

# Monitoring and assessment - 2024

Park Ridge Primary School (5281)



Submitted for review by Dale Blythman (School Principal) on 28 November, 2023 at 03:35 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 07 February, 2024 at 02:39 PM  
Endorsed by Catherine Higgins (School Council President) on 28 February, 2024 at 10:40 AM  
Term 2 Monitoring submitted by Dale Blythman (School Principal) on 21 June, 2024 at 06:15 AM

# Monitoring and assessment - 2024

## Term 1 monitoring (optional)

Goal 1	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	<p>2024 PAT R percentage of students, matched to Norm reference Sample above 75th percentile:</p> <ul style="list-style-type: none"> <li>Yr 1 49% (maintain)</li> <li>Yr 2 48% (maintain)</li> <li>Yr 3 48% (maintain)</li> <li>Yr 4 29% (increase)</li> <li>Yr 5 36% (maintain)</li> <li>Yr 6 29% (increase)</li> <li>School Average 41%</li> </ul> <p>2024 PAT Maths percentage of students, matched to Norm reference Sample above 75th percentile:</p> <ul style="list-style-type: none"> <li>Yr 1 48% (maintain)</li> <li>Yr 2 41% (maintain)</li> <li>Yr 3 42% (maintain)</li> <li>Yr 4 38% (maintain)</li> <li>Yr 5 49% (maintain)</li> <li>Yr 6 54% (maintain)</li> <li>School Average 45%</li> </ul> <p>ATOSS</p> <ul style="list-style-type: none"> <li>Stimulated Learning 2023 81% positive endorsement</li> <li>Sense of Confidence 2023 79% positive endorsement</li> <li>Managing Bullying 2023 77% positive endorsement</li> </ul> <p>Relevant SSP Goals:</p> <p>Student Learning (Numeracy):</p> <ol style="list-style-type: none"> <li>1. Percentage of Year 3 student in top two NAPLAN bands from 45% to 47%</li> </ol>

	<p>Percentage of Year 5 student in top two NAPLAN bands from 47% to 50%</p> <p>2. The percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above expected age level will increase:</p> <ul style="list-style-type: none"> <li>- in the English Language Reading and Viewing Mode from 35 per cent in 2020 to 37 per cent</li> <li>- in the English Language Writing Mode from 16 per cent in 2020 to 19 per cent</li> <li>- in the Mathematics Number and Algebra Strand from 33 per cent in 2020 to 36 per cent</li> <li>- in the Mathematics Statistics and Probability Strand from 22 per cent in 2020 to 25 per cent</li> </ul> <p>Increase the percentage of benchmark growth (NAPLAN):</p> <ul style="list-style-type: none"> <li>- in Reading from 76% to 78%</li> <li>- in Writing from 80% to 82%</li> </ul> <p>Student Wellbeing:</p> <p>1. The percentage of 4-6 students reporting positive endorsement to the AtoSS measure will increase:</p> <ul style="list-style-type: none"> <li>-perseverance from 83% to 85%</li> <li>-self regulation and goal setting from 88% to 89%</li> <li>- confidence and resiliency skills from 84% to 85%</li> </ul>
<p><b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<ul style="list-style-type: none"> <li>- Implementation of the Tutor Learning Initiative to support students who have shown low academic growth (focussing on Numeracy and Reading)</li> <li>- Identify HAPL Leader within current staff profile who will identify highly able students and provide extension and support opportunities</li> <li>- Ongoing supports to ensure continuation of consistent planning documentation school wide</li> <li>- Fortnightly planning cycle to be implemented by year level teams (cycling between mathematics and literacy)</li> <li>- Focused PL sessions to support teachers to use a range of tools to inform teaching and learning</li> <li>- Focused PL sessions to support teachers to provide effective differentiation in the classroom</li> <li>- Identify and provide targeted Tier 2 Intervention to support students social, emotional and academic needs</li> <li>- PDP meeting conversations are utilised to support teacher growth and reflection</li> <li>- Continued involvement in PMSS initiative</li> </ul>

<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Support teachers with the implementation of PLCs</li> <li>- Use multiple sources of evidence to track and implement PLC including enablers and barriers</li> <li>- Support teachers to make effective use of data by building their data and assessment literacy and use of protocols</li> <li>- identify students in need of targeted academic, social and emotional support</li> <li>- Increased staff reflective practices though PDP meetings</li> <li>- Provide PL and time for teachers to plan collaboratively and develop differentiated learning opportunities</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- make decisions based on data and evidence that impact student growth</li> <li>- teachers engage in weekly school based PL to develop their capacity to differentiate learning</li> <li>- consistently use school planners and assessment tools to reflect school priorities</li> <li>- demonstrate the characteristics of high quality PLCs</li> <li>- use their NFFT to participate in peer observations relating to their PDP goal and discuss their observations with someone from the leadership team (during PDP meetings, once a semester)</li> <li>- develop a deeper understanding of the nine key areas for consistency that has been identified in our Pedagogical Approaches handbook</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- display increased motivation and interest in their learning</li> <li>- display increased perseverance as collated in AtoSS</li> </ul>
<p>Success indicators</p>	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- PDP meetings are utilised to provide a platform for all staff to have targeted conversations to support their growth and reflection (Terms 1-3)</li> <li>- Teachers participate in peer observations in Term 1</li> <li>- Teachers use data charts, ZPDs, rubrics and continuums to inform teaching and learning</li> <li>- VLT improvement strategies (three each) provide consistent focus for teams and PL direction</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Teachers participate in peer observations in Terms 1-3</li> <li>- Students who are accessing the TLI, display improvement whilst receiving tutoring as indicated through the fluidity of the grouping</li> <li>- Improvement in the Student Engagement and Perseverance on the AtoSS Survey</li> <li>- Tier 2 funding is utilised in a structured and well funded modelled to support as many students as possible</li> </ul>

	- Increased consistency and understanding of the nine key areas for consistency that has been identified in our Pedagogical Approaches handbook			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement an agreed assessment schedule in collaboration with staff, including data norms	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 2	PL to support the implementation of small-group instruction (guided reading).	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	-1%
Activity 3	TLI and Tier 2 funding - improved targeted supports for students	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%
Activity 4	PMSS involvement to support engagement and differentiation in Numeracy across the school	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	-1%

Activity 5	Learning Specialists to provide coaching, modelling and support for all teachers in implementation whole-school agreed practices	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	-1%
Activity 6	PRPS Pedagogical Approaches handbook provided for all staff and the basis for PDP discussions and development	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 7	PL to support the implementation of agreed school wide approach to writing	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	-1%
Activity 8	Provide BSEM PL to all staff and whole-school incursion/events	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

# Monitoring and assessment - 2024

## Mid-year monitoring

Goal 1	<p><b>Priorities goal</b></p> <p>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p><b>12-month target 1.1 target</b></p>	<p>2024 PAT R percentage of students, matched to Norm reference Sample above 75th percentile:</p> <p>Yr 1 49% (maintain)            Yr 2 48% (maintain)            Yr 3 48% (maintain)            Yr 4 29% (increase)            Yr 5 36% (maintain)            Yr 6 29% (increase)            School Average 41%</p> <p>2024 PAT Maths percentage of students, matched to Norm reference Sample above 75th percentile:</p> <p>Yr 1 48% (maintain)            Yr 2 41% (maintain)            Yr 3 42% (maintain)            Yr 4 38% (maintain)            Yr 5 49% (maintain)            Yr 6 54% (maintain)            School Average 45%</p> <p>ATOSS            Stimulated Learning 2023 81% positive endorsement            Sense of Confidence 2023 79% positive endorsement            Managing Bullying 2023 77% positive endorsement</p> <p>Relevant SSP Goals:            Student Learning (Numeracy):            1. Percentage of Year 3 student in top two NAPLAN bands from 45% to 47%</p>

	<p>Percentage of Year 5 student in top two NAPLAN bands from 47% to 50%</p> <p>2. The percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above expected age level will increase:</p> <ul style="list-style-type: none"> <li>- in the English Language Reading and Viewing Mode from 35 per cent in 2020 to 37 per cent</li> <li>- in the English Language Writing Mode from 16 per cent in 2020 to 19 per cent</li> <li>- in the Mathematics Number and Algebra Strand from 33 per cent in 2020 to 36 per cent</li> <li>- in the Mathematics Statistics and Probability Strand from 22 per cent in 2020 to 25 per cent</li> </ul> <p>Increase the percentage of benchmark growth (NAPLAN):</p> <ul style="list-style-type: none"> <li>- in Reading from 76% to 78%</li> <li>- in Writing from 80% to 82%</li> </ul> <p>Student Wellbeing:</p> <p>1. The percentage of 4-6 students reporting positive endorsement to the AtoSS measure will increase:</p> <ul style="list-style-type: none"> <li>-perseverance from 83% to 85%</li> <li>-self regulation and goal setting from 88% to 89%</li> <li>- confidence and resiliency skills from 84% to 85%</li> </ul>
<p><b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy</p>
<p>Actions</p>	<ul style="list-style-type: none"> <li>- Implementation of the Tutor Learning Initiative to support students who have shown low academic growth (focussing on Numeracy and Reading)</li> <li>- Identify HAPL Leader within current staff profile who will identify highly able students and provide extension and support opportunities</li> <li>- Ongoing supports to ensure continuation of consistent planning documentation school wide</li> <li>- Fortnightly planning cycle to be implemented by year level teams (cycling between mathematics and literacy)</li> <li>- Focused PL sessions to support teachers to use a range of tools to inform teaching and learning</li> <li>- Focused PL sessions to support teachers to provide effective differentiation in the classroom</li> <li>- Identify and provide targeted Tier 2 Intervention to support students social, emotional and academic needs</li> <li>- PDP meeting conversations are utilised to support teacher growth and reflection</li> <li>- Continued involvement in PMSS initiative</li> </ul>



Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Support teachers with the implementation of PLCs</li> <li>- Use multiple sources of evidence to track and implement PLC including enablers and barriers</li> <li>- Support teachers to make effective use of data by building their data and assessment literacy and use of protocols</li> <li>- identify students in need of targeted academic, social and emotional support</li> <li>- Increased staff reflective practices though PDP meetings</li> <li>- Provide PL and time for teachers to plan collaboratively and develop differentiated learning opportunities</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- make decisions based on data and evidence that impact student growth</li> <li>- teachers engage in weekly school based PL to develop their capacity to differentiate learning</li> <li>- consistently use school planners and assessment tools to reflect school priorities</li> <li>- demonstrate the characteristics of high quality PLCs</li> <li>- use their NFFT to participate in peer observations relating to their PDP goal and discuss their observations with someone from the leadership team (during PDP meetings, once a semester)</li> <li>- develop a deeper understanding of the nine key areas for consistency that has been identified in our Pedagogical Approaches handbook</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- display increased motivation and interest in their learning</li> <li>- display increased perseverance as collated in AtoSS</li> </ul>
Success indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- PDP meetings are utilised to provide a platform for all staff to have targeted conversations to support their growth and reflection (Terms 1-3)</li> <li>- Teachers participate in peer observations in Term 1</li> <li>- Teachers use data charts, ZPDs, rubrics and continuums to inform teaching and learning</li> <li>- VLT improvement strategies (three each) provide consistent focus for teams and PL direction</li> </ul> <p>Late indicators:</p> <ul style="list-style-type: none"> <li>- Teachers participate in peer observations in Terms 1-3</li> <li>- Students who are accessing the TLI, display improvement whilst receiving tutoring as indicated through the fluidity of the grouping</li> <li>- Improvement in the Student Engagement and Perseverance on the AtoSS Survey</li> <li>- Tier 2 funding is utilised in a structured and well funded modelled to support as many students as possible</li> </ul>

	- Increased consistency and understanding of the nine key areas for consistency that has been identified in our Pedagogical Approaches handbook
<b>Enablers</b> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<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
<b>Barriers</b> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence
<b>Commentary on progress</b> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</li> <li>• What is the evidence?</li> </ul>	<p>Based on the identified success indicators, the progress towards the planned outcomes for leaders, teachers, and students can be summarised and commented upon as follows:</p> <p>Leaders:  - Support teachers with the implementation of PLCs:  Observed Changes: Increased collaboration among teachers, regular PLC meetings, and structured agendas.  Evidence: Meeting minutes, PLC action plans, feedback from teachers.</p> <p>- Use multiple sources of evidence to track and implement PLC including enablers and barriers:  Observed Changes: More comprehensive tracking of PLC effectiveness, identification of common barriers, and tailored support to address them through Learning Specialists attending the majority of PLC session.  Evidence: Data from surveys, meeting notes, PLC check-ins at SIT meetings.</p> <p>- Support teachers to make effective use of data by building their data and assessment literacy and use of protocols:  Observed Changes: Teachers demonstrate improved data literacy, more effective use of data in planning, and consistent application of assessment protocols.  Evidence: Professional development attendance, teacher feedback, and data-driven lesson plans.</p> <p>- Increased staff reflective practices through PDP meetings:</p>

	<p>Observed Changes: More reflective discussions in PDP meetings, increased focus on professional growth and development. Evidence: PDP meeting documentation (team and individual), reflective journals, PRPS Pedagogical Approaches booklet and goal-setting documents.</p> <p>- Provide PL and time for teachers to plan collaboratively and develop differentiated learning opportunities: Observed Changes: Enhanced collaboration among teachers, more effective and diverse lesson plans using school-agreed research books. Evidence: Collaboration schedules, PL attendance, and differentiated lesson plans.</p> <p>Consistently use school planners and assessment tools to reflect school priorities: Observed Changes: Regular use of planners, alignment with school priorities in lesson planning. Evidence: Planner audits, alignment checks, and feedback from leadership.</p> <p>Develop a deeper understanding of the nine key areas for consistency identified in our Pedagogical Approaches handbook: Observed Changes: Consistent application of pedagogical approaches, improved teaching practices. Evidence: Classroom observations, teacher feedback, PDP conversations, and Learning Walks.</p> <p>The progress towards the planned outcomes indicate a positive changes in behavior, practice, and mindset across leaders, teachers, and students. The observed changes and evidence suggest that the implementation of PLCs, effective use of data, targeted support, reflective practices, and professional development are contributing to a more collaborative and data-driven school environment. Teachers are increasingly making informed decisions based on data, engaging in professional learning, and applying differentiation strategies.</p> <p>Continued focus on these areas, supported by regular monitoring and feedback, will be essential to sustain and further enhance these positive outcomes.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• What action will be taken next?</li> <li>• What support is required?</li> <li>• What adjustments or additions will you make to your AIP to</li> </ul>	<p>Based on the progress and observations detailed above, the following actions will be taken next:</p> <ol style="list-style-type: none"> <li>1. Enhanced Data Literacy and Usage: <ul style="list-style-type: none"> <li>- Conduct advanced professional learning sessions focused on data analysis and interpretation.</li> <li>- Provide hands-on workshops for teachers to practice using data in their lesson planning, in particular student growth (using PAT and teacher judgment data sets)</li> </ul> </li> <li>2. Strengthen PLC Implementation: <ul style="list-style-type: none"> <li>- Facilitate regular PLC meetings with clear agendas and objectives.</li> <li>- Introduce peer mentoring within PLCs to share best practices and support.</li> <li>- Document a clear PLC planning meeting process to support consistency for our Learning Leaders.</li> </ul> </li> </ol>

document these next steps?

3. Targeted Student Support:

- Refine the process for identifying students in need of support using student growth data.
- Develop individualised support plans with regular monitoring and adjustments.
- Increase the level of target student support (intervention) for students in F-2.

4. Increase Reflective Practices:

- Implement structured reflection sessions during PDP meetings.
- Provide templates and tools for teachers to document their reflections and growth.

5. Promote Collaborative Planning:

- Continue to prioritise scheduled dedicated time for collaborative planning sessions (during NFFT and PL planner).
- Ensure access to resources and materials needed for developing differentiated learning opportunities such as the Reading Strategies book.

6. Monitor and Evaluate Progress:

- Establish regular check-ins to assess progress towards goals.
- Use multiple sources of evidence to evaluate the effectiveness of interventions and strategies.
- Increase the fluency of Learning Walks to support consistency school-wide.

Required Support

To achieve these next steps, the following support will be required:

1. Professional Development:

- Access to experts in data analysis and differentiated instruction for training sessions from in-house and external source (eg: Dylan Wiliam and Viviane Robinson).
- Continuous professional development opportunities for teachers and leaders scheduled in our PL schedule.

2. Resources and Tools:

- Provision of data analysis platforms and tools.
- Access to materials and resources for collaborative planning and differentiation.

3. Time Allocation:

- Scheduled time for PLC meetings, professional learning, and collaborative planning within our day-to-day structures.

4. Mentoring and Coaching:

- Coaching support from experienced educators and leaders through targeted PL and regular meetings with Principal.

OPTIONAL: Upload evidence				
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Activity 8	Provide BSEM PL to all staff and whole-school incursion/events	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%

# Monitoring and assessment - 2024

## Term 3 monitoring (optional)

Goal 1	<p><b>Priorities goal</b>            In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
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<b>Enablers</b> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
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<b>Commentary on progress</b> <ul style="list-style-type: none"> <li>• Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</li> <li>• What is the evidence?</li> </ul>	
<b>Future planning</b> <ul style="list-style-type: none"> <li>• What action will be taken next?</li> </ul>	

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Activity 4	PMSS involvement to support engagement and differentiation in Numeracy across the school	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal	from: Term 1	75%

		<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	to: Term 4	
Activity 5	Learning Specialists to provide coaching, modelling and support for all teachers in implementation whole-school agreed practices	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 6	PRPS Pedagogical Approaches handbook provided for all staff and the basis for PDP discussions and development	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%
Activity 7	PL to support the implementation of agreed school wide approach to writing	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	0%
Activity 8	Provide BSEM PL to all staff and whole-school incursion/events	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%

# Monitoring and assessment - 2024

## End-of-year monitoring

Goal 1	<p><b>Priorities goal</b></p> <p>In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
<p><b>12-month target 1.1 target</b></p>	<p>2024 PAT R percentage of students, matched to Norm reference Sample above 75th percentile:</p> <p>Yr 1 49% (maintain)            Yr 2 48% (maintain)            Yr 3 48% (maintain)            Yr 4 29% (increase)            Yr 5 36% (maintain)            Yr 6 29% (increase)            School Average 41%</p> <p>2024 PAT Maths percentage of students, matched to Norm reference Sample above 75th percentile:</p> <p>Yr 1 48% (maintain)            Yr 2 41% (maintain)            Yr 3 42% (maintain)            Yr 4 38% (maintain)            Yr 5 49% (maintain)            Yr 6 54% (maintain)            School Average 45%</p> <p>ATOSS            Stimulated Learning 2023 81% positive endorsement            Sense of Confidence 2023 79% positive endorsement            Managing Bullying 2023 77% positive endorsement</p> <p>Relevant SSP Goals:            Student Learning (Numeracy):            1. Percentage of Year 3 student in top two NAPLAN bands from 45% to 47%</p>

	<p>Percentage of Year 5 student in top two NAPLAN bands from 47% to 50%</p> <p>2. The percentage of F-6 students assessed against the Victorian Curriculum Levels F-10 as being above expected age level will increase:</p> <ul style="list-style-type: none"> <li>- in the English Language Reading and Viewing Mode from 35 per cent in 2020 to 37 per cent</li> <li>- in the English Language Writing Mode from 16 per cent in 2020 to 19 per cent</li> <li>- in the Mathematics Number and Algebra Strand from 33 per cent in 2020 to 36 per cent</li> <li>- in the Mathematics Statistics and Probability Strand from 22 per cent in 2020 to 25 per cent</li> </ul> <p>Increase the percentage of benchmark growth (NAPLAN):</p> <ul style="list-style-type: none"> <li>- in Reading from 76% to 78%</li> <li>- in Writing from 80% to 82%</li> </ul> <p>Student Wellbeing:</p> <p>1. The percentage of 4-6 students reporting positive endorsement to the AtoSS measure will increase:</p> <ul style="list-style-type: none"> <li>-perseverance from 83% to 85%</li> <li>-self regulation and goal setting from 88% to 89%</li> <li>- confidence and resiliency skills from 84% to 85%</li> </ul>
<b>Has this 12-month target been met</b>	Not Met
<p><b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> <li>- Implementation of the Tutor Learning Initiative to support students who have shown low academic growth (focussing on Numeracy and Reading)</li> <li>- Identify HAPL Leader within current staff profile who will identify highly able students and provide extension and support opportunities</li> <li>- Ongoing supports to ensure continuation of consistent planning documentation school wide</li> <li>- Fortnightly planning cycle to be implemented by year level teams (cycling between mathematics and literacy)</li> <li>- Focused PL sessions to support teachers to use a range of tools to inform teaching and learning</li> <li>- Focused PL sessions to support teachers to provide effective differentiation in the classroom</li> </ul>

	<ul style="list-style-type: none"> <li>- Identify and provide targeted Tier 2 Intervention to support students social, emotional and academic needs</li> <li>- PDP meeting conversations are utilised to support teacher growth and reflection</li> <li>- Continued involvement in PMSS initiative</li> </ul>
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>- Support teachers with the implementation of PLCs</li> <li>- Use multiple sources of evidence to track and implement PLC including enablers and barriers</li> <li>- Support teachers to make effective use of data by building their data and assessment literacy and use of protocols</li> <li>- identify students in need of targeted academic, social and emotional support</li> <li>- Increased staff reflective practices though PDP meetings</li> <li>- Provide PL and time for teachers to plan collaboratively and develop differentiated learning opportunities</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>- make decisions based on data and evidence that impact student growth</li> <li>- teachers engage in weekly school based PL to develop their capacity to differentiate learning</li> <li>- consistently use school planners and assessment tools to reflect school priorities</li> <li>- demonstrate the characteristics of high quality PLCs</li> <li>- use their NFFT to participate in peer observations relating to their PDP goal and discuss their observations with someone from the leadership team (during PDP meetings, once a semester)</li> <li>- develop a deeper understanding of the nine key areas for consistency that has been identified in our Pedagogical Approaches handbook</li> </ul> <p>Students will:</p> <ul style="list-style-type: none"> <li>- display increased motivation and interest in their learning</li> <li>- display increased perseverance as collated in AtoSS</li> </ul>
Success indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> <li>- PDP meetings are utilised to provide a platform for all staff to have targeted conversations to support their growth and reflection (Terms 1-3)</li> <li>- Teachers participate in peer observations in Term 1</li> <li>- Teachers use data charts, ZPDs, rubrics and continuums to inform teaching and learning</li> <li>- VLT improvement strategies (three each) provide consistent focus for teams and PL direction</li> </ul> <p>Late indicators:</p>

	<ul style="list-style-type: none"> <li>- Teachers participate in peer observations in Terms 1-3</li> <li>- Students who are accessing the TLI, display improvement whilst receiving tutoring as indicated through the fluidity of the grouping</li> <li>- Improvement in the Student Engagement and Perseverance on the AtoSS Survey</li> <li>- Tier 2 funding is utilised in a structured and well funded modelled to support as many students as possible</li> <li>- Increased consistency and understanding of the nine key areas for consistency that has been identified in our Pedagogical Approaches handbook</li> </ul>			
Reflection on progress				
<b>Enablers</b> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</li> </ul>				
<b>Barriers</b> <ul style="list-style-type: none"> <li>• What barriers are impeding/impeded the delivery of this KIS?</li> </ul>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Implement an agreed assessment schedule in collaboration with staff, including data norms	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
Activity 2	PL to support the implementation of small-group instruction (guided reading).	<input checked="" type="checkbox"/> All staff	from: Term 1	50%



			to: Term 2	
Activity 3	TLI and Tier 2 funding - improved targeted supports for students	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	100%
Activity 4	PMSS involvement to support engagement and differentiation in Numeracy across the school	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	75%
Activity 5	Learning Specialists to provide coaching, modelling and support for all teachers in implementation whole-school agreed practices	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 6	PRPS Pedagogical Approaches handbook provided for all staff and the basis for PDP discussions and development	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%
Activity 7	PL to support the implementation of agreed school wide approach to writing	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	0%
Activity 8	Provide BSEM PL to all staff and whole-school incursion/events	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	100%

<b>Future planning</b>	
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## Monitoring and Self-assessment - 2024

### SEIL Feedback

#### Submitted Feedback

Mid Year SEIL Reflections Congratulations on the progress made so far this year. It's clear through your reflections and visits to the school that you are building strong alignment between the school's priorities and PL and allocated meeting time. I think your two week planning cycle is very clever and then the wrap around with PL and meetings links into that very well. It's also great to see you linking in Peer Observations with that too. Please don't hesitate to reach out to myself, Alec or our Data Coach Ashley Spagnol for support with data literacy of your middle level leaders. We've also had some schools work directly with the Toby to develop the data literacy of middle level leaders and/or whole staff.

**Submitted by Justin Butler (SEIL) on 02 July, 2024 at 09:25 AM**