lamers (School Principal) on 08 August, 2018 at 04:33 PM

Monitoring and Self-assessment - 2018

Semester 1

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| Goal 1 | <ul style="list-style-type: none"> To improve Literacy and Numeracy outcomes of all students. | |
| 12 month target 1.1 | <ul style="list-style-type: none"> - 85% of all students will make 12 months growth in Literacy - NAPLAN reading Year 5 55% of students achieving in the top 2 bands - NAPLAN reading Year 3 30% of students achieving in the top 2 bands - Increase effective teaching time positive responses in student attitudes to school survey from 75% to 80% - Increase effective teaching positive responses in parent opinion survey from 68% to 75% | |
| Key Improvement Strategy 1 | Increase teacher capacity to provide a rigorous and differentiated Literacy and Numeracy program and explicit teaching to cater for individual learning through the development of data literacy. | |
| Actions | <ul style="list-style-type: none"> - Build a shared view and approach of teaching and learning of Literacy across the school - Build teacher capacity to assess, plan and differentiate teaching in Literacy - Build an effective SIT to lead the development of teaching and learning across the school - Build teacher repertoire of models of practice and evidence based teaching strategies within the ACPS lesson model - Strengthen teacher knowledge and skills to implement a whole school documented Literacy program | |
| Evidence of impact | Students will <ul style="list-style-type: none"> - achieve at least 12 months progress in English if deemed capable Teachers will <ul style="list-style-type: none"> - attend and contribute to weekly PLC sessions - moderate student work samples each term - complete all assessments on the ACPS mandated assessment schedule - align PDP with teaching and learning outcomes Leadership will <ul style="list-style-type: none"> - work effectively as part of a team to understand the developmental needs of each staff member to support the development of their knowledge and capacity to plan, deliver and assess student learning - document individual coaching sessions and support staff to achieve their individual goals using the ACPS GROWTH template | |
| School term | Term 1 (optional) | Term 2 |
| Delivery of the annual actions for this KIS | | On schedule and/or completed |

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| <p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> | | <ul style="list-style-type: none"> ✓ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ 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 ✓ Positive staff culture and readiness for change |
| <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 ✓ Workforce capability i.e. in use of data and evidence |
| <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>Staff are adopting a growth mindset towards utilising the HITS, Practice Principles, etc to ensure best practice pedagogy in the classroom. Whole school targeted professional learning sessions about implementing a balanced reading program have supported staff to adopt different evidenced based approaches to teaching in the classroom. Individualised coaching has supported staff to develop more understanding of data and increased data literacy. The SIT has incorporated all teaching staff and teaching practices have been agreed upon. FISO continuum have been utilised to track our progress against school goals and individual goals. Student achievement data is on track with additional assessments added to the assessment schedule. Students at risk have been identified based on individual data sets and ILPs have been written to refine and target teaching.</p> |
| <p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> | | <p>We have already planned professional learning around teacher need. Termly moderation tasks to be implemented across the school and these will be supported by the coaching process to ensure clarity over data analysis and whole school agreement over achievement standards. Planned purchase of electronic data management system.</p> |

| • <i>What support is required?</i> | | | | |
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| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| - The whole school professional learning plan is developed by Principal and teaching staff in line with the AIP. The principal will source and provide explicit Professional Learning on Data Literacy, learning intention and success criteria, curriculum standards and knowledge of Literacy and Numeracy Pedagogy including the HITS and the ACPS Lesson Model - Principal to support staff to align teaching practices in Literacy with the School's agreed lesson model document as part of the whole school professional learning plan | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional Learning Priority <input checked="" type="checkbox"/> Equity funding will be used | 0% |
| Key Improvement Strategy 2 | Develop, implement and evaluate Professional Learning Communities (PLCs) to develop individual interventions, moderate student outcomes, access peer observations, develop evidence based professional learning sessions and build a collaborative culture. | | | |
| Actions | <ul style="list-style-type: none"> - Build teacher capacity to develop individual interventions and moderate student outcomes in English - Develop teacher capacity to interpret and analyse data sets at an individual and cohort level - Improve teacher capacity to moderate and develop common assessment tasks that align with Victorian Curriculum - Build capacity of teachers to understand and implement the HITS | | | |
| Evidence of impact | <p>Students will</p> <ul style="list-style-type: none"> - achieve at least twelve months progress in English if deemed capable <p>Teachers will</p> <ul style="list-style-type: none"> - be able to identify student point of need and teaching focus through data analysis - select and document appropriate pedagogical approaches <p>Leadership will</p> | | | |

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| | <ul style="list-style-type: none"> - work effectively as part of a team to understand the developmental needs of each staff member - support teachers to collaboratively implement and document student intervention strategies | |
| School term | Term 1 (optional) | Term 2 |
| Delivery of the annual actions for this KIS | | On schedule and/or completed |
| Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> | | <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <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"/> Positive staff culture and readiness for change |
| 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"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Workforce capability i.e. in use of data and evidence |
| 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>At this stage we are in the development phase. Staff have identified professional learning needs and these are being addressed through our whole school professional learning plan. Sessions are developed using evidence based practice as published through the Literacy Portal, the HITS and the Practice Principles. Individual interventions are developed in consultation with the classroom teacher, the principal and the support teacher and implemented in the classroom. Students are also withdrawn for targeted small group focus with the support teacher two to three times per week. Collaboration has increased with teachers planning term content with the principal and sharing all planning documents across the school. Whole school content has been developed and peer observations are from coach to mentor and vice versa thus far. Students</p> |

| | | placed on ILPs are progressing through ILP goals and whole school achievement data is on track with projected targets. | | |
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| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | | The moderation component to be fully explored with teachers expressing a desire to moderate Math tasks. This will include the development of protocols, design of a common assessment task, targeted coaching around achievement standards and actual moderation session. Peer Observations will also increase using the 'cycle of peer observation' as printed in the DET publication 'Peer Observation, Feedback and Reflection: A Practical Guide for Teachers. | | |
| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| <ul style="list-style-type: none"> - Develop school based professional learning about HITS and moderation and complete individual interventions - Engage in PLCs (the alignment of peer observations, assessment practices, team planning sessions and lesson model) to refine and access own practices to student interventions at point of need with support from Principal. Teachers then document the success of interventions through PLC planner and review documents | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |
| Key Improvement Strategy 3 | Further development and implementation of a whole school assessment and reporting framework that will inform teacher planning and student progress over time. | | | |
| Actions | <ul style="list-style-type: none"> - Build teacher capacity to understand the Content Descriptions, Elaborations and Achievement Standards within the Victorian Curriculum in English - Improve teacher capacity to plan content from the Victorian Curriculum using whole school planning pro-forma - Develop teacher capacity to analyse and interrogate Maths and English data sets - Improve capacity of teachers to make accurate judgements of student levels based on the Victorian Curriculum achievement standards | | | |

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| Evidence of impact | <p>Students will</p> <ul style="list-style-type: none"> - achieve at least twelve months progress in English if deemed capable <p>Teachers will</p> <ul style="list-style-type: none"> - use assessment evidence to inform teaching practice - differentiate teaching at point of need for individual students <p>Leadership will</p> <ul style="list-style-type: none"> - support staff to interrogate data sets - coach teachers to differentiate student learning | |
| School term | Term 1 (optional) | Term 2 |
| Delivery of the annual actions for this KIS | | On schedule and/or completed |
| <p>Enablers</p> <ul style="list-style-type: none"> • <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"/> 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"/> Positive staff culture and readiness for change |
| <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"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Workforce capability i.e. in use of data and evidence |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice /</i> | | <p>A mandatory assessment schedule has been implemented across the school including multiple data sets in core subject areas. This allows us the capacity to triangulate data and thoroughly interrogate individual student need. The collection and analysis of these data sets informs the classroom practice and identifies students who could benefit from intervention or extension. These</p> |

| <p><i>mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> | | <p>students are withdrawn from the classroom to access support or extension in a small group. Reporting structure has been agreed upon by staff and termly parent reporting has been implemented. (Term 1: Meet the teacher evening. Term 2: Written reports: Term 3: Three-way conferences. Term 4: Written reports)</p> | | |
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| <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>Processes and expectations around continuous reporting to be developed. Further training around data analysis built into the professional learning plan.</p> | | |
| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| <ul style="list-style-type: none"> - Provide professional development to increase understanding of Content Descriptions, Elaborations and Achievement Standards in English and Mathematics - Professional learning session to focus on Data Literacy | Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |
| Key Improvement Strategy 4 | Strengthen the capacity of teachers to utilise the Victorian Curriculum to inform assessment, planning and monitoring of student progress. | | | |
| Actions | <ul style="list-style-type: none"> - Build teacher capacity to understand and implement the various elements of the Victorian Curriculum - Develop Assessment Schedule to ensure best practice of measuring student outcomes in the Victorian Curriculum achievement standards - Improve teacher capacity to interpret the Victorian Curriculum | | | |
| Evidence of impact | Students will <ul style="list-style-type: none"> - achieve at least twelve months progress in English if deemed capable | | | |

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| | <ul style="list-style-type: none"> - complete work samples that demonstrate understanding of content knowledge and skills <p>Teachers will</p> <ul style="list-style-type: none"> - use assessment evidence to inform teaching practice - differentiate teaching at point of need for individual students - align content and pedagogy with Victorian Curriculum and student need <p>Leadership will</p> <ul style="list-style-type: none"> - support staff to align content and pedagogy with Victorian Curriculum and student need - support staff to plan appropriate content - Provide professional development to increase understanding of Content Descriptions, Elaborations and Achievement Standards | |
| School term | Term 1 (optional) | Term 2 |
| Delivery of the annual actions for this KIS | | On schedule and/or completed |
| <p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> | | <ul style="list-style-type: none"> <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 |
| <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>All teachers utilised their professional practice day to engage in paired planning. All planning documents were developed using Victorian Curriculum content descriptions and achievement standards with time spent matching these to lesson sequence. Assessment was targeted to content areas. e.g. When content taught is addition, staff will undertake the addition and subtraction areas of the Maths Online Interview (MOI) to inform classroom direction then use Victorian Curriculum based planning documents and the ACPS learning continuum to plan lessons.</p> |

| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | | More training around data analysis and supporting staff to monitor student progress over time. | | |
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| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| <ul style="list-style-type: none"> - Teachers will develop consistent term planners in English utilising Victorian Curriculum planners with evidence of differentiated teaching to improve student learning outcomes - Teachers will utilise an evidenced based lesson model to plan, teach and reflect upon all lessons - Place PLC sessions for developing Integrated Unit Throughlines/Scope and Sequence on the education timeline. | Teacher(s) | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |
| Goal 2 | <ul style="list-style-type: none"> • Build a collaborative partnership and effective communication with parents | | | |
| 12 month target 2.1 | -School support in the parent opinion survey to increase from 37% positive to 50% positive Teacher communication in the parent opinion survey to increase from 58% positive to 70% | | | |
| Key Improvement Strategy 1 | Develop strategies for communication with parents about processes and procedures based on feedback | | | |
| Actions | <ul style="list-style-type: none"> - Put in place a consistent method for communicating internally and with the community - Upgrade emergency communications from Ring Around List to SMS messaging - Develop communication plan and timeline for key policy and process documents | | | |
| Evidence of impact | Students will <ul style="list-style-type: none"> - Increase data sets in regards to school connectedness | | | |

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| | <p>Teachers will</p> <ul style="list-style-type: none"> - Use the new communication system to report and communicate with parents - Upload photos to the Facebook page as per the social media policy - Provide work samples for the website and newsletter - Consistently utilise school and department policies and processes <p>Leadership will</p> <ul style="list-style-type: none"> - Support families to connect to the school through targeted and strategic activities <p>Families will</p> <ul style="list-style-type: none"> - Display positive increase in data through the Parent Opinion Survey - Families will access policies and processes on the website | |
| School term | Term 1 (optional) | Term 2 |
| Delivery of the annual actions for this KIS | | Slightly behind schedule but remediation strategies are in place to get back on schedule |
| <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"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Budget constraints |
| <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>The school newsletter is now hosted by iNewsletter and contains all information about the school. Approximately 60% of the parent community access the newsletter electronically and on average 60% of these parents click the email to open and view when the newsletter is released. Currently undertaking a trial of uEducateUs a school management system.</p> <p>Schedule for policy development and review has been created.</p> |
| <p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> | | <p>Currently undertaking the Parent Opinion Survey. School Council will weigh up costs of differing management systems and the value they will add to the school</p> |

| <ul style="list-style-type: none"> • <i>What support is required?</i> | in terms of communication, accountability and reporting. A system will be purchased by the end of the year. | | | |
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| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| <ul style="list-style-type: none"> - Investigate best options for improved communication within school budget. eg. website upgrades, responsibility delegation, introduction of Compass/Sentral or similar to communicate student progress over time. - Build Principal capacity to navigate the website - Distribute roles to allow staff to post through online systems - Investigate the use of iNewsletter to host the school newsletter | Principal | from: Term 1 to: Term 4 | <input type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |
| Key Improvement Strategy 2 | Develop a range of opportunities for parents and carers to engage with their child's education within the classroom, school and beyond | | | |
| Actions | <ul style="list-style-type: none"> - Build teacher capacity to report on student progress through a range of means - Providing greater opportunity for parent members to access time with teachers | | | |
| Evidence of impact | Teachers will <ul style="list-style-type: none"> - Engage in student support groups (SSG) for students who are working at a level that is 12 months behind expected outcomes - Develop content for parent information sessions Leadership will <ul style="list-style-type: none"> - Facilitate opportunities for parents and teachers to meet - Support teachers to develop consistent reporting styles Families will <ul style="list-style-type: none"> - Engage with the school and provide feedback on the opportunities offered | | | |

| School term | Term 1 (optional) | Term 2 | | |
|--|-------------------|--|----------------|---------------------|
| Delivery of the annual actions for this KIS | | Slightly behind schedule but remediation strategies are in place to get back on schedule | | |
| 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"/> Time constraints i.e. not enough time allocated | | |
| 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> | | Open door policy, all parents welcome and encouraged to make an appointment to meet with teachers or the principal. All students have a portfolio with annotated work samples that is taken home and returned to school. Teachers discuss concerns over student progress with the principal and seek advise over next steps. Parents are often brought into the conversation as a next step. Developing teacher confidence in data literacy to allow for accurate and continuous reporting. Parent helpers training and induction annually on the calendar to encourage greater classroom support. Register of working with children check (WWC) maintained and links to apply for WWC advertised in newsletter. | | |
| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | | SSG meetings scheduled for all students using an ILP. Introduction of an electronic management system to encourage continuous reporting. | | |
| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |

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| <ul style="list-style-type: none"> - Design an education timeline that supports increased opportunities for parents to meet with teachers regarding student learning - Seek feedback from parents regarding information sessions and reporting options - Termly SSG meetings provided for students 12 months below expected level - Develop a reporting style guide for teachers - Monitor parent engagement | Principal | from: Term 1 to: Term 4 | <input type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |
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Monitoring and Self-assessment - 2018

Semester 2

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| Goal 1 | <ul style="list-style-type: none"> To improve Literacy and Numeracy outcomes of all students. | |
| 12 month target 1.1 | <ul style="list-style-type: none"> - 85% of all students will make 12 months growth in Literacy - NAPLAN reading Year 5 55% of students achieving in the top 2 bands - NAPLAN reading Year 3 30% of students achieving in the top 2 bands - Increase effective teaching time positive responses in student attitudes to school survey from 75% to 80% - Increase effective teaching positive responses in parent opinion survey from 68% to 75% | |
| Has this 12 month target been met? | | |
| Key Improvement Strategy 1 | Increase teacher capacity to provide a rigorous and differentiated Literacy and Numeracy program and explicit teaching to cater for individual learning through the development of data literacy. | |
| Actions | <ul style="list-style-type: none"> - Build a shared view and approach of teaching and learning of Literacy across the school - Build teacher capacity to assess, plan and differentiate teaching in Literacy - Build an effective SIT to lead the development of teaching and learning across the school - Build teacher repertoire of models of practice and evidence based teaching strategies within the ACPS lesson model - Strengthen teacher knowledge and skills to implement a whole school documented Literacy program | |
| Evidence of impact | <p>Students will</p> <ul style="list-style-type: none"> - achieve at least 12 months progress in English if deemed capable <p>Teachers will</p> <ul style="list-style-type: none"> - attend and contribute to weekly PLC sessions - moderate student work samples each term - complete all assessments on the ACPS mandated assessment schedule - align PDP with teaching and learning outcomes <p>Leadership will</p> <ul style="list-style-type: none"> - work effectively as part of a team to understand the developmental needs of each staff member to support the development of their knowledge and capacity to plan, deliver and assess student learning - document individual coaching sessions and support staff to achieve their individual goals using the ACPS GROWTH template | |
| School term | Term 3 (optional) | Term 4 |

| Delivery of the annual actions for this KIS | | | | |
|---|------------|----------------------------------|---|---------------------|
| 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> | | | | |
| 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> | | | | |
| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| - The whole school professional learning plan is developed by Principal and teaching staff in line with the AIP. The principal will source and provide explicit Professional Learning on Data Literacy, learning intention and success criteria, curriculum standards and knowledge of Literacy and Numeracy Pedagogy | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional Learning Priority <input checked="" type="checkbox"/> Equity funding will be used | 0% |

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| including the HITS and the ACPS Lesson Model - Principal to support staff to align teaching practices in Literacy with the School's agreed lesson model document as part of the whole school professional learning plan | | | | |
| Key Improvement Strategy 2 | Develop, implement and evaluate Professional Learning Communities (PLCs) to develop individual interventions, moderate student outcomes, access peer observations, develop evidence based professional learning sessions and build a collaborative culture. | | | |
| Actions | <ul style="list-style-type: none"> - Build teacher capacity to develop individual interventions and moderate student outcomes in English - Develop teacher capacity to interpret and analyse data sets at an individual and cohort level - Improve teacher capacity to moderate and develop common assessment tasks that align with Victorian Curriculum - Build capacity of teachers to understand and implement the HITS | | | |
| Evidence of impact | Students will <ul style="list-style-type: none"> - achieve at least twelve months progress in English if deemed capable Teachers will <ul style="list-style-type: none"> - be able to identify student point of need and teaching focus through data analysis - select and document appropriate pedagogical approaches Leadership will <ul style="list-style-type: none"> - work effectively as part of a team to understand the developmental needs of each staff member - support teachers to collaboratively implement and document student intervention strategies | | | |
| School term | Term 3 (optional) | Term 4 | | |
| Delivery of the annual actions for this KIS | | | | |
| 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> | | | | |

| 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> | | | | |
|---|---|----------------------------------|--|---------------------|
| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| <ul style="list-style-type: none"> - Develop school based professional learning about HITS and moderation and complete individual interventions - Engage in PLCs (the alignment of peer observations, assessment practices, team planning sessions and lesson model) to refine and access own practices to student interventions at point of need with support from Principal. Teachers then document the success of interventions through PLC planner and review documents | Teacher(s) | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |
| Key Improvement Strategy 3 | Further development and implementation of a whole school assessment and reporting framework that will inform teacher planning and student progress over time. | | | |
| Actions | <ul style="list-style-type: none"> - Build teacher capacity to understand the Content Descriptions, Elaborations and Achievement Standards within the Victorian Curriculum in English - Improve teacher capacity to plan content from the Victorian Curriculum using whole school planning pro-forma - Develop teacher capacity to analyse and interrogate Maths and English data sets - Improve capacity of teachers to make accurate judgements of student levels based on the Victorian Curriculum achievement standards | | | |

| | | |
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| Evidence of impact | <p>Students will</p> <ul style="list-style-type: none"> - achieve at least twelve months progress in English if deemed capable <p>Teachers will</p> <ul style="list-style-type: none"> - use assessment evidence to inform teaching practice - differentiate teaching at point of need for individual students <p>Leadership will</p> <ul style="list-style-type: none"> - support staff to interrogate data sets - coach teachers to differentiate student learning | |
| School term | Term 3 (optional) | Term 4 |
| Delivery of the annual actions for this KIS | | |
| <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>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> | | |

| OPTIONAL: Upload Evidence | | | | |
|--|---|----------------------------------|--|---------------------|
| Activity | Who | When | PLP or Equity? | Percentage complete |
| - Provide professional development to increase understanding of Content Descriptions, Elaborations and Achievement Standards in English and Mathematics - Professional learning session to focus on Data Literacy | Principal | from: Term 1 to: Term 4 | <input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |
| Key Improvement Strategy 4 | Strengthen the capacity of teachers to utilise the Victorian Curriculum to inform assessment, planning and monitoring of student progress. | | | |
| Actions | <ul style="list-style-type: none"> - Build teacher capacity to understand and implement the various elements of the Victorian Curriculum - Develop Assessment Schedule to ensure best practice of measuring student outcomes in the Victorian Curriculum achievement standards - Improve teacher capacity to interpret the Victorian Curriculum | | | |
| Evidence of impact | <p>Students will</p> <ul style="list-style-type: none"> - achieve at least twelve months progress in English if deemed capable - complete work samples that demonstrate understanding of content knowledge and skills <p>Teachers will</p> <ul style="list-style-type: none"> - use assessment evidence to inform teaching practice - differentiate teaching at point of need for individual students - align content and pedagogy with Victorian Curriculum and student need <p>Leadership will</p> <ul style="list-style-type: none"> - support staff to align content and pedagogy with Victorian Curriculum and student need - support staff to plan appropriate content - Provide professional development to increase understanding of Content Descriptions, Elaborations and Achievement Standards | | | |
| School term | Term 3 (optional) | Term 4 | | |
| Delivery of the annual actions for this KIS | | | | |
| 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>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> | | | | |
| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| <p>- Teachers will develop consistent term planners in English utilising Victorian Curriculum planners with evidence of differentiated teaching to improve student learning outcomes</p> <p>- Teachers will utilise an evidenced based lesson model to plan, teach and reflect upon all lessons</p> <p>- Place PLC sessions for developing Integrated Unit Throughlines/Scope and Sequence on the education timeline.</p> | Teacher(s) | from: Term 2 to: Term 4 | <input checked="" type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |

| | | |
|--|--|--------|
| Goal 2 | <ul style="list-style-type: none"> Build a collaborative partnership and effective communication with parents | |
| 12 month target 2.1 | -School support in the parent opinion survey to increase from 37% positive to 50% positive Teacher communication in the parent opinion survey to increase from 58% positive to 70% | |
| Has this 12 month target been met? | | |
| Key Improvement Strategy 1 | Develop strategies for communication with parents about processes and procedures based on feedback | |
| Actions | <ul style="list-style-type: none"> - Put in place a consistent method for communicating internally and with the community - Upgrade emergency communications from Ring Around List to SMS messaging - Develop communication plan and timeline for key policy and process documents | |
| Evidence of impact | Students will <ul style="list-style-type: none"> - Increase data sets in regards to school connectedness Teachers will <ul style="list-style-type: none"> - Use the new communication system to report and communicate with parents - Upload photos to the Facebook page as per the social media policy - Provide work samples for the website and newsletter - Consistently utilise school and department policies and processes Leadership will <ul style="list-style-type: none"> - Support families to connect to the school through targeted and strategic activities Families will <ul style="list-style-type: none"> - Display positive increase in data through the Parent Opinion Survey - Families will access policies and processes on the website | |
| School term | Term 3 (optional) | Term 4 |
| Delivery of the annual actions for this KIS | | |
| Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice /</i> | | |

| <p><i>mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> | | | | |
|--|-----------|----------------------------------|---|---------------------|
| <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>OPTIONAL: Upload Evidence</p> | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| <ul style="list-style-type: none"> - Investigate best options for improved communication within school budget. eg. website upgrades, responsibility delegation, introduction of Compass/Sentral or similar to communicate student progress over time. - Build Principal capacity to navigate the website - Distribute roles to allow staff to post through online systems - Investigate the use of iNewsletter to host the school newsletter | Principal | from: Term 1 to: Term 4 | <input type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |

| | | |
|--|---|--------|
| Key Improvement Strategy 2 | Develop a range of opportunities for parents and carers to engage with their child's education within the classroom, school and beyond | |
| Actions | <ul style="list-style-type: none"> - Build teacher capacity to report on student progress through a range of means - Providing greater opportunity for parent members to access time with teachers | |
| Evidence of impact | <p>Teachers will</p> <ul style="list-style-type: none"> - Engage in student support groups (SSG) for students who are working at a level that is 12 months behind expected outcomes - Develop content for parent information sessions <p>Leadership will</p> <ul style="list-style-type: none"> - Facilitate opportunities for parents and teachers to meet - Support teachers to develop consistent reporting styles <p>Families will</p> <ul style="list-style-type: none"> - Engage with the school and provide feedback on the opportunities offered | |
| School term | Term 3 (optional) | Term 4 |
| Delivery of the annual actions for this KIS | | |
| 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> | | |
| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | | |

| <ul style="list-style-type: none"> • <i>How will the outcome influence the next AIP?</i> | | | | |
|---|-----------|----------------------------------|---|---------------------|
| OPTIONAL: Upload Evidence | | | | |
| Activity | Who | When | PLP or Equity? | Percentage complete |
| <ul style="list-style-type: none"> - Design an education timeline that supports increased opportunities for parents to meet with teachers regarding student learning - Seek feedback from parents regarding information sessions and reporting options - Termly SSG meetings provided for students 12 months below expected level - Develop a reporting style guide for teachers - Monitor parent engagement | Principal | from: Term 1 to: Term 4 | <input type="checkbox"/> Professional Learning Priority <input type="checkbox"/> Equity funding will be used | 0% |

Monitoring and Self-assessment - 2018

SEIL Feedback

Submitted Feedback

Our mid-year discussion with the school team identified that strong progress has been made so far in 2018. A completed Strategic Plan is now in place, which is owned by the wider staff and School Council. The work undertaken alongside Rosemary Roberts (EIL) has ensured that a consistent approach to reading is underway across the school, which has been underpinned by the use of HITs and coaching. Strategies for the use of shared, guided, modelled and reciprocal reading approaches have been explored and implemented. The establishment of a School Improvement Team which includes all members of the teaching staff has increased the awareness and understanding of progress against the FISO continua of practice and you have noted an increase in the quality of conversation around pedagogical practices. A review of the assessment schedule is complete, and as discussed, in the second half of the year, a focus on increased data literacy will be built in to the professional learning, so that continuous monitoring of progress is in place. In Term 4, moderation will take place with the staff at St Andrews Primary School as a starting point for some collaborative work which it is hoped will be ongoing and developed by teachers. The broader engagement with the Arthurs Creek school community, including the CFA, Landcare etc is going well, and your trial of a communication management system is underway. Ongoing communication specifically about student learning with parents is a work in progress, and feedback from community members will assist in assessing how best to increase engagement.

Submitted by Clare Read (SEIL) on 03 October, 2018 at 04:22 PM