**Monitoring and Assessment - 2019**

Kurunjang Primary School (5256)



Submitted for review by Jennifer Robinson (School Principal) on 19 December, 2018 at 10:30 AM  
Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 21 December, 2018 at 08:36 AM  
Endorsed by Elizabeth Bajada (School Council President) on 29 January, 2019 at 04:55 PM  
Term 2 Monitoring submitted by Jennifer Robinson (School Principal) on 26 July, 2019 at 10:04 AM

**Monitoring and Assessment - 2019**

**Term 1 monitoring (optional)**

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| --- | --- | --- | --- | --- | --- |
| Goal 1 | | Improve learning outcomes in Literacy and Numeracy Years Foundation to Year 6 | | | |
| 12 Month Target 1.1 | | NAPLAN Increase the average percentage of students achieving high growth: Reading from 26% (2018) to 30% (2019) Writing from 11% (2018) to 18% (2019) Numeracy from 20% (2018) to 21% (2019)  Decrease the average percentage of students achieving low growth: Reading from 19%(2018) to 20% (2019) Writing from 49% (2018) to 34% (2019) Numeracy from 35% (2018) to 25% (2019) | | | |
| KIS 1.a Building practice excellence | | Establish and embed effective PLCs for leading school improvement. | | | |
| Actions | | Buiding teacher capacity  Further develop high performing PLT's across the school | | | |
| Outcomes | | Students articulate Learning Intention and Success Criteria for lessons and individual goals for success Teachers implement consistent instructional practice in reading, numeracy and writing with a reduction in variance Leaders deliver a consistent instructional and pedagogical model aligning the curriculum instructional practice and the FISO improvement cycle | | | |
| Success Indicators | | Student proficiency scales and rubrics including F & P, 6+ traits of writing Teachers planning and assessment documents including; anecdotal notes, reading conference folders, moderation Leaders' PLT agendas, policies and guidelines | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | |  | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | |  | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | |  | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend and /or schedule regional / BASTOW PL relevant in supporting the development of effective teaching practices across the school. | | 🗹 All Staff | from: Term 1  to: Term 3 | 0% |
| Activity 2 | Implement and evaluate the curriculum proficiency scales | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Define the Leadership structure to include the roles / responsibilities of learning specialist and PLT leaders | | 🗹 Principal | from: Term 1 | 0% |
| Activity 4 | Review and embed PLC Norms to include PLC Assessing our Next Steps. | | 🗹 All Staff | from: Term 1  to: Term 2 | 0% |
| Activity 5 | Develop Teaching and Learning priorities action plan aligned with the strategic priorities and consultancy | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Employ a Numeracy Consultant (Rob Vingerhoets) for one semester, one day per week. | | 🗹 Principal | from: Term 1  to: Term 2 | 0% |
| Activity 7 | Participate in Regional Intake 3 Professional Learning Communities Initiative with Maria Claridge. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Support staff to incorporate a school wide goals and strategies (literacy, numeracy, attendance and student voice) in their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the AIP goals and targets. | | 🗹 Leadership Team | from: Term 1 | 0% |
| Activity 9 | Refine and embed scheduled regular meetings for the Teaching and Learning PLT to include Learning Specialists and consultants. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Implement the competency rubric (Assessing Our Next Steps) for PLT structure including PLT leaders, PLCs, Leadership team. | | 🗹 School Leadership Team | from: Term 1  to: Term 2 | 0% |
| Activity 11 | Employ a Literacy Consultant (Brenda Leonard) for two semesters, two days per week. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Conduct fortnightly School Improvement Teams in the investigation of the instructional models of Teaching and Learning (literacy, numeracy, ICT), and Positive School Climate (AVID, BSEM, SWPBS) | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Front load Learning Specialists (1/2 & 3/4) in consistently supporting the capacity of staff in achieving student learning targets. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Building practice excellence | | Embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practice | | | |
| Actions | | Continue building capacity of PLTs to analyse and use data to inform planning and instruction, and monitor student growth.  Embed the 3 tier intervention model for reading and numeracy. | | | |
| Outcomes | | Students have improved learning outcomes in reading and an increased awareness of their learning growth. Teachers implement consistent literacy and numeracy instructional practice with a reduction in variance. Leaders provide regular feedback to teams and individuals and support staff through professional learning walks, peer observation and coaching conversations. | | | |
| Success Indicators | | Student data including NAPLAN, PAT, F&P, MAI Teachers planning and assessment documents including; conference folders, record of procedure and growth point data  Leaders learning walk documentation including; coaching conversations, google forms and instructional practice learning walk feedback | | | |
| 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 | Introduce Google Docs and Google Classroom. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Speech Pathologist to identify and develop classroom programs for improvement in phonological awareness | | 🗹 Teaching and Learning Coordinator  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Implement and evaluate proficiency scales | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Embed the F&P reading continuum across the school | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Employ a STEM teacher in years 1 to 6. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 6 | Develop consistent and ongoing feedback to students around instruction and learning goals. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Increase student outcomes through targeted intervention model for reading and numeracy. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Embedding a Guaranteed and Viable Curriculum | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Employ a Digital, Design and Technology teacher one day per week. | | 🗹 Principal | from: Term 3  to: Term 3 | 0% |
| Activity 10 | Establish a common culture of data analysis and planning including data walls for reading, writing and maths growth points | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Train a teacher in Enhancing Mathematical Understanding (EMU). | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 12 | Employ a Speech Pathologist. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 13 | Use Proficiency Scales to develop student goals. | | 🗹 All Staff | from: Term 2  to: Term 4 | 0% |
| Activity 14 | Employ an Intervention and Supported Learning Teacher for 3 days per week. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 15 | Leadership team conduct learning walks across the school on a weekly basis with a clear designated focus on teaching and learning and timely feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 16 | Develop a cohort goal in Professional Development Plans for improvement of student outcomes | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 17 | Develop a PL program for staff on HITS. Target HITS within classroom Learning Walk observations and feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 18 | Continue Professional Learning and collaboration in the refinement of effective use of pre and post testing, moderation and monitoring of achievement. | | 🗹 All Staff | from: Term 1 | 0% |
| Activity 19 | Use Essential Learnings to develop all units of work. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 20 | Establish a STEM program in conjunction with Inquiry and Science. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 21 | Explicit instructional practices and documented non-negotiables are identified and implemented. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 22 | Model differentiation in planning and instructional practice in Reading, Writing and Numeracy | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 23 | Embed a consistent instructional model (GRR) through coaching and whole school planning | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 24 | Establish an Investigations program in Foundation. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 25 | Teacher conduct a minimum of 2 peer observations (per term) focusing on instructional practice and HITS. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To establish a safe, calm and orderly learning environment | | | |
| 12 Month Target 2.1 | | STUDENT ATTITUDES TO SCHOOL Stimulated Learning – Increase from 77% in 2018 to at/above 80% in 2019 Advocate at school- Increase from 86% in 2018 to at/above 90% in 2019 Learning Confidence- Increase from 75% in 2018 to at/above 78% in 2019  PARENT OPINION High Expectation for Success – Increase from 88%(2018) to at or above 96% in 2019 Managing Bullying – Increase from 72% (2018) to at or above 70% in 2019  STAFF OPINION Collective Efficacy- Increase percentage of positive responses from 48.6% in 2018 to more than 37% in 2019. Academic Emphasis- Increase percentage of positive responses from 45.5% in 2018 to more than 40% in 2019. Instructional Leadership- Increase percentage of positive responses from 75.1% in 2018 to more than 70% in 2019.  ATTENDANCE: Decrease student absences from an average of 19.7 days (2018) to 17 days or less (2019). Decrease unexplained student absences from an average of 7.1 days (2018) to 5.1% (2019) Decrease the % of students with chronic absence (20 or more days absent from 30% (2918) to 27% (2019) | | | |
| KIS 2.a Setting expectations and promoting inclusion | | Further embed a consistent whole school approach and practice in SWPBS | | | |
| Actions | | Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices.  Develop teacher knowledge and capacity to work as effective teams utilising a whole school approach and practice in School Wide Positive Behaviours. | | | |
| Outcomes | | Students will demonstrate the school values and strategies for self regulation. Leaders will facilitate and scaffold professional learning of the school / DET values and behavioural expectations. | | | |
| Success Indicators | | Student developed calm plans and ILPs.  Teachers compass chronicle data Restorative practice and PSP processes. Leaders KPS Positive Climate for Learning Practices Staff Opinion, Attitudes To School and Parent Opinion surveys Teaching and learning programs including;Respectful Relationships and Social Emotional Curriculum. Classroom observations including peer observation notes focused on Positive Climate. | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | |  | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | |  | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | |  | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | |  | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Embed Positive Support Program | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Leadership team conduct learning walks across the school on a weekly basis with a clear designated focus on positive climate and timely feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Lead School Improvement Teams in the researched and evidence based strategies of BSEM, AVID and SWPBS. | | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Establish a Sensory Room | | 🗹 Wellbeing Team | from: Term 1 | 0% |
| Activity 5 | Refine the SEL curriculum focussing on the Respectful Relationships programs, incorporating SWPBS, AVID and BSEM. | | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Embed understanding and consistent implementation of the Student Engagement and Inclusion policy and Child Safe standards. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Further develop staff and team capacity to utilise aspects of COMPASS including chronicle entries for recording and analysing student data, Insights for ILPs, increased specific based collections including attendance and class exits. | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Allied Health and other relevant professionals to be included in the PSP process to support student learning | | 🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Build the capacity of new staff and embed existing staff in the pedagogy and practice in AVID, BSEM and SWPBS. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Professional Learning to occur in Restorative Practice. | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 11 | Resource classrooms to support the inclusion and engagement of students | | 🗹 Wellbeing Team | from: Term 1  to: Term 1 | 0% |
| KIS 2.b Setting expectations and promoting inclusion | | Build student confidence and their capacity as learners | | | |
| Actions | | Develop teacher knowledge and skills to build authentic student voice. Develop processes for inclusion of student voice. | | | |
| Outcomes | | Students have high expectations of themselves as learners and can articulate the next steps for success. Teachers differentiate learning within students zone of proximal development. Leaders provide feedback to students and staff on success and areas for improvement. | | | |
| Success Indicators | | Student proficiency scales and rubrics Teachers planning and assessment documents including; anecdotal notes, reading conference folders, moderation, Compass ongoing reporting, mid/year reports Leaders' Learning Walks feedback, PnD | | | |
| 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 | Embed and integrate school motto, mission, vision and value Superheroes across the whole school. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Embed consistent processes with students for developing learning goals and calm plans with clear indicators of what they require to successfully achieve them. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Collect explicit feedback from students regarding school improvement through student leadership groups, focus groups, school survey data and student surveys. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Embed student attendance policy and processes. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Students access a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision making. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Embed AVID WICOR strategies within the instructional program across the school. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2019**

**Mid-year monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | Improve learning outcomes in Literacy and Numeracy Years Foundation to Year 6 | | | |
| 12 Month Target 1.1 | | NAPLAN Increase the average percentage of students achieving high growth: Reading from 26% (2018) to 30% (2019) Writing from 11% (2018) to 18% (2019) Numeracy from 20% (2018) to 21% (2019)  Decrease the average percentage of students achieving low growth: Reading from 19%(2018) to 20% (2019) Writing from 49% (2018) to 34% (2019) Numeracy from 35% (2018) to 25% (2019) | | | |
| KIS 1.a Building practice excellence | | Establish and embed effective PLCs for leading school improvement. | | | |
| Actions | | Buiding teacher capacity  Further develop high performing PLT's across the school | | | |
| Outcomes | | Students articulate Learning Intention and Success Criteria for lessons and individual goals for success Teachers implement consistent instructional practice in reading, numeracy and writing with a reduction in variance Leaders deliver a consistent instructional and pedagogical model aligning the curriculum instructional practice and the FISO improvement cycle | | | |
| Success Indicators | | Student proficiency scales and rubrics including F & P, 6+ traits of writing Teachers planning and assessment documents including; anecdotal notes, reading conference folders, moderation Leaders' PLT agendas, policies and guidelines | | | |
| Delivery of the annual actions for this KIS | | On schedule or completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 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 | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Time constraints i.e. not enough time allocated  🗹 Workforce capability i.e. in use of data and evidence  🗹 Staff readiness for change / limited change management and support in place | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | - Professional learning has been scheduled regularly for after school but also during PLT data meetings to support the development of teaching practice and building capacity. The current focus has continued with reading and the introduction of the 6+ 1 traits of writing - Rob Vingerhoets has consulted and coached during semester 1 with an increase in the willingness to teach maths using the Gradual Release model Regular meeting with external consultants to ensure alignment with the strategic intent. - Performance and Development- literacy and numeracy is a collaborative and explicit focus for individual and team goals linking to the school's AIP - Roles and responsibilities- for PLT leaders, Education Support staff and learning specialists have been reviewed and clearly defined - Teaching and Learning team meets weekly to priortitse literacy and numeracy across the school F-6 - School Improvement Teams have continued with the development of their 2019 action plans and alignment with the instructional model - A renewed explicit focus of the PLC Inquiry model following the PLC intiative with DET - Planning and assessment documentation is routinely completed but there is inconsistency in alignment with student ZPD. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | - Norms within the PLC improvement cycle needs review to ensure consistent implementation - Implement and evaluate the curriculum proficiency scales and embed them with all planning - Routinely implement the PLC inquiry cycle across all PLTs - 6 + 1 traits of writing commencing in term 3. Scheduled PL for first 6 weeks and planned coaching and support for subsequent implementation - Professional Learning of differentiation and catering for student need with rigor - Writing of the 2019-2022 School Strategic Plan incorporating the findings of the 2019 school review. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend and /or schedule regional / BASTOW PL relevant in supporting the development of effective teaching practices across the school. | | 🗹 All Staff | from: Term 1  to: Term 3 | 0% |
| Activity 2 | Define the Leadership structure to include the roles / responsibilities of learning specialist and PLT leaders | | 🗹 Principal | from: Term 1 | 0% |
| Activity 3 | Employ a Numeracy Consultant (Rob Vingerhoets) for one semester, one day per week. | | 🗹 Principal | from: Term 1  to: Term 2 | 0% |
| Activity 4 | Develop Teaching and Learning priorities action plan aligned with the strategic priorities and consultancy | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Review and embed PLC Norms to include PLC Assessing our Next Steps. | | 🗹 All Staff | from: Term 1  to: Term 2 | 0% |
| Activity 6 | Support staff to incorporate a school wide goals and strategies (literacy, numeracy, attendance and student voice) in their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the AIP goals and targets. | | 🗹 Leadership Team | from: Term 1 | 0% |
| Activity 7 | Conduct fortnightly School Improvement Teams in the investigation of the instructional models of Teaching and Learning (literacy, numeracy, ICT), and Positive School Climate (AVID, BSEM, SWPBS) | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employ a Literacy Consultant (Brenda Leonard) for two semesters, two days per week. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Participate in Regional Intake 3 Professional Learning Communities Initiative with Maria Claridge. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Front load Learning Specialists (1/2 & 3/4) in consistently supporting the capacity of staff in achieving student learning targets. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Implement and evaluate the curriculum proficiency scales | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Implement the competency rubric (Assessing Our Next Steps) for PLT structure including PLT leaders, PLCs, Leadership team. | | 🗹 School Leadership Team | from: Term 1  to: Term 2 | 0% |
| Activity 13 | Refine and embed scheduled regular meetings for the Teaching and Learning PLT to include Learning Specialists and consultants. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Building practice excellence | | Embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practice | | | |
| Actions | | Continue building capacity of PLTs to analyse and use data to inform planning and instruction, and monitor student growth.  Embed the 3 tier intervention model for reading and numeracy. | | | |
| Outcomes | | Students have improved learning outcomes in reading and an increased awareness of their learning growth. Teachers implement consistent literacy and numeracy instructional practice with a reduction in variance. Leaders provide regular feedback to teams and individuals and support staff through professional learning walks, peer observation and coaching conversations. | | | |
| Success Indicators | | Student data including NAPLAN, PAT, F&P, MAI Teachers planning and assessment documents including; conference folders, record of procedure and growth point data  Leaders learning walk documentation including; coaching conversations, google forms and instructional practice learning walk feedback | | | |
| Delivery of the annual actions for this KIS | | Slightly behind schedule but remediation strategies are in place to get back on schedule | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 School review has refocussed directions for the school  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Time constraints i.e. not enough time allocated  🗹 Workforce capability i.e. in use of data and evidence  🗹 Staff readiness for change / limited change management and support in place | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | - Mindset around accuracy of collection and analysis of data has improved. Data wall has been established with first focus on maths number - Teacher articulation of frustration on time constraints for deeper discussion and analysis of data - Consistently using data to identify the students requiring EMU and LLI interventions - The appointment of an intervention and supported learning teacher has increased the coordination and explicit profile of intervention and has broadened teacher knowledge for supporting students within the classroom - Appointment of speech pathologist and development of phonological awareness program is on schedule with positive uptake from staff.  - Transition to new edition F&P has been smooth and resulted in deeper understandings and skill to accurately monitor student growth -Learning walks have been conducted once a week with specific focus in literacy/numeracy instructional practice and positive climate.  - Completion of 2 peer observations per term for individual identified need met with varied response for compliance and intent for improvement. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | - Increased enrichment for students working above the expected level - Increase the teachers collaboration with intervention staff regarding improvement strategies for individual students/cohorts - Education Support staff conduct small focus groups with teacher direction - Linking the teacher knowledge of the phonological awareness program into their teaching across all areas rather than a stand alone/isolated program - Rigorous professional Learning of the 6 + 1 traits of writing and use of the data walls - Consistent and ongoing feedback to students and creation and monitoring of individual learning goals - Utilise the proficiency scales for the development of student learning goals - Continued professional learning of HITS. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Establish a STEM program in conjunction with Inquiry and Science. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Employ a Speech Pathologist. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 3 | Employ a Digital, Design and Technology teacher one day per week. | | 🗹 Principal | from: Term 3  to: Term 3 | 0% |
| Activity 4 | Leadership team conduct learning walks across the school on a weekly basis with a clear designated focus on teaching and learning and timely feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Use Essential Learnings to develop all units of work. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Train a teacher in Enhancing Mathematical Understanding (EMU). | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 7 | Embedding a Guaranteed and Viable Curriculum | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Introduce Google Docs and Google Classroom. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Embed the F&P reading continuum across the school | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Speech Pathologist to identify and develop classroom programs for improvement in phonological awareness | | 🗹 Teaching and Learning Coordinator  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Implement and evaluate proficiency scales | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 12 | Employ a STEM teacher in years 1 to 6. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 13 | Establish a common culture of data analysis and planning including data walls for reading, writing and maths growth points | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 14 | Model differentiation in planning and instructional practice in Reading, Writing and Numeracy | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 15 | Embed a consistent instructional model (GRR) through coaching and whole school planning | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 16 | Develop consistent and ongoing feedback to students around instruction and learning goals. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
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| Activity 18 | Teacher conduct a minimum of 2 peer observations (per term) focusing on instructional practice and HITS. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
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| Activity 20 | Use Proficiency Scales to develop student goals. | | 🗹 All Staff | from: Term 2  to: Term 4 | 0% |
| Activity 21 | Develop a cohort goal in Professional Development Plans for improvement of student outcomes | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 22 | Employ an Intervention and Supported Learning Teacher for 3 days per week. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 23 | Explicit instructional practices and documented non-negotiables are identified and implemented. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 24 | Develop a PL program for staff on HITS. Target HITS within classroom Learning Walk observations and feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 25 | Continue Professional Learning and collaboration in the refinement of effective use of pre and post testing, moderation and monitoring of achievement. | | 🗹 All Staff | from: Term 1 | 0% |
| Goal 2 | | To establish a safe, calm and orderly learning environment | | | |
| 12 Month Target 2.1 | | STUDENT ATTITUDES TO SCHOOL Stimulated Learning – Increase from 77% in 2018 to at/above 80% in 2019 Advocate at school- Increase from 86% in 2018 to at/above 90% in 2019 Learning Confidence- Increase from 75% in 2018 to at/above 78% in 2019  PARENT OPINION High Expectation for Success – Increase from 88%(2018) to at or above 96% in 2019 Managing Bullying – Increase from 72% (2018) to at or above 70% in 2019  STAFF OPINION Collective Efficacy- Increase percentage of positive responses from 48.6% in 2018 to more than 37% in 2019. Academic Emphasis- Increase percentage of positive responses from 45.5% in 2018 to more than 40% in 2019. Instructional Leadership- Increase percentage of positive responses from 75.1% in 2018 to more than 70% in 2019.  ATTENDANCE: Decrease student absences from an average of 19.7 days (2018) to 17 days or less (2019). Decrease unexplained student absences from an average of 7.1 days (2018) to 5.1% (2019) Decrease the % of students with chronic absence (20 or more days absent from 30% (2918) to 27% (2019) | | | |
| KIS 2.a Setting expectations and promoting inclusion | | Further embed a consistent whole school approach and practice in SWPBS | | | |
| Actions | | Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices.  Develop teacher knowledge and capacity to work as effective teams utilising a whole school approach and practice in School Wide Positive Behaviours. | | | |
| Outcomes | | Students will demonstrate the school values and strategies for self regulation. Leaders will facilitate and scaffold professional learning of the school / DET values and behavioural expectations. | | | |
| Success Indicators | | Student developed calm plans and ILPs.  Teachers compass chronicle data Restorative practice and PSP processes. Leaders KPS Positive Climate for Learning Practices Staff Opinion, Attitudes To School and Parent Opinion surveys Teaching and learning programs including;Respectful Relationships and Social Emotional Curriculum. Classroom observations including peer observation notes focused on Positive Climate. | | | |
| Delivery of the annual actions for this KIS | | On schedule or completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Key Improvement Strategies are able to be implemented | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce capability i.e. in use of data and evidence  🗹 Staff readiness for change / limited change management and support in place | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | - Variance in teacher's individual beliefs and values impacting on their expectations and their relationships with students - Positive Support Program increased to incorporate academic with social, emotional and behavioral concerns - Weekly inclusion of allied health professional and leading teacher for teaching and learning in the PSP team - Increased care team meetings to cater for more students - investment by staff has increased but follow- up and ownership is inconsistent - Training in Restorative Practice for all teaching and education support staff completed - Mid year review- survey- showed an average of 50% of staff utilizing the various strategies for Restorative Practice, BSEM, AVID and SWPBS - SEL curriculum was reviewed including SWPBS, BSEM and AVID strategies- Timetabling for fortnightly explicit teaching in addition to expectation of accountability throughout all lessons. Inconsistency in inclusion in everyday practice  - Undertaken Respectful Relationship training and whole school program will be included in 2020 - Teachers generally keen to receive feedback for improvement of positive climate and instructional practice - Increased collaboration between SIT team leaders and teams for collective focus on positive learning environment - Increased number of students with ILPs. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | - Working party to rigorously review the necessary components of an orderly and positive learning environment and the processes for preventing, teaching and reinforcing positive and responsible behavior - School Improvement Teams to review student calm plans and consistent and appropriate strategies and tools to assist students to be ready to learn - Furbishment of the sensory room to be completed and plan developed for it's strategic purpose and use - Monthly review of COMPASS data and developing the action plan accordingly - Standing order for child safe standards in communication/staff meetings - Exit passes each week for actions of the AIP to keep high profile, relevant and mandatory legislation and practice. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Build the capacity of new staff and embed existing staff in the pedagogy and practice in AVID, BSEM and SWPBS. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Embed Positive Support Program | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Resource classrooms to support the inclusion and engagement of students | | 🗹 Wellbeing Team | from: Term 1  to: Term 1 | 0% |
| Activity 4 | Professional Learning to occur in Restorative Practice. | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 5 | Leadership team conduct learning walks across the school on a weekly basis with a clear designated focus on positive climate and timely feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Refine the SEL curriculum focussing on the Respectful Relationships programs, incorporating SWPBS, AVID and BSEM. | | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Establish a Sensory Room | | 🗹 Wellbeing Team | from: Term 1 | 0% |
| Activity 8 | Lead School Improvement Teams in the researched and evidence based strategies of BSEM, AVID and SWPBS. | | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Further develop staff and team capacity to utilise aspects of COMPASS including chronicle entries for recording and analysing student data, Insights for ILPs, increased specific based collections including attendance and class exits. | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Allied Health and other relevant professionals to be included in the PSP process to support student learning | | 🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Embed understanding and consistent implementation of the Student Engagement and Inclusion policy and Child Safe standards. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| KIS 2.b Setting expectations and promoting inclusion | | Build student confidence and their capacity as learners | | | |
| Actions | | Develop teacher knowledge and skills to build authentic student voice. Develop processes for inclusion of student voice. | | | |
| Outcomes | | Students have high expectations of themselves as learners and can articulate the next steps for success. Teachers differentiate learning within students zone of proximal development. Leaders provide feedback to students and staff on success and areas for improvement. | | | |
| Success Indicators | | Student proficiency scales and rubrics Teachers planning and assessment documents including; anecdotal notes, reading conference folders, moderation, Compass ongoing reporting, mid/year reports Leaders' Learning Walks feedback, PnD | | | |
| Delivery of the annual actions for this KIS | | Slightly behind schedule but remediation strategies are in place to get back on schedule | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 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 | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Time constraints i.e. not enough time allocated  🗹 Change in priorities of the school i.e. school review identified new directions  🗹 Staff readiness for change / limited change management and support in place | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | - School motto, mission, and vision have been established and profiled with posters in each room and ongoing referral - Attendance policy and practice embedded with increased use of COMPASS for notifications and parent logging absences - Increased contact with DET attendance officers for management of significant and complex absences - Professional Learning for all teaching and education support staff and SIT focus on developing further understanding and implementation of AVID WICOR strategies - Consistent process for reading goals across all year levels. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | - Explict unpacking of the language and meaning of the school values, motto, vision and mission to be increased - Increase strategies for chronic and regular absence and lateness - Systematic and incremental training of staff in AVID - Further development of explicit feedback to students on their reading goals - Increase individual student goals to include goals for writing and numeracy in addition to reading with clear indicators of what student's need to achieve them - Increase student leadership to include opportunities to provide feedback about school improvement. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Collect explicit feedback from students regarding school improvement through student leadership groups, focus groups, school survey data and student surveys. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Embed student attendance policy and processes. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Embed and integrate school motto, mission, vision and value Superheroes across the whole school. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Embed AVID WICOR strategies within the instructional program across the school. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Embed consistent processes with students for developing learning goals and calm plans with clear indicators of what they require to successfully achieve them. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Students access a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision making. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2019**

**Term 3 monitoring (optional)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | Improve learning outcomes in Literacy and Numeracy Years Foundation to Year 6 | | | |
| 12 Month Target 1.1 | | NAPLAN Increase the average percentage of students achieving high growth: Reading from 26% (2018) to 30% (2019) Writing from 11% (2018) to 18% (2019) Numeracy from 20% (2018) to 21% (2019)  Decrease the average percentage of students achieving low growth: Reading from 19%(2018) to 20% (2019) Writing from 49% (2018) to 34% (2019) Numeracy from 35% (2018) to 25% (2019) | | | |
| KIS 1.a Building practice excellence | | Establish and embed effective PLCs for leading school improvement. | | | |
| Actions | | Buiding teacher capacity  Further develop high performing PLT's across the school | | | |
| Outcomes | | Students articulate Learning Intention and Success Criteria for lessons and individual goals for success Teachers implement consistent instructional practice in reading, numeracy and writing with a reduction in variance Leaders deliver a consistent instructional and pedagogical model aligning the curriculum instructional practice and the FISO improvement cycle | | | |
| Success Indicators | | Student proficiency scales and rubrics including F & P, 6+ traits of writing Teachers planning and assessment documents including; anecdotal notes, reading conference folders, moderation Leaders' PLT agendas, policies and guidelines | | | |
| 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 | Define the Leadership structure to include the roles / responsibilities of learning specialist and PLT leaders | | 🗹 Principal | from: Term 1 | 0% |
| Activity 2 | Attend and /or schedule regional / BASTOW PL relevant in supporting the development of effective teaching practices across the school. | | 🗹 All Staff | from: Term 1  to: Term 3 | 0% |
| Activity 3 | Employ a Numeracy Consultant (Rob Vingerhoets) for one semester, one day per week. | | 🗹 Principal | from: Term 1  to: Term 2 | 0% |
| Activity 4 | Implement the competency rubric (Assessing Our Next Steps) for PLT structure including PLT leaders, PLCs, Leadership team. | | 🗹 School Leadership Team | from: Term 1  to: Term 2 | 0% |
| Activity 5 | Employ a Literacy Consultant (Brenda Leonard) for two semesters, two days per week. | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Implement and evaluate the curriculum proficiency scales | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Refine and embed scheduled regular meetings for the Teaching and Learning PLT to include Learning Specialists and consultants. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Conduct fortnightly School Improvement Teams in the investigation of the instructional models of Teaching and Learning (literacy, numeracy, ICT), and Positive School Climate (AVID, BSEM, SWPBS) | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Front load Learning Specialists (1/2 & 3/4) in consistently supporting the capacity of staff in achieving student learning targets. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Participate in Regional Intake 3 Professional Learning Communities Initiative with Maria Claridge. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Review and embed PLC Norms to include PLC Assessing our Next Steps. | | 🗹 All Staff | from: Term 1  to: Term 2 | 0% |
| Activity 12 | Develop Teaching and Learning priorities action plan aligned with the strategic priorities and consultancy | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 13 | Support staff to incorporate a school wide goals and strategies (literacy, numeracy, attendance and student voice) in their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the AIP goals and targets. | | 🗹 Leadership Team | from: Term 1 | 0% |
| KIS 1.b Building practice excellence | | Embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practice | | | |
| Actions | | Continue building capacity of PLTs to analyse and use data to inform planning and instruction, and monitor student growth.  Embed the 3 tier intervention model for reading and numeracy. | | | |
| Outcomes | | Students have improved learning outcomes in reading and an increased awareness of their learning growth. Teachers implement consistent literacy and numeracy instructional practice with a reduction in variance. Leaders provide regular feedback to teams and individuals and support staff through professional learning walks, peer observation and coaching conversations. | | | |
| Success Indicators | | Student data including NAPLAN, PAT, F&P, MAI Teachers planning and assessment documents including; conference folders, record of procedure and growth point data  Leaders learning walk documentation including; coaching conversations, google forms and instructional practice learning walk feedback | | | |
| 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 | Introduce Google Docs and Google Classroom. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Speech Pathologist to identify and develop classroom programs for improvement in phonological awareness | | 🗹 Teaching and Learning Coordinator  🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Implement and evaluate proficiency scales | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Embed the F&P reading continuum across the school | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Employ a STEM teacher in years 1 to 6. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 6 | Develop consistent and ongoing feedback to students around instruction and learning goals. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Increase student outcomes through targeted intervention model for reading and numeracy. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Embedding a Guaranteed and Viable Curriculum | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 9 | Employ a Digital, Design and Technology teacher one day per week. | | 🗹 Principal | from: Term 3  to: Term 3 | 0% |
| Activity 10 | Establish a common culture of data analysis and planning including data walls for reading, writing and maths growth points | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Train a teacher in Enhancing Mathematical Understanding (EMU). | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 12 | Employ a Speech Pathologist. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 13 | Use Proficiency Scales to develop student goals. | | 🗹 All Staff | from: Term 2  to: Term 4 | 0% |
| Activity 14 | Employ an Intervention and Supported Learning Teacher for 3 days per week. | | 🗹 Principal | from: Term 1  to: Term 1 | 0% |
| Activity 15 | Leadership team conduct learning walks across the school on a weekly basis with a clear designated focus on teaching and learning and timely feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 16 | Develop a cohort goal in Professional Development Plans for improvement of student outcomes | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 17 | Develop a PL program for staff on HITS. Target HITS within classroom Learning Walk observations and feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 18 | Continue Professional Learning and collaboration in the refinement of effective use of pre and post testing, moderation and monitoring of achievement. | | 🗹 All Staff | from: Term 1 | 0% |
| Activity 19 | Use Essential Learnings to develop all units of work. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 20 | Establish a STEM program in conjunction with Inquiry and Science. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 21 | Explicit instructional practices and documented non-negotiables are identified and implemented. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 22 | Model differentiation in planning and instructional practice in Reading, Writing and Numeracy | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 23 | Embed a consistent instructional model (GRR) through coaching and whole school planning | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 24 | Establish an Investigations program in Foundation. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 25 | Teacher conduct a minimum of 2 peer observations (per term) focusing on instructional practice and HITS. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To establish a safe, calm and orderly learning environment | | | |
| 12 Month Target 2.1 | | STUDENT ATTITUDES TO SCHOOL Stimulated Learning – Increase from 77% in 2018 to at/above 80% in 2019 Advocate at school- Increase from 86% in 2018 to at/above 90% in 2019 Learning Confidence- Increase from 75% in 2018 to at/above 78% in 2019  PARENT OPINION High Expectation for Success – Increase from 88%(2018) to at or above 96% in 2019 Managing Bullying – Increase from 72% (2018) to at or above 70% in 2019  STAFF OPINION Collective Efficacy- Increase percentage of positive responses from 48.6% in 2018 to more than 37% in 2019. Academic Emphasis- Increase percentage of positive responses from 45.5% in 2018 to more than 40% in 2019. Instructional Leadership- Increase percentage of positive responses from 75.1% in 2018 to more than 70% in 2019.  ATTENDANCE: Decrease student absences from an average of 19.7 days (2018) to 17 days or less (2019). Decrease unexplained student absences from an average of 7.1 days (2018) to 5.1% (2019) Decrease the % of students with chronic absence (20 or more days absent from 30% (2918) to 27% (2019) | | | |
| KIS 2.a Setting expectations and promoting inclusion | | Further embed a consistent whole school approach and practice in SWPBS | | | |
| Actions | | Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices.  Develop teacher knowledge and capacity to work as effective teams utilising a whole school approach and practice in School Wide Positive Behaviours. | | | |
| Outcomes | | Students will demonstrate the school values and strategies for self regulation. Leaders will facilitate and scaffold professional learning of the school / DET values and behavioural expectations. | | | |
| Success Indicators | | Student developed calm plans and ILPs.  Teachers compass chronicle data Restorative practice and PSP processes. Leaders KPS Positive Climate for Learning Practices Staff Opinion, Attitudes To School and Parent Opinion surveys Teaching and learning programs including;Respectful Relationships and Social Emotional Curriculum. Classroom observations including peer observation notes focused on Positive Climate. | | | |
| 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 | Allied Health and other relevant professionals to be included in the PSP process to support student learning | | 🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Embed understanding and consistent implementation of the Student Engagement and Inclusion policy and Child Safe standards. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Establish a Sensory Room | | 🗹 Wellbeing Team | from: Term 1 | 0% |
| Activity 4 | Refine the SEL curriculum focussing on the Respectful Relationships programs, incorporating SWPBS, AVID and BSEM. | | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Leadership team conduct learning walks across the school on a weekly basis with a clear designated focus on positive climate and timely feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Lead School Improvement Teams in the researched and evidence based strategies of BSEM, AVID and SWPBS. | | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Embed Positive Support Program | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Professional Learning to occur in Restorative Practice. | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 9 | Build the capacity of new staff and embed existing staff in the pedagogy and practice in AVID, BSEM and SWPBS. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 10 | Further develop staff and team capacity to utilise aspects of COMPASS including chronicle entries for recording and analysing student data, Insights for ILPs, increased specific based collections including attendance and class exits. | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 0% |
| Activity 11 | Resource classrooms to support the inclusion and engagement of students | | 🗹 Wellbeing Team | from: Term 1  to: Term 1 | 0% |
| KIS 2.b Setting expectations and promoting inclusion | | Build student confidence and their capacity as learners | | | |
| Actions | | Develop teacher knowledge and skills to build authentic student voice. Develop processes for inclusion of student voice. | | | |
| Outcomes | | Students have high expectations of themselves as learners and can articulate the next steps for success. Teachers differentiate learning within students zone of proximal development. Leaders provide feedback to students and staff on success and areas for improvement. | | | |
| Success Indicators | | Student proficiency scales and rubrics Teachers planning and assessment documents including; anecdotal notes, reading conference folders, moderation, Compass ongoing reporting, mid/year reports Leaders' Learning Walks feedback, PnD | | | |
| 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 | Embed and integrate school motto, mission, vision and value Superheroes across the whole school. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Embed consistent processes with students for developing learning goals and calm plans with clear indicators of what they require to successfully achieve them. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Collect explicit feedback from students regarding school improvement through student leadership groups, focus groups, school survey data and student surveys. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Embed student attendance policy and processes. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Students access a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision making. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Embed AVID WICOR strategies within the instructional program across the school. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2019**

**End-of-year monitoring**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Goal 1 | | Improve learning outcomes in Literacy and Numeracy Years Foundation to Year 6 | | | |
| 12 Month Target 1.1 | | NAPLAN Increase the average percentage of students achieving high growth: Reading from 26% (2018) to 30% (2019) Writing from 11% (2018) to 18% (2019) Numeracy from 20% (2018) to 21% (2019)  Decrease the average percentage of students achieving low growth: Reading from 19%(2018) to 20% (2019) Writing from 49% (2018) to 34% (2019) Numeracy from 35% (2018) to 25% (2019) | | | |
| Has this 12 month target met | | Not Met | | | |
| KIS 1.a Building practice excellence | | Establish and embed effective PLCs for leading school improvement. | | | |
| Actions | | Buiding teacher capacity  Further develop high performing PLT's across the school | | | |
| Outcomes | | Students articulate Learning Intention and Success Criteria for lessons and individual goals for success Teachers implement consistent instructional practice in reading, numeracy and writing with a reduction in variance Leaders deliver a consistent instructional and pedagogical model aligning the curriculum instructional practice and the FISO improvement cycle | | | |
| Success Indicators | | Student proficiency scales and rubrics including F & P, 6+ traits of writing Teachers planning and assessment documents including; anecdotal notes, reading conference folders, moderation Leaders' PLT agendas, policies and guidelines | | | |
| Delivery of the annual actions for this KIS | | Slightly behind schedule but remediation strategies are in place to get back on schedule | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 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) | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence  🗹 Workforce capability i.e. in use of data and evidence  🗹 Staff readiness for change / limited change management and support in place | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Learning Specialists are timetabled together and met weekly with literacy coach Whole leadership team paticipated in PLC inquiry model training PC and Leading teacher roles were aligned Rigorous PL of the 6+1 traits of writing and has seen an evidence in improved student writing and staff confidence. Data walls used to track student growth in place value and Naplan Monitoring and ongoing feedback to students with the creating and monitoring individual learning goals in the area of reading. Speech pathologist working with F-2 cohort staff to build their capacity to implement phonological awareness into vocabulary lessons. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Increase the teachers collaboration with intervention staff regarding improvement strategies for individual students/ cohorts Linking teacher knowledge of phonological awareness program in to their teaching across all areas rather than a stand alone/ isolated program. Consistent monitoring and ongoing feedback to students with the creating and monitoring individual learning goals in the areas of reading, writing and maths. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend and /or schedule regional / BASTOW PL relevant in supporting the development of effective teaching practices across the school. | | 🗹 All Staff | from: Term 1  to: Term 3 | 100% |
| Activity 2 | Define the Leadership structure to include the roles / responsibilities of learning specialist and PLT leaders | | 🗹 Principal | from: Term 1 | 100% |
| Activity 3 | Employ a Numeracy Consultant (Rob Vingerhoets) for one semester, one day per week. | | 🗹 Principal | from: Term 1  to: Term 2 | 100% |
| Activity 4 | Employ a Literacy Consultant (Brenda Leonard) for two semesters, two days per week. | | 🗹 Principal | from: Term 1  to: Term 4 | 100% |
| Activity 5 | Refine and embed scheduled regular meetings for the Teaching and Learning PLT to include Learning Specialists and consultants. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 100% |
| Activity 6 | Implement and evaluate the curriculum proficiency scales | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |
| Activity 7 | Participate in Regional Intake 3 Professional Learning Communities Initiative with Maria Claridge. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 100% |
| Activity 8 | Conduct fortnightly School Improvement Teams in the investigation of the instructional models of Teaching and Learning (literacy, numeracy, ICT), and Positive School Climate (AVID, BSEM, SWPBS) | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 9 | Front load Learning Specialists (1/2 & 3/4) in consistently supporting the capacity of staff in achieving student learning targets. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 100% |
| Activity 10 | Support staff to incorporate a school wide goals and strategies (literacy, numeracy, attendance and student voice) in their PDP documentation and facilitate regular meetings with teams and individuals to discuss progress against the AIP goals and targets. | | 🗹 Leadership Team | from: Term 1 | 100% |
| Activity 11 | Review and embed PLC Norms to include PLC Assessing our Next Steps. | | 🗹 All Staff | from: Term 1  to: Term 2 | 25% |
| Activity 12 | Develop Teaching and Learning priorities action plan aligned with the strategic priorities and consultancy | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 25% |
| Activity 13 | Implement the competency rubric (Assessing Our Next Steps) for PLT structure including PLT leaders, PLCs, Leadership team. | | 🗹 School Leadership Team | from: Term 1  to: Term 2 | 0% |
| KIS 1.b Building practice excellence | | Embed a whole school focus on purposeful teaching, high expectations of learning and consistent instructional practice | | | |
| Actions | | Continue building capacity of PLTs to analyse and use data to inform planning and instruction, and monitor student growth.  Embed the 3 tier intervention model for reading and numeracy. | | | |
| Outcomes | | Students have improved learning outcomes in reading and an increased awareness of their learning growth. Teachers implement consistent literacy and numeracy instructional practice with a reduction in variance. Leaders provide regular feedback to teams and individuals and support staff through professional learning walks, peer observation and coaching conversations. | | | |
| Success Indicators | | Student data including NAPLAN, PAT, F&P, MAI Teachers planning and assessment documents including; conference folders, record of procedure and growth point data  Leaders learning walk documentation including; coaching conversations, google forms and instructional practice learning walk feedback | | | |
| Delivery of the annual actions for this KIS | | Slightly behind schedule but remediation strategies are in place to get back on schedule | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 School review has refocussed directions for the school  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Time constraints i.e. not enough time allocated  🗹 Workforce capability i.e. in use of data and evidence  🗹 Staff readiness for change / limited change management and support in place | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Introduction of STEM in years 1-6 acheived a high community profile and high student engagement. Second Semester increase in the use of proficiency scales at teacher level for informing planning.  Data analysis in planning has increased in the area of maths and reading. Increased understanding and consistent practice in writing moderation. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | School review identified that new staff were not familiar with proficiency scales and will be a focus in 2020. Refinement of exisiting proficiency scales with all staff at the time of implementation. The use of proficiency scales to develop student goals. Learning walks to be conducted using google docs. Quarantine time for maximum learning walk opportunities. Embedding instructional models for reading, writing, maths. Increase in-school coaching in English, Maths, Engagement and Inclusion. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Introduce Google Docs and Google Classroom. | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 2 | Speech Pathologist to identify and develop classroom programs for improvement in phonological awareness | | 🗹 Teaching and Learning Coordinator  🗹 Assistant Principal | from: Term 1  to: Term 4 | 100% |
| Activity 3 | Implement and evaluate proficiency scales | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |
| Activity 4 | Employ a STEM teacher in years 1 to 6. | | 🗹 Principal | from: Term 1  to: Term 1 | 100% |
| Activity 5 | Embedding a Guaranteed and Viable Curriculum | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 6 | Embed the F&P reading continuum across the school | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |
| Activity 7 | Develop consistent and ongoing feedback to students around instruction and learning goals. | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 8 | Increase student outcomes through targeted intervention model for reading and numeracy. | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 9 | Train a teacher in Enhancing Mathematical Understanding (EMU). | | 🗹 Principal | from: Term 1  to: Term 1 | 100% |
| Activity 10 | Employ a Speech Pathologist. | | 🗹 Principal | from: Term 1  to: Term 1 | 100% |
| Activity 11 | Establish a common culture of data analysis and planning including data walls for reading, writing and maths growth points | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |
| Activity 12 | Use Proficiency Scales to develop student goals. | | 🗹 All Staff | from: Term 2  to: Term 4 | 50% |
| Activity 13 | Develop a cohort goal in Professional Development Plans for improvement of student outcomes | | 🗹 All Staff | from: Term 1  to: Term 1 | 100% |
| Activity 14 | Employ an Intervention and Supported Learning Teacher for 3 days per week. | | 🗹 Principal | from: Term 1  to: Term 1 | 100% |
| Activity 15 | Leadership team conduct learning walks across the school on a weekly basis with a clear designated focus on teaching and learning and timely feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 75% |
| Activity 16 | Develop a PL program for staff on HITS. Target HITS within classroom Learning Walk observations and feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 75% |
| Activity 17 | Continue Professional Learning and collaboration in the refinement of effective use of pre and post testing, moderation and monitoring of achievement. | | 🗹 All Staff | from: Term 1 | 50% |
| Activity 18 | Use Essential Learnings to develop all units of work. | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 19 | Establish a STEM program in conjunction with Inquiry and Science. | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |
| Activity 20 | Model differentiation in planning and instructional practice in Reading, Writing and Numeracy | | 🗹 Leading Teacher(s) | from: Term 1  to: Term 4 | 75% |
| Activity 21 | Teacher conduct a minimum of 2 peer observations (per term) focusing on instructional practice and HITS. | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 22 | Explicit instructional practices and documented non-negotiables are identified and implemented. | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |
| Activity 23 | Embed a consistent instructional model (GRR) through coaching and whole school planning | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 75% |
| Activity 24 | Employ a Digital, Design and Technology teacher one day per week. | | 🗹 Principal | from: Term 3  to: Term 3 | 0% |
| Activity 25 | Establish an Investigations program in Foundation. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To establish a safe, calm and orderly learning environment | | | |
| 12 Month Target 2.1 | | STUDENT ATTITUDES TO SCHOOL Stimulated Learning – Increase from 77% in 2018 to at/above 80% in 2019 Advocate at school- Increase from 86% in 2018 to at/above 90% in 2019 Learning Confidence- Increase from 75% in 2018 to at/above 78% in 2019  PARENT OPINION High Expectation for Success – Increase from 88%(2018) to at or above 96% in 2019 Managing Bullying – Increase from 72% (2018) to at or above 70% in 2019  STAFF OPINION Collective Efficacy- Increase percentage of positive responses from 48.6% in 2018 to more than 37% in 2019. Academic Emphasis- Increase percentage of positive responses from 45.5% in 2018 to more than 40% in 2019. Instructional Leadership- Increase percentage of positive responses from 75.1% in 2018 to more than 70% in 2019.  ATTENDANCE: Decrease student absences from an average of 19.7 days (2018) to 17 days or less (2019). Decrease unexplained student absences from an average of 7.1 days (2018) to 5.1% (2019) Decrease the % of students with chronic absence (20 or more days absent from 30% (2918) to 27% (2019) | | | |
| Has this 12 month target met | | Partially Met | | | |
| KIS 2.a Setting expectations and promoting inclusion | | Further embed a consistent whole school approach and practice in SWPBS | | | |
| Actions | | Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices.  Develop teacher knowledge and capacity to work as effective teams utilising a whole school approach and practice in School Wide Positive Behaviours. | | | |
| Outcomes | | Students will demonstrate the school values and strategies for self regulation. Leaders will facilitate and scaffold professional learning of the school / DET values and behavioural expectations. | | | |
| Success Indicators | | Student developed calm plans and ILPs.  Teachers compass chronicle data Restorative practice and PSP processes. Leaders KPS Positive Climate for Learning Practices Staff Opinion, Attitudes To School and Parent Opinion surveys Teaching and learning programs including;Respectful Relationships and Social Emotional Curriculum. Classroom observations including peer observation notes focused on Positive Climate. | | | |
| Delivery of the annual actions for this KIS | | Slightly behind schedule but remediation strategies are in place to get back on schedule | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 School review has refocussed directions for the school | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence  🗹 Time constraints i.e. not enough time allocated  🗹 Workforce capability i.e. in use of data and evidence  🗹 Staff readiness for change / limited change management and support in place | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | All staff participated in Restoritive Practice PL Weekly PSP ( Positive Support Planning) Staff released 1 hour per week to develop positive realtionships with all students across the cohort Review of engagement and Instructional model Percentage of endorsement of stimulated learning in AToSS increased | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Respectful Relationships Initiative scheduled from Term 1 2020 Implementation of revised engagement and instructional model including reinforcement steps Review and consistent implementation of calm plans | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Allied Health and other relevant professionals to be included in the PSP process to support student learning | | 🗹 Wellbeing Team | from: Term 1  to: Term 4 | 100% |
| Activity 2 | Establish a Sensory Room | | 🗹 Wellbeing Team | from: Term 1 | 50% |
| Activity 3 | Embed understanding and consistent implementation of the Student Engagement and Inclusion policy and Child Safe standards. | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 4 | Refine the SEL curriculum focussing on the Respectful Relationships programs, incorporating SWPBS, AVID and BSEM. | | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 75% |
| Activity 5 | Leadership team conduct learning walks across the school on a weekly basis with a clear designated focus on positive climate and timely feedback. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 50% |
| Activity 6 | Lead School Improvement Teams in the researched and evidence based strategies of BSEM, AVID and SWPBS. | | 🗹 School Improvement Team | from: Term 1  to: Term 4 | 75% |
| Activity 7 | Embed Positive Support Program | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 8 | Professional Learning to occur in Restorative Practice. | | 🗹 All Staff | from: Term 1  to: Term 1 | 100% |
| Activity 9 | Build the capacity of new staff and embed existing staff in the pedagogy and practice in AVID, BSEM and SWPBS. | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 100% |
| Activity 10 | Further develop staff and team capacity to utilise aspects of COMPASS including chronicle entries for recording and analysing student data, Insights for ILPs, increased specific based collections including attendance and class exits. | | 🗹 Assistant Principal | from: Term 1  to: Term 4 | 100% |
| Activity 11 | Resource classrooms to support the inclusion and engagement of students | | 🗹 Wellbeing Team | from: Term 1  to: Term 1 | 100% |
| KIS 2.b Setting expectations and promoting inclusion | | Build student confidence and their capacity as learners | | | |
| Actions | | Develop teacher knowledge and skills to build authentic student voice. Develop processes for inclusion of student voice. | | | |
| Outcomes | | Students have high expectations of themselves as learners and can articulate the next steps for success. Teachers differentiate learning within students zone of proximal development. Leaders provide feedback to students and staff on success and areas for improvement. | | | |
| Success Indicators | | Student proficiency scales and rubrics Teachers planning and assessment documents including; anecdotal notes, reading conference folders, moderation, Compass ongoing reporting, mid/year reports Leaders' Learning Walks feedback, PnD | | | |
| Delivery of the annual actions for this KIS | | Slightly behind schedule but remediation strategies are in place to get back on schedule | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Key Improvement Strategies’ focus too broad / too ambitious  🗹 Change in school context i.e. SFOE, enrolment  🗹 Workforce capability i.e. in use of data and evidence  🗹 Staff readiness for change / limited change management and support in place | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Positive endorsement in sense of confidence and managing bullying has been maintained and remained very low. Attendance rate has been maintained and remained very low. Collective efficacy of staff has maintained.  Academic emphasis although low, has increased. Participation in AToSS and staff survey has achieved influence in the measured performance groups. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Embedding the motto, mission, vision and values within the Prevent/ Teach/ Reinforce engagement instructional model. Review school improvement PLCs to implement a consistent inquiry cycle in Teaching and Learning and Positive Climate. Embed AVID strategies within the instructional program of the school. Student voice and agency to be a priority. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Embed and integrate school motto, mission, vision and value Superheroes across the whole school. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 75% |
| Activity 2 | Embed consistent processes with students for developing learning goals and calm plans with clear indicators of what they require to successfully achieve them. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 50% |
| Activity 3 | Collect explicit feedback from students regarding school improvement through student leadership groups, focus groups, school survey data and student surveys. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 25% |
| Activity 4 | Embed student attendance policy and processes. | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 5 | Students access a broad range of structured leadership roles in the school and training that provides them with opportunities to develop a range of skills, including communication and decision making. | | 🗹 All Staff  🗹 Student(s) | from: Term 1  to: Term 4 | 75% |
| Activity 6 | Embed AVID WICOR strategies within the instructional program across the school. | | 🗹 All Staff | from: Term 1  to: Term 4 | 25% |

**Monitoring and Self-assessment - 2019**

SEIL Feedback