

Monitoring and Assessment - 2022

New Gisborne Primary School (0467)



Submitted for review by Shane West (School Principal) on 25 February, 2022 at 04:40 PM

Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 04 April, 2022 at 05:28 PM

Awaiting endorsement by School Council President

Term 2 Monitoring submitted by Shane West (School Principal) on 30 August, 2022 at 08:33 AM

Monitoring and Assessment - 2022

Term 1 monitoring (optional)

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	<ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Student voice and agency from 75 per cent in 2019 to 80 per cent in 2024. • Increase the percentage of student positive endorsement for Teacher concern from 79 per cent in 2019 to 82 per cent in 2024.
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Focus on Tier 1 classroom support with well planned and sequenced lessons that focus on differentiation. • Revisit and strengthen the use of HITS in classrooms, with a focus on Explicit and Differentiated Teaching and Feedback • Establish a targeted support program for students utilising available tutors (2 x 0.6 EFT) under the co-ordination of the Intervention Teacher
Outcomes	<ul style="list-style-type: none"> • PLCs will meet twice weekly to engage in reflective practice, analyse data, evaluate and plan curriculum, assessments, lessons • Teachers will use HITS to plan lessons and units – focusing on Explicit and Differentiated Teaching and Feedback • Teachers will consistently and explicitly implement the school’s instructional model • Teachers and support staff will have a consistent understanding of core-curriculum priority areas • Teachers will consistently implement the agreed assessment schedule • Teacher will provide regular feedback and monitor student progress using Compass Analytics • Teachers will provide students with the opportunity to work at their level using differentiated resources • Students in need of targeted academic support or intervention will be identified and supported • Designated teachers and leaders will establish intervention/small group tutoring programs • Students and teachers will have more time to work on content at the students point of need

	<ul style="list-style-type: none"> Teachers will confidently and accurately identify student learning needs of their students Students will experience success and celebrate the acquisition of knowledge Students will know what their next steps are to progress their learning
Success Indicators	<ul style="list-style-type: none"> Teachers' systematically use formative and summative assessment data to improve teaching and student learning Teacher records and observations of student progress Classroom observations and learning walks demonstrating take up of professional learning strategies Student feedback on differentiation, the instructional model, and use of common strategies A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels Data used to identify students for tailored supports Differentiated resources used in tailored supports Assessment data and student surveys from intervention groups show improved outcomes for students Appointment/staffing of programs Progress against Individual Education Plans PLC teams work effectively to map student needs to the curriculum Planning demonstrates HIT's focus for improved teaching and learning Tutor anecdotal records and observations on student progress
Delivery of the annual actions for this KIS	Not Completed
Enablers <ul style="list-style-type: none"> <i>What enablers are supporting the delivery of this KIS?</i> 	
Barriers <ul style="list-style-type: none"> <i>What barriers are impeding the delivery of this KIS?</i> 	

Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 				
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Identify and allocate physical and financial resourcing for individual and tailored support programs - intervention, tutoring, LS support and teaching & learning coach 	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> • Maintain PLC structure to support teacher collaboration and use of multiple sources of data to inform point of need teaching 	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

Activity 3	<ul style="list-style-type: none"> Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> Revitalise and refocus attention on the whole school You Can Do It program, with a particular emphasis on Resilience and Persistence Target professional learning on ensuring an agreed approach to monitoring and responding to student wellbeing concerns is in place across the school Maintain the close links the school has with Macedon Ranges Health, Cobaw Community Health and the Gisborne TWEENS Clinic 			
Outcomes	<ul style="list-style-type: none"> Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will receive regular communication and support from the school Students will experience more success in classes Students and families will be connected to allied health and mental health services 			
Success Indicators	<ul style="list-style-type: none"> Curriculum documentation reflecting social and emotional learning – YCDI/Capabilities Students actively engaged in classroom-based, whole-school wellbeing programs – evidenced by observations, feedback and participation Decrease in the number of students requiring assistance from Regional/external providers Documentation of resources for wellbeing programs – Updated YCDI! Teacher reports of student wellbeing concerns 			

	<ul style="list-style-type: none"> • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families
Delivery of the annual actions for this KIS	Not Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	

<ul style="list-style-type: none"> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Liaise and consult with staff on implementing a monitoring and referral processes for students deemed to have wellbeing concerns 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> • Develop curriculum resources which reflect a wellbeing and social-emotional learning focus 	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%
Activity 3	<ul style="list-style-type: none"> • Schedule and organise professional learning for teachers on implementing wellbeing programs across the school 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 4	0%
Activity 4	Engage an esmart expert to deliver sessions with students and adult around cybersafety	<input checked="" type="checkbox"/> KLA Leader	from: Term 3 to: Term 4	0%
Activity 5	Dogs connect	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3	0%

			to: Term 4	
Goal 2	To improve learning outcomes in Numeracy for all students.			
12 Month Target 2.1	<ul style="list-style-type: none"> Improve the percentage of students achieving above Benchmark Growth in NAPLAN Numeracy from 17% in 2019 to 20% in 2022. Increase the percentage of students at Year Five in the Top Two NAPLAN Numeracy Bands from 47% in 2019 to 50% in 2022. 			
12 Month Target 2.2	<ul style="list-style-type: none"> Increase the percentage of staff positive endorsement for Understand how to analyse data from 71% in 2021 to 76% in 2022. Maintain the percentage of staff positive endorsement Guaranteed and viable curriculum, at or above 90 per cent. (84% SSP target) 			
KIS 2.a Curriculum planning and assessment	Collaboratively develop, document and implement a whole school approach to the teaching of numeracy.			
Actions	Develop a scope and sequence for numeracy Develop unit planners Improve teachers skills and knowledge of NGPS facts and procedures			
Outcomes	Teachers will plan collaboratively, using the templates provided on Google Docs, to meet the needs of all students Teachers and students will be able to clearly articulate explicit Learning Intentions and Success Criteria Teachers through PLC's, use the Learning Sprints (Inquiry Cycle) and protocols to improve student learning outcomes Teachers will implement high impact pedagogical practice			
Success Indicators	<ul style="list-style-type: none"> High Impact Teaching Strategies to be evident in documents and classroom practice, which will be evidenced through classroom observations Planners show evidence of consistency across year levels with high quality Learning Intentions and Success Criteria Consistency in teaching and learning shown within year levels evidenced through classroom observations using NGPS 			

	protocols
Delivery of the annual actions for this KIS	Not Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	

• <i>What support is required?</i>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Update and refine NGPS planning documents	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 1	0%
Activity 2	Staff will participate in a numeracy curriculum team to improve professional knowledge.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 3	Curriculum co-ordinator will lead work to develop the NGPS scope and sequence document	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
KIS 2.b Evaluating impact on learning	Build staff and student capacity to use multiple sources of data and feedback, to move numeracy learning forward.			
Actions	Staff will identify faces on the data from teacher judgement and recording growth data. Staff will begin PLC's looking at student work and data to inform planning.			
Outcomes	Teachers will target students to check for understanding. eg. at level - low growth students Teachers will deliberately focus on a narrow maths concept to check for understanding			

	<p>Teachers will provide explicit feedback to students</p> <p>Students will take timely action in response to feedback</p>
Success Indicators	<p>Weekly planners and agendas reflect the collection and analysis of student work.</p> <p>Teachers will monitor teacher judgement data to inform tiered intervention.</p> <p>Weekly learning walks by Instructional Leaders/ Learning Specialists, Teaching and Learning Coach and Principal Class.</p>
Delivery of the annual actions for this KIS	Not Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	
Future planning	

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Numeracy coordinator will use whole school data to lead professional discussion and assist teams to plan tier 1 intervention	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Instructional leaders will lead professional discussions around moderation and student data	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
KIS 2.c Building practice excellence	Challenge and support teachers to improve their numeracy instructional practice.			
Actions	Teachers will improve their curriculum knowledge and mathematical understandings to support instructional practice.			
Outcomes	Teachers will have a better understanding of the numeracy concepts covered in each unit. Teachers will refine the NGPS facts and procedures document. Students will maintain expected growth			
Success Indicators	Clearly defined and sequenced lessons in planning documents Teachers will review teacher judgement data ensuring that students are making expected growth or are receiving tiered intervention.			

Delivery of the annual actions for this KIS	Not Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Numeracy leader in each team will unpack the sequence and learning within each unit.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	0%
Activity 2	Instructional leaders will lead their year level through analysis of student work and assessment data.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Instructional leaders review the faces on the data to identify high and low growth students.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

Mid-year monitoring

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	<ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Student voice and agency from 75 per cent in 2019 to 80 per cent in 2024. • Increase the percentage of student positive endorsement for Teacher concern from 79 per cent in 2019 to 82 per cent in 2024.
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Focus on Tier 1 classroom support with well planned and sequenced lessons that focus on differentiation. • Revisit and strengthen the use of HITS in classrooms, with a focus on Explicit and Differentiated Teaching and Feedback • Establish a targeted support program for students utilising available tutors (2 x 0.6 EFT) under the co-ordination of the Intervention Teacher
Outcomes	<ul style="list-style-type: none"> • PLCs will meet twice weekly to engage in reflective practice, analyse data, evaluate and plan curriculum, assessments, lessons • Teachers will use HITS to plan lessons and units – focusing on Explicit and Differentiated Teaching and Feedback • Teachers will consistently and explicitly implement the school's instructional model • Teachers and support staff will have a consistent understanding of core-curriculum priority areas • Teachers will consistently implement the agreed assessment schedule • Teacher will provide regular feedback and monitor student progress using Compass Analytics • Teachers will provide students with the opportunity to work at their level using differentiated resources • Students in need of targeted academic support or intervention will be identified and supported • Designated teachers and leaders will establish intervention/small group tutoring programs • Students and teachers will have more time to work on content at the students point of need

	<ul style="list-style-type: none"> • Teachers will confidently and accurately identify student learning needs of their students • Students will experience success and celebrate the acquisition of knowledge • Students will know what their next steps are to progress their learning
Success Indicators	<ul style="list-style-type: none"> • Teachers' systematically use formative and summative assessment data to improve teaching and student learning • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating take up of professional learning strategies • Student feedback on differentiation, the instructional model, and use of common strategies • A documented assessment schedule and evidence of teachers inputting data and moderating assessments • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports • Assessment data and student surveys from intervention groups show improved outcomes for students • Appointment/staffing of programs • Progress against Individual Education Plans • PLC teams work effectively to map student needs to the curriculum • Planning demonstrates HIT's focus for improved teaching and learning • Tutor anecdotal records and observations on student progress
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Our staff have continued to develop their data literacy skills and the Faces on the Data have been expanded to show students experiencing high/low growth. Teachers are discussing this data as part of planning and PLC meetings and using this to differentiate lessons to meet the individual needs of all students. Check for understanding in planning has been a focus of PLC's. Tutoring although disrupted by staffing constraints has continued for both Literacy and Numeracy.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>Literacy support will continue in a tier 1 capacity into 2023 and beyond. Numeracy will be reviewed in line with funding and budget constraints at the end of 2022.</p>			
<p>OPTIONAL: Upload Evidence</p>				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Identify and allocate physical and financial resourcing for individual and tailored support programs - intervention, tutoring, LS support and teaching & learning coach 	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	75%
Activity 2	<ul style="list-style-type: none"> • Maintain PLC structure to support teacher collaboration and use of multiple sources of data to inform point of need teaching 	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	75%

Activity 3	<ul style="list-style-type: none"> Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	75%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> Revitalise and refocus attention on the whole school You Can Do It program, with a particular emphasis on Resilience and Persistence Target professional learning on ensuring an agreed approach to monitoring and responding to student wellbeing concerns is in place across the school Maintain the close links the school has with Macedon Ranges Health, Cobaw Community Health and the Gisborne TWEENS Clinic 			
Outcomes	<ul style="list-style-type: none"> Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will receive regular communication and support from the school Students will experience more success in classes Students and families will be connected to allied health and mental health services 			
Success Indicators	<ul style="list-style-type: none"> Curriculum documentation reflecting social and emotional learning – YCDI/Capabilities Students actively engaged in classroom-based, whole-school wellbeing programs – evidenced by observations, feedback and participation Decrease in the number of students requiring assistance from Regional/external providers Documentation of resources for wellbeing programs – Updated YCDI! Teacher reports of student wellbeing concerns 			

	<ul style="list-style-type: none"> • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families
Delivery of the annual actions for this KIS	Partially Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Student well being has continued to be a major focus of the work of staff within the school. Immediate support and a team around the child have been established to share information and ensure that the child is well supported. We have continued to maintain and develop close links with Macedon Ranges Health, Cobaw Community Health and the Gisborne TWEENS Clinic. Initial consultations with esmart and dogs connect have begun. Barriers have been looked at and discussed in regards to dogs connect.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<p>Re-establish the school welfare team to look at disability inclusion and revitalise the whole school approach to wellbeing.</p>

<ul style="list-style-type: none"> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Liaise and consult with staff on implementing a monitoring and referral processes for students deemed to have wellbeing concerns 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	75%
Activity 2	<ul style="list-style-type: none"> • Develop curriculum resources which reflect a wellbeing and social-emotional learning focus 	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	50%
Activity 3	<ul style="list-style-type: none"> • Schedule and organise professional learning for teachers on implementing wellbeing programs across the school 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 4	50%
Activity 4	Engage an esmart expert to deliver sessions with students and adult around cybersafety	<input checked="" type="checkbox"/> KLA Leader	from: Term 3 to: Term 4	25%
Activity 5	Dogs connect	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3	25%

			to: Term 4	
Goal 2	To improve learning outcomes in Numeracy for all students.			
12 Month Target 2.1	<ul style="list-style-type: none"> • Improve the percentage of students achieving above Benchmark Growth in NAPLAN Numeracy from 17% in 2019 to 20% in 2022. • Increase the percentage of students at Year Five in the Top Two NAPLAN Numeracy Bands from 47% in 2019 to 50% in 2022. 			
12 Month Target 2.2	<ul style="list-style-type: none"> • Increase the percentage of staff positive endorsement for Understand how to analyse data from 71% in 2021 to 76% in 2022. • Maintain the percentage of staff positive endorsement Guaranteed and viable curriculum, at or above 90 per cent. (84% SSP target) 			
KIS 2.a Curriculum planning and assessment	Collaboratively develop, document and implement a whole school approach to the teaching of numeracy.			
Actions	Develop a scope and sequence for numeracy Develop unit planners Improve teachers skills and knowledge of NGPS facts and procedures			
Outcomes	Teachers will plan collaboratively, using the templates provided on Google Docs, to meet the needs of all students Teachers and students will be able to clearly articulate explicit Learning Intentions and Success Criteria Teachers through PLC's, use the Learning Sprints (Inquiry Cycle) and protocols to improve student learning outcomes Teachers will implement high impact pedagogical practice			
Success Indicators	<ul style="list-style-type: none"> • High Impact Teaching Strategies to be evident in documents and classroom practice, which will be evidenced through classroom observations • Planners show evidence of consistency across year levels with high quality Learning Intentions and Success Criteria • Consistency in teaching and learning shown within year levels evidenced through classroom observations using NGPS 			

	protocols
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Scope and sequence documents in Numeracy have been the focus of the work for the Numeracy Curriculum team and this work has been well supported through the PLC teams. Whole school planning documents were reviewed and tweaked to meet the needs of teams and teachers. all teams are now using consistent unit planners. Ongoing professional development has worked along side this development and has helped drive school improvement and teacher knowledge.</p>
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<p>Embed the scope and sequence planning across the school and continue to review and improve these documents.</p>

• <i>What support is required?</i>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Update and refine NGPS planning documents	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 1	75%
Activity 2	Staff will participate in a numeracy curriculum team to improve professional knowledge.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	75%
Activity 3	Curriculum co-ordinator will lead work to develop the NGPS scope and sequence document	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	50%
KIS 2.b Evaluating impact on learning	Build staff and student capacity to use multiple sources of data and feedback, to move numeracy learning forward.			
Actions	Staff will identify faces on the data from teacher judgement and recording growth data. Staff will begin PLC's looking at student work and data to inform planning.			
Outcomes	Teachers will target students to check for understanding. eg. at level - low growth students Teachers will deliberately focus on a narrow maths concept to check for understanding			

	Teachers will provide explicit feedback to students Students will take timely action in response to feedback
Success Indicators	Weekly planners and agendas reflect the collection and analysis of student work. Teachers will monitor teacher judgement data to inform tiered intervention. Weekly learning walks by Instructional Leaders/ Learning Specialists, Teaching and Learning Coach and Principal Class.
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	Faces on the data showing growth has honed the focus to individual students and has aided with the differentiation of numeracy for students and promoted individual growth. Check for understanding has been a focus for PLC groups across the school and has identified and targeted common misconceptions.
Future planning	Continue with the work around data literacy and monitoring growth of individual students.

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Numeracy coordinator will use whole school data to lead professional discussion and assist teams to plan tier 1 intervention	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	75%
Activity 2	Instructional leaders will lead professional discussions around moderation and student data	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	75%
KIS 2.c Building practice excellence	Challenge and support teachers to improve their numeracy instructional practice.			
Actions	Teachers will improve their curriculum knowledge and mathematical understandings to support instructional practice.			
Outcomes	Teachers will have a better understanding of the numeracy concepts covered in each unit. Teachers will refine the NGPS facts and procedures document. Students will maintain expected growth			
Success Indicators	Clearly defined and sequenced lessons in planning documents Teachers will review teacher judgement data ensuring that students are making expected growth or are receiving tiered intervention.			

Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	Teams are working hard to plan and sequence units of lessons and these are unpacked during planning sessions. With a particular focus on differentiation and common misconceptions.
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	Teams are working together to unpack the planning to build knowledge within teams. this will continue into the future with more robust planning documents and the development of the numeracy scope and sequence documents.

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Numeracy leader in each team will unpack the sequence and learning within each unit.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	75%
Activity 2	Instructional leaders will lead their year level through analysis of student work and assessment data.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	75%
Activity 3	Instructional leaders review the faces on the data to identify high and low growth students.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	75%

Monitoring and Assessment - 2022

Term 3 monitoring (optional)

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	<ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Student voice and agency from 75 per cent in 2019 to 80 per cent in 2024. • Increase the percentage of student positive endorsement for Teacher concern from 79 per cent in 2019 to 82 per cent in 2024.
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Focus on Tier 1 classroom support with well planned and sequenced lessons that focus on differentiation. • Revisit and strengthen the use of HITS in classrooms, with a focus on Explicit and Differentiated Teaching and Feedback • Establish a targeted support program for students utilising available tutors (2 x 0.6 EFT) under the co-ordination of the Intervention Teacher
Outcomes	<ul style="list-style-type: none"> • PLCs will meet twice weekly to engage in reflective practice, analyse data, evaluate and plan curriculum, assessments, lessons • Teachers will use HITS to plan lessons and units – focusing on Explicit and Differentiated Teaching and Feedback • Teachers will consistently and explicitly implement the school's instructional model • Teachers and support staff will have a consistent understanding of core-curriculum priority areas • Teachers will consistently implement the agreed assessment schedule • Teacher will provide regular feedback and monitor student progress using Compass Analytics • Teachers will provide students with the opportunity to work at their level using differentiated resources • Students in need of targeted academic support or intervention will be identified and supported • Designated teachers and leaders will establish intervention/small group tutoring programs • Students and teachers will have more time to work on content at the students point of need

	<ul style="list-style-type: none"> • Teachers will confidently and accurately identify student learning needs of their students • Students will experience success and celebrate the acquisition of knowledge • Students will know what their next steps are to progress their learning
Success Indicators	<ul style="list-style-type: none"> • Teachers' systematically use formative and summative assessment data to improve teaching and student learning • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating take up of professional learning strategies • Student feedback on differentiation, the instructional model, and use of common strategies • A documented assessment schedule and evidence of teachers inputting data and moderating assessments • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports • Assessment data and student surveys from intervention groups show improved outcomes for students • Appointment/staffing of programs • Progress against Individual Education Plans • PLC teams work effectively to map student needs to the curriculum • Planning demonstrates HIT's focus for improved teaching and learning • Tutor anecdotal records and observations on student progress
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Our staff have continued to develop their data literacy skills and the Faces on the Data have been expanded to show students experiencing high/low growth. Teachers are discussing this data as part of planning and PLC meetings and using this to differentiate lessons to meet the individual needs of all students. Check for understanding in planning has been a focus of PLC's. Tutoring although disrupted by staffing constraints has continued for both Literacy and Numeracy.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>Literacy support will continue in a tier 1 capacity into 2023 and beyond. Numeracy will be reviewed in line with funding and budget constraints at the end of 2022.</p>			
<p>OPTIONAL: Upload Evidence</p>				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Identify and allocate physical and financial resourcing for individual and tailored support programs - intervention, tutoring, LS support and teaching & learning coach 	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> • Maintain PLC structure to support teacher collaboration and use of multiple sources of data to inform point of need teaching 	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

Activity 3	<ul style="list-style-type: none"> Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> Revitalise and refocus attention on the whole school You Can Do It program, with a particular emphasis on Resilience and Persistence Target professional learning on ensuring an agreed approach to monitoring and responding to student wellbeing concerns is in place across the school Maintain the close links the school has with Macedon Ranges Health, Cobaw Community Health and the Gisborne TWEENS Clinic 			
Outcomes	<ul style="list-style-type: none"> Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will receive regular communication and support from the school Students will experience more success in classes Students and families will be connected to allied health and mental health services 			
Success Indicators	<ul style="list-style-type: none"> Curriculum documentation reflecting social and emotional learning – YCDI/Capabilities Students actively engaged in classroom-based, whole-school wellbeing programs – evidenced by observations, feedback and participation Decrease in the number of students requiring assistance from Regional/external providers Documentation of resources for wellbeing programs – Updated YCDI! Teacher reports of student wellbeing concerns 			

	<ul style="list-style-type: none"> • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families
Delivery of the annual actions for this KIS	Partially Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Student well being has continued to be a major focus of the work of staff within the school. Immediate support and a team around the child have been established to share information and ensure that the child is well supported. We have continued to maintain and develop close links with Macedon Ranges Health, Cobaw Community Health and the Gisborne TWEENS Clinic. Initial consultations with esmart and dogs connect have begun. Barriers have been looked at and discussed in regards to dogs connect.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<p>Re-establish the school welfare team to look at disability inclusion and revitalise the whole school approach to wellbeing.</p>

<ul style="list-style-type: none"> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Liaise and consult with staff on implementing a monitoring and referral processes for students deemed to have wellbeing concerns 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> • Develop curriculum resources which reflect a wellbeing and social-emotional learning focus 	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%
Activity 3	<ul style="list-style-type: none"> • Schedule and organise professional learning for teachers on implementing wellbeing programs across the school 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 4	0%
Activity 4	Engage an esmart expert to deliver sessions with students and adult around cybersafety	<input checked="" type="checkbox"/> KLA Leader	from: Term 3 to: Term 4	0%
Activity 5	Dogs connect	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3	0%

			to: Term 4	
Goal 2	To improve learning outcomes in Numeracy for all students.			
12 Month Target 2.1	<ul style="list-style-type: none"> Improve the percentage of students achieving above Benchmark Growth in NAPLAN Numeracy from 17% in 2019 to 20% in 2022. Increase the percentage of students at Year Five in the Top Two NAPLAN Numeracy Bands from 47% in 2019 to 50% in 2022. 			
12 Month Target 2.2	<ul style="list-style-type: none"> Increase the percentage of staff positive endorsement for Understand how to analyse data from 71% in 2021 to 76% in 2022. Maintain the percentage of staff positive endorsement Guaranteed and viable curriculum, at or above 90 per cent. (84% SSP target) 			
KIS 2.a Curriculum planning and assessment	Collaboratively develop, document and implement a whole school approach to the teaching of numeracy.			
Actions	Develop a scope and sequence for numeracy Develop unit planners Improve teachers skills and knowledge of NGPS facts and procedures			
Outcomes	Teachers will plan collaboratively, using the templates provided on Google Docs, to meet the needs of all students Teachers and students will be able to clearly articulate explicit Learning Intentions and Success Criteria Teachers through PLC's, use the Learning Sprints (Inquiry Cycle) and protocols to improve student learning outcomes Teachers will implement high impact pedagogical practice			
Success Indicators	<ul style="list-style-type: none"> High Impact Teaching Strategies to be evident in documents and classroom practice, which will be evidenced through classroom observations Planners show evidence of consistency across year levels with high quality Learning Intentions and Success Criteria Consistency in teaching and learning shown within year levels evidenced through classroom observations using NGPS 			

	protocols
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	Scope and sequence documents in Numeracy have been the focus of the work for the Numeracy Curriculum team and this work has been well supported through the PLC teams. Whole school planning documents were reviewed and tweaked to meet the needs of teams and teachers. all teams are now using consistent unit planners. Ongoing professional development has worked along side this development and has helped drive school improvement and teacher knowledge.
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	Embed the scope and sequence planning across the school and continue to review and improve these documents.

• <i>What support is required?</i>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Update and refine NGPS planning documents	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 1	0%
Activity 2	Staff will participate in a numeracy curriculum team to improve professional knowledge.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 3	Curriculum co-ordinator will lead work to develop the NGPS scope and sequence document	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
KIS 2.b Evaluating impact on learning	Build staff and student capacity to use multiple sources of data and feedback, to move numeracy learning forward.			
Actions	Staff will identify faces on the data from teacher judgement and recording growth data. Staff will begin PLC's looking at student work and data to inform planning.			
Outcomes	Teachers will target students to check for understanding. eg. at level - low growth students Teachers will deliberately focus on a narrow maths concept to check for understanding			

	Teachers will provide explicit feedback to students Students will take timely action in response to feedback
Success Indicators	Weekly planners and agendas reflect the collection and analysis of student work. Teachers will monitor teacher judgement data to inform tiered intervention. Weekly learning walks by Instructional Leaders/ Learning Specialists, Teaching and Learning Coach and Principal Class.
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	Faces on the data showing growth has honed the focus to individual students and has aided with the differentiation of numeracy for students and promoted individual growth. Check for understanding has been a focus for PLC groups across the school and has identified and targeted common misconceptions.
Future planning	Continue with the work around data literacy and monitoring growth of individual students.

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Numeracy coordinator will use whole school data to lead professional discussion and assist teams to plan tier 1 intervention	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Instructional leaders will lead professional discussions around moderation and student data	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
KIS 2.c Building practice excellence	Challenge and support teachers to improve their numeracy instructional practice.			
Actions	Teachers will improve their curriculum knowledge and mathematical understandings to support instructional practice.			
Outcomes	Teachers will have a better understanding of the numeracy concepts covered in each unit. Teachers will refine the NGPS facts and procedures document. Students will maintain expected growth			
Success Indicators	Clearly defined and sequenced lessons in planning documents Teachers will review teacher judgement data ensuring that students are making expected growth or are receiving tiered intervention.			

Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	Teams are working hard to plan and sequence units of lessons and these are unpacked during planning sessions. With a particular focus on differentiation and common misconceptions.
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	Teams are working together to unpack the planning to build knowledge within teams. this will continue into the future with more robust planning documents and the development of the numeracy scope and sequence documents.

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Numeracy leader in each team will unpack the sequence and learning within each unit.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1 to: Term 4	0%
Activity 2	Instructional leaders will lead their year level through analysis of student work and assessment data.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Instructional leaders review the faces on the data to identify high and low growth students.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

End-of-year monitoring

Goal 1	<p>2022 Priorities Goal</p> <p>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
12 Month Target 1.1	<ul style="list-style-type: none"> • Increase the percentage of student positive endorsement for Student voice and agency from 75 per cent in 2019 to 80 per cent in 2024. • Increase the percentage of student positive endorsement for Teacher concern from 79 per cent in 2019 to 82 per cent in 2024.
Has this 12 month target met	Not Met
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Focus on Tier 1 classroom support with well planned and sequenced lessons that focus on differentiation. • Revisit and strengthen the use of HITS in classrooms, with a focus on Explicit and Differentiated Teaching and Feedback • Establish a targeted support program for students utilising available tutors (2 x 0.6 EFT) under the co-ordination of the Intervention Teacher
Outcomes	<ul style="list-style-type: none"> • PLCs will meet twice weekly to engage in reflective practice, analyse data, evaluate and plan curriculum, assessments, lessons • Teachers will use HITS to plan lessons and units – focusing on Explicit and Differentiated Teaching and Feedback • Teachers will consistently and explicitly implement the school's instructional model • Teachers and support staff will have a consistent understanding of core-curriculum priority areas • Teachers will consistently implement the agreed assessment schedule • Teacher will provide regular feedback and monitor student progress using Compass Analytics • Teachers will provide students with the opportunity to work at their level using differentiated resources • Students in need of targeted academic support or intervention will be identified and supported

	<ul style="list-style-type: none"> • Designated teachers and leaders will establish intervention/small group tutoring programs • Students and teachers will have more time to work on content at the students point of need • Teachers will confidently and accurately identify student learning needs of their students • Students will experience success and celebrate the acquisition of knowledge • Students will know what their next steps are to progress their learning
Success Indicators	<ul style="list-style-type: none"> • Teachers' systematically use formative and summative assessment data to improve teaching and student learning • Teacher records and observations of student progress • Classroom observations and learning walks demonstrating take up of professional learning strategies • Student feedback on differentiation, the instructional model, and use of common strategies • A documented assessment schedule and evidence of teachers inputting data and moderating assessments • Differentiated curriculum documents and evidence of student learning at different levels • Data used to identify students for tailored supports • Differentiated resources used in tailored supports • Assessment data and student surveys from intervention groups show improved outcomes for students • Appointment/staffing of programs • Progress against Individual Education Plans • PLC teams work effectively to map student needs to the curriculum • Planning demonstrates HIT's focus for improved teaching and learning • Tutor anecdotal records and observations on student progress
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence

<ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 				
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Our staff have continued to develop their data literacy skills and the Faces on the Data have been expanded to show students experiencing high/low growth. Teachers are discussing this data as part of planning and PLC meetings and using this to differentiate lessons to meet the individual needs of all students. Check for understanding in planning has been a focus of PLC's. Tutoring although disrupted by staffing constraints has continued for both Literacy and Numeracy.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Literacy support will continue in a tier 1 capacity into 2023 and beyond. Numeracy will be reviewed in line with funding and budget constraints at the end of 2022.</p>			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Identify and allocate physical and financial resourcing for individual and tailored 	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1	0%

	support programs - intervention, tutoring, LS support and teaching & learning coach		to: Term 4	
Activity 2	<ul style="list-style-type: none"> Maintain PLC structure to support teacher collaboration and use of multiple sources of data to inform point of need teaching 	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	<ul style="list-style-type: none"> Continue to develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> Revitalise and refocus attention on the whole school You Can Do It program, with a particular emphasis on Resilience and Persistence Target professional learning on ensuring an agreed approach to monitoring and responding to student wellbeing concerns is in place across the school Maintain the close links the school has with Macedon Ranges Health, Cobaw Community Health and the Gisborne TWEENS Clinic 			
Outcomes	<ul style="list-style-type: none"> Teachers will model and are consistent in agreed routines Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Leaders will strengthen engagement with regional and external support agencies Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers Students with acute needs will receive individualised support with regular monitoring and student support group meetings (with parents) where appropriate Families of at-risk students will receive regular communication and support from the school 			

	<ul style="list-style-type: none"> • Students will experience more success in classes • Students and families will be connected to allied health and mental health services
Success Indicators	<ul style="list-style-type: none"> • Curriculum documentation reflecting social and emotional learning – YCDI/Capabilities • Students actively engaged in classroom-based, whole-school wellbeing programs – evidenced by observations, feedback and participation • Decrease in the number of students requiring assistance from Regional/external providers • Documentation of resources for wellbeing programs – Updated YCDI! • Teacher reports of student wellbeing concerns • Data used to identify students in need of targeted support • Data of counselling services accessed by students and families
Delivery of the annual actions for this KIS	Partially Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice /</i> 	<p>Student well being has continued to be a major focus of the work of staff within the school. Immediate support and a team around the child have been established to share information and ensure that the child is well supported. We have continued to maintain and develop close links with Macedon Ranges Health, Cobaw Community Health and the Gisborne TWEENS Clinic. Initial consultations with esmart and dogs connect have begun. Barriers have been looked at and discussed in regards to dogs connect.</p>

<i>mindset have been observed?</i> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 		Re-establish the school welfare team to look at disability inclusion and revitalise the whole school approach to wellbeing.		
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Liaise and consult with staff on implementing a monitoring and referral processes for students deemed to have wellbeing concerns 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> • Develop curriculum resources which reflect a wellbeing and social-emotional learning focus 	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 4	0%

Activity 3	<ul style="list-style-type: none"> Schedule and organise professional learning for teachers on implementing wellbeing programs across the school 	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 4	0%
Activity 4	Engage an esmart expert to deliver sessions with students and adult around cybersafety	<input checked="" type="checkbox"/> KLA Leader	from: Term 3 to: Term 4	0%
Activity 5	Dogs connect	<input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 4	0%
Goal 2	To improve learning outcomes in Numeracy for all students.			
12 Month Target 2.1	<ul style="list-style-type: none"> Improve the percentage of students achieving above Benchmark Growth in NAPLAN Numeracy from 17% in 2019 to 20% in 2022. Increase the percentage of students at Year Five in the Top Two NAPLAN Numeracy Bands from 47% in 2019 to 50% in 2022. 			
Has this 12 month target met	Not Met			
12 Month Target 2.2	<ul style="list-style-type: none"> Increase the percentage of staff positive endorsement for Understand how to analyse data from 71% in 2021 to 76% in 2022. Maintain the percentage of staff positive endorsement Guaranteed and viable curriculum, at or above 90 per cent. (84% SSP target) 			
Has this 12 month target met	Not Met			
KIS 2.a Curriculum planning and assessment	Collaboratively develop, document and implement a whole school approach to the teaching of numeracy.			

Actions	<p>Develop a scope and sequence for numeracy Develop unit planners Improve teachers skills and knowledge of NGPS facts and procedures</p>
Outcomes	<p>Teachers will plan collaboratively, using the templates provided on Google Docs, to meet the needs of all students Teachers and students will be able to clearly articulate explicit Learning Intentions and Success Criteria Teachers through PLC's, use the Learning Sprints (Inquiry Cycle) and protocols to improve student learning outcomes Teachers will implement high impact pedagogical practice</p>
Success Indicators	<ul style="list-style-type: none"> • High Impact Teaching Strategies to be evident in documents and classroom practice, which will be evidenced through classroom observations • Planners show evidence of consistency across year levels with high quality Learning Intentions and Success Criteria • Consistency in teaching and learning shown within year levels evidenced through classroom observations using NGPS protocols
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence

Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 		Scope and sequence documents in Numeracy have been the focus of the work for the Numeracy Curriculum team and this work has been well supported through the PLC teams. Whole school planning documents were reviewed and tweaked to meet the needs of teams and teachers. all teams are now using consistent unit planners. Ongoing professional development has worked along side this development and has helped drive school improvement and teacher knowledge.		
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 		Embed the scope and sequence planning across the school and continue to review and improve these documents.		
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Update and refine NGPS planning documents	<input checked="" type="checkbox"/> Teaching and Learning Coordinator	from: Term 1 to: Term 1	0%

Activity 2	Staff will participate in a numeracy curriculum team to improve professional knowledge.	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 3	Curriculum co-ordinator will lead work to develop the NGPS scope and sequence document	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
KIS 2.b Evaluating impact on learning	Build staff and student capacity to use multiple sources of data and feedback, to move numeracy learning forward.			
Actions	Staff will identify faces on the data from teacher judgement and recording growth data. Staff will begin PLC's looking at student work and data to inform planning.			
Outcomes	Teachers will target students to check for understanding. eg. at level - low growth students Teachers will deliberately focus on a narrow maths concept to check for understanding Teachers will provide explicit feedback to students Students will take timely action in response to feedback			
Success Indicators	Weekly planners and agendas reflect the collection and analysis of student work. Teachers will monitor teacher judgement data to inform tiered intervention. Weekly learning walks by Instructional Leaders/ Learning Specialists, Teaching and Learning Coach and Principal Class.			
Delivery of the annual actions for this KIS	Completed			
Enablers • <i>What enablers are supporting/supported the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)			

<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 				
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Faces on the data showing growth has honed the focus to individual students and has aided with the differentiation of numeracy for students and promoted individual growth. Check for understanding has been a focus for PLC groups across the school and has identified and targeted common misconceptions.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Continue with the work around data literacy and monitoring growth of individual students.</p>			
<p>OPTIONAL: Upload Evidence</p>				
<p>Activities and Milestones</p>	<p>Activity</p>	<p>Who</p>	<p>When</p>	<p>Percentage complete</p>

Activity 1	Numeracy coordinator will use whole school data to lead professional discussion and assist teams to plan tier 1 intervention	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Instructional leaders will lead professional discussions around moderation and student data	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
KIS 2.c Building practice excellence	Challenge and support teachers to improve their numeracy instructional practice.			
Actions	Teachers will improve their curriculum knowledge and mathematical understandings to support instructional practice.			
Outcomes	Teachers will have a better understanding of the numeracy concepts covered in each unit. Teachers will refine the NGPS facts and procedures document. Students will maintain expected growth			
Success Indicators	Clearly defined and sequenced lessons in planning documents Teachers will review teacher judgement data ensuring that students are making expected growth or are receiving tiered intervention.			
Delivery of the annual actions for this KIS	Completed			
Enablers • <i>What enablers are supporting/supported the delivery of this KIS?</i>	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change			
Barriers				

<ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 				
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Teams are working hard to plan and sequence units of lessons and these are unpacked during planning sessions. With a particular focus on differentiation and common misconceptions.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Teams are working together to unpack the planning to build knowledge within teams. this will continue into the future with more robust planning documents and the development of the numeracy scope and sequence documents.</p>			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Numeracy leader in each team will unpack the sequence and learning within each unit.	<input checked="" type="checkbox"/> Numeracy Improvement Teacher	from: Term 1	0%

			to: Term 4	
Activity 2	Instructional leaders will lead their year level through analysis of student work and assessment data.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Instructional leaders review the faces on the data to identify high and low growth students.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2022

SEIL Feedback