

Monitoring and assessment - 2021

Jennings Street School (5215)



Submitted for review by Rosemary Hayes (School Principal) on 16 December, 2020 at 01:58 PM

Endorsed by Judy Maguire (Senior Education Improvement Leader) on 01 February, 2021 at 10:40 AM

Endorsed by Naomi Walton (School Council President) on 24 March, 2021 at 02:29 PM

Term 2 Monitoring submitted by Rosemary Hayes (School Principal) on 24 January, 2022 at 06:24 AM

Term 4 Monitoring submitted by Rosemary Hayes (School Principal) on 07 March, 2022 at 04:02 PM

Monitoring and assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
12-month target 1.1 target	<p>Develop data literacy of teachers to inform understanding of priority interventions, and identify students requiring additional support through the tutoring initiative.</p> <p>Refine whole school approach to staff induction to embed consistent pedagogical approaches that support and promote positive student engagement.</p> <p>Strengthen and embed the school-wide approach to communication, incorporating the use of digital learning technologies for reporting.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Establish and embed consistent approaches to formative assessment and achievable timelines</p> <p>Use PLCs and PL forums to analyse data and plan interventions.</p> <p>Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning</p>
Outcomes	<p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will regularly share and monitor student progress using data.</p> <p>Teachers collect, analyse and respond to formative assessment data.in line with the 2021 assessment framework.</p> <p>Teachers can identify learning progress, trends and gaps from formative assessments and plan priority interventions.</p> <p>Teachers can share data literacy understandings and embedded language.</p> <p>Teachers use formative assessments to validate progress within the Judgement Tool.</p>

Success indicators	Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating student progress			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embedded assessment calendar into PLC /PL forums PLC Cycle and agenda document increased data analysis forums. Data walls established. Seesaw platform containing assessment of learning embedded within Report Meetings.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Document school wide expectations and pedagogical approaches to classroom instruction. Develop a platform of Video Modelled "best practice" instruction and knowledge to support teacher knowledge and understandings. Plan how Induction priority professional learning will be implemented systemically.			

Outcomes	Teachers and leaders will establish classroom non negotiables that support student engagement. Coaches will support teachers with the implementation of expectations into practice. Students will experience consistent routines, structures and expectations to support their regulation and engagement.			
Success indicators	Students will have predictable learning environments accessing common language, school wide tools and support strategies. Students will experience more success in classes Code Purple data will reduce.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer Observation, Reflection and Feedback Cycle evidence implementation of pedagogical model in maths. Coaching conversations evidence implementation of pedagogical model in priority areas of learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	0%
KIS 1.c	Connected schools priority			

Building communities				
Actions	Strengthen and embed the dynamic use of digital evidence in classes to capture and record priority learning. Document a policy and protocols to support the use of digital evidence within the reporting of learning to families.			
Outcomes	Teachers will develop confidence and competence in storing visual data dynamically within appropriate platforms. Teachers will share with parents visual evidence to support priority learning within the student report. Teachers will be able to validate learning against goals.			
Success indicators	Pulse check of parent satisfaction Parent satisfaction around the reporting interview will increase.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Documented Induction Program and sequence of content. Video modelled best practice exemplars embedded within Induction Program and within coaching.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%

Goal 2	Improve student learning growth in English and Mathematics
12-month target 2.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 52% (2021).</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 29% (2021)</p>
12-month target 2.2 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% in 2020 to 50% in 2021.</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% in 2020 to 26% in 2021</p>
12-month target 2.3 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Mathematics from 62% into 2020 to 65% in 2021.</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% in 2020 to 14% in 2021</p>
12-month target 2.4 target	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 63% (2021).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 14% (2021).</p>
KIS 2.a Curriculum planning and assessment	To fully implement evidence–based assessments and decision making across the curriculum
Actions	<p>English</p> <ul style="list-style-type: none"> Embed a English assessment schedule Develop whole school data collection that separates assessments Embed whole school teaching approach to guided reading using the Read, Write, Inc decodable books Introduce Cubed oral comprehension and reading comprehension assessments Increase moderation opportunities around the new assessments

	<p>Maths</p> <ul style="list-style-type: none"> Embed a maths assessment schedule and timeline Embed a scope and sequence of maths priority learning. Analyze and share MOI data to inform maths groupings and levels Embed whole school pre and post maths assessments to inform term planning and construction. Embed A – D Checklist in maths. Use evidence to inform progress against Teacher Judgement Tool.
<p>Outcomes</p>	<p>English</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Finalise the English assessment schedule and ensure staff are clear on deadlines Embed assessment and moderation within the yearly calendar Track whole school data collection Deliver professional learning around RWI decodables and the Cubed assessment <p>Teachers will:</p> <ul style="list-style-type: none"> Complete assessments and moderation inline with the schedule/calendar Plan and deliver guided reading lessons reflective of new PL learning <p>Students will:</p> <ul style="list-style-type: none"> Undertake English assessments Participate in guided reading lessons <p>Maths</p> <ul style="list-style-type: none"> Teachers will employ consistent maths curriculum Teachers will consistently implement the agreed assessment schedule Teachers will increase confidence and accuracy in identifying student learning needs Classroom teaching and student learning will be at the point of need. Teachers will have deeper knowledge and understandings of the maths curriculum. Teachers will be able to support their judgement of learning with evidence. Teachers will meet to engage in reflective practice, evaluate and plan maths curriculum, assessments, lessons

Success indicators	<p>English A documented assessment schedule and evidence of teachers inputting data Moderation leading to trends and gaps reflected in planning documents Teachers documenting guided reading lessons Student data</p> <p>Maths A documented assessment schedule and evidence of teachers inputting data. Teacher formative assessment data is used when completing the judgement tool. Teacher practice in maths is increasingly supported by records and observations of student progress</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop an agreed assessment schedule in collaboration with staff Monitor cohorts	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	from: Term 1 to: Term 4	0%
Activity 2	Schedule within calendar, professional learning around guided reading using the RWI decodable books.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	from: Term 1	0%

	Teachers will have the knowledge and skills to implement the RWI decodable reader assessment and use this within their teaching practice.	<input checked="" type="checkbox"/> Literacy improvement teacher	to: Term 2	
Activity 3	We will schedule within the Term 1 calendar professional learning with teachers around the Cubed assessments. We will facilitate goal setting in our Term 1 calendar using the Cubed assessments. Teachers will have the knowledge and skills to implement the Cubed assessment and use this within their teacher practice and reporting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%
KIS 2.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.			
Actions	<p>English</p> <p>To revise the school's 3 pedagogical model documents</p> <p>To clarify the school's 3 pedagogical models and which students should be accessing each instructional model.</p> <p>To deliver PL on revised pedagogical models to all staff.</p> <p>To monitor and provide staff with feedback through coaching and peer observation on the pedagogical models.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy.</p> <p>Plan professional learning to strengthen the GRR Model knowledge and its application within the maths program.</p> <p>Embed an opportunity for peer observation, reflection and feedback</p>			
Outcomes	<p>Leaders will:</p> <p>Revise the schools 3 pedagogical models to suit all areas of English and Maths</p> <p>Ensure all teachers can articulate which model is most appropriate for their students</p> <p>Deliver PL to all staff on the revised pedagogical models.</p> <p>Support staff through coaching and peer observations on the revised pedagogical models.</p>			

	<p>Teachers will: Participate in PL on revised pedagogical models. Engage in coaching and embed feedback from peer observation based on their goals. Document the correct pedagogical models across English and Maths consistently</p> <p>Students will: Participate in English and Maths lessons following 1 of the 3 pedagogical models</p> <p>Maths Teachers will develop an understanding of GRR essentials to ensure mastery within maths teaching. Teachers planning and instruction will document and evidence embedded components of the GRR. Students will know how lessons are structured and how this supports their learning.</p>
Success indicators	<p>Leaders will: Revise the school's 3 pedagogical models to suit all areas of English and Maths Document coaching conversations and goals. Document peer observations.</p> <p>Teachers will be able to articulate which model is most appropriate for their students Teachers will document the correct pedagogical models across English and Maths consistently within their work programs</p> <p>Improved student data as per the 12 month targets.</p> <p>Maths Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Term calendar will schedule PL on the GRR implementation within maths Documented coaching conversations with teachers will track and monitor successful implementation of the GRR model in maths.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Activity 2	Deliver PL to all staff around the revised pedagogical models Document coaching conversations and peer observations with all staff to ensure understanding of which models to use with their students. Teachers will use the revised pedagogical models within practice and planning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 3	Improve student engagement in learning.			
12-month target 3.1 target	Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)			
12-month target 3.2 target	Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)			
12-month target 3.3 target	Establish student engagement baseline data set on			
KIS 3.a Empowering students and building school pride	Develop students as active and empowered learners.			

Actions	<p>A small number of staff to attend complete professional learning commenced in 2020 detailing best practice in the area of student voice and agency for typically developing students. Reflect new learning from regional PL to address needs of students with ASD. Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS. Investigate data collection sources that allow meaningful feedback from students with a diagnosis of ASD and ID.</p>
Outcomes	<p>Leaders will: Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school.</p> <p>Teachers will; Use differentiated strategies that support access for all students to input meaningfully into their own learning. Document an individual profile for each student detailing his or her specific learning profile with respect to voice and agency. Participate in data collection and / or support students to participate in data collection to create baseline set of data.</p> <p>Students will; Engage with strategies that allow them to meaningfully input into their own learning. Participate in data collection around voice and agency.</p>
Success indicators	<p>In the School Staff survey: Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>In the parent opinion survey: Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A small group of staff to attend a PL on student voice & agency delivered by the Quaglia Institute.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	0%
Activity 2	PBS Action Plan, fortnightly meetings and PL Calendar driving understandings, common language and consistent whole school practices in student voice and agency at JSS	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Assessment Framework and PL Calendar embed opportunities for baseline data collection	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Goal 4	Improve the ability of students to understand themselves and socially relate with others.			
12-month target 4.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 38% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 56% (2021).</p>			
12-month target 4.2 target	The percentage of students working at Foundation or above will demonstrate over 10% growth in Personal Learning “Self–Awareness” from 54% (2020) to 57% (2021).			

	The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 62% (2021).
KIS 4.a Health and wellbeing	Build the personal and social capabilities of each student.
Actions	Develop structured social play activities for specific personal and social goals school wide Identify personal and social assessments Identify scope and sequence for teaching health
Outcomes	<p>Leaders Increased understanding of cross-curricular learning for students at levels A-D and how it relates to the GRR and lesson planning and assessment Organise a complete assessment and teaching expectation for teachers teaching health</p> <p>Teachers and Allied Health Deliver targeted personal and social interventions for students Have increased understandings of cross-curricula learning Deliver health learning appropriate to section and/or age of students</p> <p>Students will Engage in specific play activities embedded into JSS GRR in Primary Have structured activities that address personal and social learning into the middle and later years curriculum Engage in health lessons targeting Body Awareness, Public and Private, Relationships, & online safety for all students Engage in health lessons targeting Puberty, Birth to Conception, & Sexual decision making for students 10+ years old</p>
Success indicators	<p>Teachers and Allied Health Understand how to embed personal and social learning into the GRR model to deliver regular lessons in:</p> <p>Self - Regulation</p> <p>Primary</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship-Based Play (RBP) - Morning Circle - Show and Tell

	<ul style="list-style-type: none"> - Music therapy - Self - Regulation <p>Middle and Later</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting - Self - Regulation <p>Student improvements as reflected in judgment tool data represented by growth of 3%. Improvements in knowledge indicated by health rubric and assessments</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop structured social play activities for specific personal and social goals school wide	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Identify personal and social assessments	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1	0%

		<input checked="" type="checkbox"/> Learning specialist(s)	to: Term 4	
Activity 3	Identify scope and sequence for teaching health	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%

Monitoring and assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal
12-month target 1.1 target	<p>Develop data literacy of teachers to inform understanding of priority interventions, and identify students requiring additional support through the tutoring initiative.</p> <p>Refine whole school approach to staff induction to embed consistent pedagogical approaches that support and promote positive student engagement.</p> <p>Strengthen and embed the school-wide approach to communication, incorporating the use of digital learning technologies for reporting.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Establish and embed consistent approaches to formative assessment and achievable timelines</p> <p>Use PLCs and PL forums to analyse data and plan interventions.</p> <p>Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning</p>
Outcomes	<p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will regularly share and monitor student progress using data.</p> <p>Teachers collect, analyse and respond to formative assessment data.in line with the 2021 assessment framework.</p> <p>Teachers can identify learning progress, trends and gaps from formative assessments and plan priority interventions.</p> <p>Teachers can share data literacy understandings and embedded language.</p> <p>Teachers use formative assessments to validate progress within the Judgement Tool.</p>

<p>Success indicators</p>	<p>Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating student progress</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Other <p>We have a revised semester assessment and reporting schedule and associated PL and time allocations to redress identified gaps in practices. Unknown as yet if the data wall is a priority actions Change of assessment direction in maths, we are at the beginning stages of introducing a new assessment platform "Essential Assessments" We will have conducted pre and post tests in 3 areas of maths by the end of Term 3 and will have individual, classroom and cohort data to access. and analyze.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress</i> 	<p>JT data analysis informed - Term 2 data driven PLC inquiry into Personal and Social Learning English Assessment Schedule A – D Consolidated Phonics Bags A/B/C/D / Shared Reading Check / Writing Trends & Gaps English Assessment Schedule F+ Consolidated Writing Trends & Gaps / Read, Write, Inc, consolidated Phonics Cubed Assessment Listening Reading / Phonemic Awareness -determinations to be made around how they are represented</p>

<p><i>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 	<p>on the schedule.</p> <p>Judgement Tool levels documented for all students. English assessment mandates spreadsheet evidencing 2021 mid year completion and storage</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Semester Assessment and Reporting Calendar embedded with time allocations to reflect completion & analysis or priority assessments, development of Trends and Gaps for planning and uploading of data into assessment platforms.</p>			
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. JSS assessment schedule May 2021.docx (0.05 MB) 2. Judgement Tool Data Comparison 2021 Sem 1.pdf (2.04 MB) 3. Mid Year Data analysis.docx (0.04 MB) 4. PLC Term 2 Week 1.docx (0.04 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Embedded assessment calendar into PLC /PL forums PLC Cycle and agenda document increased</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	from: Term 1	75%

	data analysis forums. Data walls established. Seesaw platform containing assessment of learning embedded within Report Meetings.		to: Term 4	
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Document school wide expectations and pedagogical approaches to classroom instruction. Develop a platform of Video Modelled "best practice" instruction and knowledge to support teacher knowledge and understandings. Plan how Induction priority professional learning will be implemented systemically.			
Outcomes	Teachers and leaders will establish classroom non negotiables that support student engagement. Coaches will support teachers with the implementation of expectations into practice. Students will experience consistent routines, structures and expectations to support their regulation and engagement.			
Success indicators	Students will have predictable learning environments accessing common language, school wide tools and support strategies. Students will experience more success in classes Code Purple data will reduce.			
Delivery of the annual actions for this KIS	Partially Completed			
Enablers • <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"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)			
Barriers	<input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated			

<ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>The Instructional Models were updated and communicated to new staff through the English Induction Day. Mentoring of new teachers and coaching conversations included co design of the most appropriate instructional model for identified classes, modelled instructional approaches and documented peer observations</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Systematic monitoring of planning followed up by documented coaching conversations and peer observations to ensure Instructional models are embedded into practice. in english and maths.</p>

OPTIONAL: Upload evidence		<ol style="list-style-type: none"> 1. Final 2021 Orientation and Induction Framework2 - Copy.docx (21.25 MB) 2. Instructional Model #1.pdf (0.12 MB) 3. Instructional Model #2.docx (0.05 MB) 4. Instructional Model #3.pdf (0.14 MB) 		
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer Observation, Reflection and Feedback Cycle evidence implementation of pedagogical model in maths. Coaching conversations evidence implementation of pedagogical model in priority areas of learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	75%
KIS 1.c Building communities	Connected schools priority			
Actions	Strengthen and embed the dynamic use of digital evidence in classes to capture and record priority learning. Document a policy and protocols to support the use of digital evidence within the reporting of learning to families.			
Outcomes	Teachers will develop confidence and competence in storing visual data dynamically within appropriate platforms. Teachers will share with parents visual evidence to support priority learning within the student report. Teachers will be able to validate learning against goals.			
Success indicators	Pulse check of parent satisfaction Parent satisfaction around the reporting interview will increase.			
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"> ✓ Sufficient budget ✓ Sufficient time allocated ✓ Key improvement strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Time constraints i.e., not enough time allocated ✓ Change in priorities of the school i.e., school review identified new directions
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>The school has been using an electronic platform "The Judgement Tool" to track student learning against content descriptors in priority areas of the Victorian Curriculum. It was determined that the platform required an upgrade, to rectify identified anomalies and increase its competencies, inclusive of uploading electronic data to support the tracking of learning progress. The "Student Learning Tracker" is nearing completion with professional learning targeted to implement the tracker to in Semester 2 2021. Staff have been collating evidence in support of the Judgement Tool in readiness to meet the assessment and reporting requirements for semester 2 2021.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<ul style="list-style-type: none"> • Monitor data tracking practices on accelerus. • Provide "How to" PL to all teachers on CLT understandings (Wed 15th September) • Establish Whole school around storage of evidence on CLT for reporting.

<ul style="list-style-type: none"> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<ul style="list-style-type: none"> • Provide time allocations for staff to upload evidence in PL Calendar * Implement monitoring strategies in support of evidence based assessment. * Determine the changes to the school report * Communicate with the school community the revised expectations. 			
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Documented Induction Program and sequence of content. Video modelled best practice exemplars embedded within Induction Program and within coaching.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Goal 2		Improve student learning growth in English and Mathematics		
12-month target 2.1 target		<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 52% (2021).</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 29% (2021)</p>		
12-month target 2.2 target		<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% in 2020 to 50% in 2021.</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% in 2020 to 26% in 2021</p>		

12-month target 2.3 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Mathematics from 62% into 2020 to 65% in 2021.</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% in 2020 to 14% in 2021</p>
12-month target 2.4 target	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 63% (2021).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 14% (2021).</p>
KIS 2.a Curriculum planning and assessment	To fully implement evidence-based assessments and decision making across the curriculum
Actions	<p>English</p> <ul style="list-style-type: none"> Embed a English assessment schedule Develop whole school data collection that separates assessments Embed whole school teaching approach to guided reading using the Read, Write, Inc decodable books Introduce Cubed oral comprehension and reading comprehension assessments Increase moderation opportunities around the new assessments <p>Maths</p> <ul style="list-style-type: none"> Embed a maths assessment schedule and timeline Embed a scope and sequence of maths priority learning. Analyze and share MOI data to inform maths groupings and levels Embed whole school pre and post maths assessments to inform term planning and construction. Embed A – D Checklist in maths. Use evidence to inform progress against Teacher Judgement Tool.
Outcomes	<p>English</p> <p>Leaders will:</p> <p>Finalise the English assessment schedule and ensure staff are clear on deadlines</p>

	<p>Embed assessment and moderation within the yearly calendar Track whole school data collection Deliver professional learning around RWI decodables and the Cubed assessment</p> <p>Teachers will: Complete assessments and moderation inline with the schedule/calendar Plan and deliver guided reading lessons reflective of new PL learning</p> <p>Students will: Undertake English assessments Participate in guided reading lessons</p> <p>Maths Teachers will employ consistent maths curriculum Teachers will consistently implement the agreed assessment schedule Teachers will increase confidence and accuracy in identifying student learning needs Classroom teaching and student learning will be at the point of need. Teachers will have deeper knowledge and understandings of the maths curriculum. Teachers will be able to support their judgement of learning with evidence. Teachers will meet to engage in reflective practice, evaluate and plan maths curriculum, assessments, lessons</p>
Success indicators	<p>English A documented assessment schedule and evidence of teachers inputting data Moderation leading to trends and gaps reflected in planning documents Teachers documenting guided reading lessons Student data</p> <p>Maths A documented assessment schedule and evidence of teachers inputting data. Teacher formative assessment data is used when completing the judgement tool. Teacher practice in maths is increasingly supported by records and observations of student progress</p>
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"/> 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) <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 the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Repeated Lockdowns have resulted in some delays.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>2.1 English assessment data has been collected on a spreadsheet evidencing 2021 mid year completion of formative assessments.</p> <p>2.2 Agreed Assessment schedule to be updated in line with the adoption of new maths platform Essential Assessments Documented Scope & Sequence for Complex Needs, Primary and Middle Years evidenced by Term planning document. (Later Years plan more fluid to reflect need).</p> <p>2.3 The Term 4 PL calendar will facilitate maths data analysis to develop priority learning goals. The Term 4 PL calendar will support the collation of formative assessment in identified areas of maths to validate judgment of learning.</p> <p>2.4 English assessment data has been collected on a spreadsheet evidencing 2021 mid year completion of formative assessments. CUBED and RWI PL has been delivered to all staff and baseline data has been collected. Learning Specialists have discussed implementation of RWI decodable books in classrooms and this has been recorded.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<p>Literacy</p> <p>What: Analyse English mid year collation of assessment data to update Assessment Schedule and management of Cubed Assessment /Phonemic Awareness</p>

- *What support is required?*
- *What adjustments or additions will you make to your AIP to document these next steps?*

How: English sub committee analyse the completion of A-C /F + data collection
When Early Term 3

What: Writing /Phonics analysis in PLC's
Trends & Gaps collation in PL's and embedded into planning day discussion.
When Embedded into Term 3 Calendar for trial
PL Calendar changes (see Calendar)
Wk 7: PLC Writing Moderation
WK 7 Wed PL Writing Moderation (W school)
Wk 8: Mon PL Writing Trends & Gaps
Wk 8 PLC Phonics data analysis
Wk 8 PL Phonics Trends & Gaps
Wk 9 Trends &Gaps referenced for planning content
How: Facilitated learning opportunities within time allocations

What: Identify when and how English assessment mandates will be systematically entered into accelerus.
How: Document expectations within assessment schedule and communicate.
When Established timeslot Week 10 PL slot
What: Holly to establish data collation and documentation within Accelerus
When: TERM 3
How Meet with Tim to finalise collection on accelerus. Communicate with teachers where and when to store.

Maths

What: Maths Essential Assessments roll out to staff
When T 3 Week 4
How: PL Calendar

What: Establish and monitor implementation and storage of term expectations around the Maths A-C checklist.
When: Term 4 for students Level A and B.
How: Maths Moderation

New whole school Pre and Post Assessments to be embedded.
What: Establish maths Term 3 requirements 3 x pre/post assessment data recorded across all sections.
When Week 5 /7/9 Pre-assessments recorded

	<p>Week 6 /8/10 Post assessments recorded</p> <p>What : Undertake whole school PL around pre and post-data capabilities to inform Term 4 learning. (classroom-based) Establish class Trends and Gaps from data analysis When Week 1 Term 4 How PL Calendar</p> <p>What: Facilitated opportunity to access formative assess to validate judgment data When: Assessment timeline, Term 4 Calendar How PL Calendar</p>			
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. 2021 Maths Scope and Sequence BluePathway.docx (0.04 MB) 2. 2021 Maths Scope and Sequence ComplexNeeds.docx (0.03 MB) 3. 2021 Maths Scope and Sequence OrangePathway.docx (0.04 MB) 4. 2021 Maths Scope and Sequence PYandMY.docx (0.02 MB) 5. Collaborative Maths moderation Protocol 2021.docx (0.03 MB) 6. MATHS Assessment schedule 2021.docx (0.35 MB) 7. RWI decodables whole school.docx (0.01 MB) 8. Whole school mid year Literacy data.pdf (0.05 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop an agreed assessment schedule in collaboration with staff Monitor cohorts	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	from: Term 1 to: Term 4	75%
Activity 2	Schedule within calendar, professional learning around guided reading using the RWI decodable books. Teachers will have the knowledge and skills to implement the RWI decodable reader	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	75%

	assessment and use this within their teaching practice.			
Activity 3	<p>We will schedule within the Term 1 calendar professional learning with teachers around the Cubed assessments. We will facilitate goal setting in our Term 1 calendar using the Cubed assessments.</p> <p>Teachers will have the knowledge and skills to implement the Cubed assessment and use this within their teacher practice and reporting.</p>	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	50%
KIS 2.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.			
Actions	<p>English</p> <p>To revise the school's 3 pedagogical model documents</p> <p>To clarify the school's 3 pedagogical models and which students should be accessing each instructional model.</p> <p>To deliver PL on revised pedagogical models to all staff.</p> <p>To monitor and provide staff with feedback through coaching and peer observation on the pedagogical models.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy.</p> <p>Plan professional learning to strengthen the GRR Model knowledge and its application within the maths program.</p> <p>Embed an opportunity for peer observation, reflection and feedback</p>			
Outcomes	<p>Leaders will:</p> <p>Revise the schools 3 pedagogical models to suit all areas of English and Maths</p> <p>Ensure all teachers can articulate which model is most appropriate for their students</p> <p>Deliver PL to all staff on the revised pedagogical models.</p> <p>Support staff through coaching and peer observations on the revised pedagogical models.</p> <p>Teachers will:</p> <p>Participate in PL on revised pedagogical models.</p>			

	<p>Engage in coaching and embed feedback from peer observation based on their goals. Document the correct pedagogical models across English and Maths consistently Students will: Participate in English and Maths lessons following 1 of the 3 pedagogical models</p> <p>Maths Teachers will develop an understanding of GRR essentials to ensure mastery within maths teaching. Teachers planning and instruction will document and evidence embedded components of the GRR. Students will know how lessons are structured and how this supports their learning.</p>
<p>Success indicators</p>	<p>Leaders will: Revise the school's 3 pedagogical models to suit all areas of English and Maths Document coaching conversations and goals. Document peer observations.</p> <p>Teachers will be able to articulate which model is most appropriate for their students Teachers will document the correct pedagogical models across English and Maths consistently within their work programs</p> <p>Improved student data as per the 12 month targets.</p> <p>Maths Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> 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
<p>Barriers</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other

<ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<p>Repeated Lockdowns have resulted in some delays.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Literacy The 3 instructional models have been revised & documented – they now reflect/can be applied to all lessons. PL delivered to new teachers during Orientation 14th Dec 2020. New teachers are supported through documented coaching to use models in planning. Learning Specialists have discussed with teachers which models they are using in all Literacy lessons and have observed this documented in planning.</p> <p>Maths Establish baseline data around teacher efficacy. Survey completed March 2021 Results. D+ teachers overall are more confident at teaching GRR. Three teachers in D+ were unsure of what tacit knowledge is. Some teachers in A-C are using a diagnostic activity. Some teachers are unsure how to use the pre-post and if it applies to them. (Later Years) Pedagogical Models have been updated and stored.</p> <p>Pedagogical Models have been updated and stored. PL has been provided to staff on three models.</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 What: Ensure all staff are aware of the revised models. Holly to drive this through LSpecialists. Systemic expectation L Specialists to check teachers planning termly to ensure the appropriate models are being used in Literacy lessons. When: Week 1 of each term</p>

- *What adjustments or additions will you make to your AIP to document these next steps?*

How: Follow up coaching conversations and document targets where required.

What During peer observations, L Specialists document feedback around ped model in use, for follow up in coaching conversation.

When All observations

How Saw, heard, Wondered and Setting goals protocols documented and collated as evidence supporting implementation of pedagogical models .

Modify current templates to include reference to the instructional model in use.

Maths

Ensure teachers are consistently implementing the agreed assessment schedule through moderation.

What: Maths Essential Assessments roll out to staff

When T 3 Week 4

How: PL Calendar

Learning Walks have been identified but not comprehensively planned for. .

What: Plan to implement Learning Walks Term 4 having increased monitoring and implementation expectations of MLL.

When: Term 4 Calendar date TBC. Discussion within SIT

How: Teachers to record themselves using GRR model in Maths. Teachers to bring clips to after-school moderation for other teachers to observe. Teachers to fill in Saw, Heard, Wondered Document.

What Julie-Ann to establish timelines and lead coaches to drive conversations supported by work programs to evidence implementation of GRR in maths.

Julie-Ann and maths committee to track and monitor GRR implementation outcomes and identify interventions.

When: Discussion with leaders to establish most approp timing in Term 3 2021.

How: Documented within coaching conversations.

What: Julie-Ann to determine if further PL with exemplars is required in readiness for Term 4 2021.

What Julie-Ann to establish with MLL, implementation of peer observations to support implementation of GRR in maths.

When: Timeframe to be negotiated

How: Agenda for SIT to establish appropriate times within annual calendar.

Classroom observations and learning walks support the take up of professional learning within maths teaching.

OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. Instructional Model #1.pdf (0.12 MB) 2. Instructional Model #2.pdf (0.08 MB) 3. Instructional Model #3.pdf (0.14 MB) 4. Instructional Models used across the School MATHS.docx (0.01 MB) 5. Teacher Efficacy Survey Results.pptx (1.68 MB) 6. Whole school instructional model.docx (0.01 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Term calendar will schedule PL on the GRR implementation within maths</p> <p>Documented coaching conversations with teachers will track and monitor successful implementation of the GRR model in maths.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	50%
Activity 2	<p>Deliver PL to all staff around the revised pedagogical models</p> <p>Document coaching conversations and peer observations with all staff to ensure understanding of which models to use with their students.</p> <p>Teachers will use the revised pedagogical models within practice and planning.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) 	<p>from: Term 1 to: Term 4</p>	50%
Goal 3	Improve student engagement in learning.			
12-month target 3.1 target	<p>Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021)</p> <p>Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)</p>			
12-month target 3.2 target	<p>Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021)</p> <p>Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)</p>			

12-month target 3.3 target	Establish student engagement baseline data set on
KIS 3.a Empowering students and building school pride	Develop students as active and empowered learners.
Actions	<p>A small number of staff to attend complete professional learning commenced in 2020 detailing best practice in the area of student voice and agency for typically developing students.</p> <p>Reflect new learning from regional PL to address needs of students with ASD.</p> <p>Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS.</p> <p>Investigate data collection sources that allow meaningful feedback from students with a diagnosis of ASD and ID.</p>
Outcomes	<p>Leaders will:</p> <p>Identify and embed whole school practice that promotes student voice and agency at JSS.</p> <p>Develop school policy specific to student voice and agency within the school.</p> <p>Develop valid data sets that track student voice and agency practices within the school.</p> <p>Teachers will;</p> <p>Use differentiated strategies that support access for all students to input meaningfully into their own learning.</p> <p>Document an individual profile for each student detailing his or her specific learning profile with respect to voice and agency.</p> <p>Participate in data collection and / or support students to participate in data collection to create baseline set of data.</p> <p>Students will;</p> <p>Engage with strategies that allow them to meaningfully input into their own learning.</p> <p>Participate in data collection around voice and agency.</p>
Success indicators	<p>In the School Staff survey:</p> <p>Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021)</p> <p>Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>In the parent opinion survey:</p> <p>Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021)</p> <p>Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)</p>

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"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated
Commentary on progress <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>PBS team has developed clearer understanding of what constitutes best practice in student voice & agency within a mainstream context and have commenced modifying it for the JSS context.</p> <p>The PBS team has identified a scale for voice which students can be aligned to.</p> <p>The PBS team has developed a student voice and agency survey to establish baseline data in this area.</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>The PBS team will spend this term developing the PL to present to staff. A time allocation has been detailed within the school calendar to facilitate delivery of the PL - Week 6 of Term 3 (August 16th). PBS Team will update the current student well being and engagement policy to reflect student voice and agency practices within the school. Ensure updated policy is ratified by school council and shared with whole school community at the August meeting. During handover week in Term 4 teachers will update student profiles Using the spectrum of voice scale to identify voice profile. PBS team will identify an agency scale in preparation for this. As part of the update to the individual profile teachers will document student specific strategies within the individual student profile against voice & agency/communication/social. Students with a S&L level of 3 and above will complete the student voice and agency survey developed by the PBS team. All (????) staff complete the survey for students in their groups (AH?????). All parents complete the survey for their child.</p>			
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A small group of staff to attend a PL on student voice & agency delivered by the Quaglia Institute.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	50%
Activity 2	PBS Action Plan, fortnightly meetings and PL Calendar driving understandings, common language and consistent whole school practices in student voice and agency at JSS	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	50%
Activity 3	Assessment Framework and PL Calendar embed opportunities for baseline data collection	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	50%

Goal 4	Improve the ability of students to understand themselves and socially relate with others.
12-month target 4.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 38% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 56% (2021).</p>
12-month target 4.2 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Personal Learning “Self–Awareness” from 54% (2020) to 57% (2021).</p> <p>The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 62% (2021).</p>
KIS 4.a Health and wellbeing	Build the personal and social capabilities of each student.
Actions	<p>Develop structured social play activities for specific personal and social goals school wide</p> <p>Identify personal and social assessments</p> <p>Identify scope and sequence for teaching health</p>
Outcomes	<p>Leaders</p> <p>Increased understanding of cross-curricular learning for students at levels A-D and how it relates to the GRR and lesson planning and assessment</p> <p>Organise a complete assessment and teaching expectation for teachers teaching health</p> <p>Teachers and Allied Health</p> <p>Deliver targeted personal and social interventions for students</p> <p>Have increased understandings of cross-curricula learning</p> <p>Deliver health learning appropriate to section and/or age of students</p> <p>Students will</p> <p>Engage in specific play activities embedded into JSS GRR in Primary</p> <p>Have structured activities that address personal and social learning into the middle and later years curriculum</p>

	Engage in health lessons targeting Body Awareness, Public and Private, Relationships, & online safety for all students Engage in health lessons targeting Puberty, Birth to Conception, & Sexual decision making for students 10+ years old
Success indicators	<p>Teachers and Allied Health Understand how to embed personal and social learning into the GRR model to deliver regular lessons in:</p> <p>Self - Regulation</p> <p>Primary</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship-Based Play (RBP) - Morning Circle - Show and Tell - Music therapy - Self - Regulation <p>Middle and Later</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting - Self - Regulation <p>Student improvements as reflected in judgment tool data represented by growth of 3%. Improvements in knowledge indicated by health rubric and assessments</p>
Delivery of the annual actions for this KIS	Completed
Enablers • <i>What enablers are supporting the delivery of this KIS?</i>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> 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> 	<input checked="" type="checkbox"/> Key improvement strategies' focus too broad / too ambitious <input checked="" type="checkbox"/> Change in school context i.e., SFOE, enrolment
Commentary on progress <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Play embedded into classroom routine once a week in primary. Facilitated by AH. Two assessments for personal and social have been developed. Body Awareness and Public and Private lessons for all students by teachers. Puberty, Birth to Conception, & Sexual decision lessons taught in LY facilitated by AH. Relationships & online safety lessons have been developed for MY. Social games in LY facilitated by AH. RBP implemented in PY facilitated by AH Staff in MY and PY would like more health lessons as they have completed or repeated body awareness and public and private lessons. Morning circle ad show and tell better aligned with speaking and listening. A-D 64.67% of students with positive growth. F+ 49.12% of students with over 10% positive growth</p>
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to</i> 	<p>Relationships & online safety lessons to start in MY facilitated by teachers. Scope and sequence of health modules to be developed. Refine personal and social assessments after teacher trials. Liaise with English committee re. morning circle and show and tell. Develop tracking tools for classroom lessons. Finalise health assessments. We plan to complete the above tasks through the curriculum committees.</p>

<i>document these next steps?</i>				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop structured social play activities for specific personal and social goals school wide	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 2	Identify personal and social assessments	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 3	Identify scope and sequence for teaching health	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	50%

Monitoring and assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
12-month target 1.1 target	<p>Develop data literacy of teachers to inform understanding of priority interventions, and identify students requiring additional support through the tutoring initiative.</p> <p>Refine whole school approach to staff induction to embed consistent pedagogical approaches that support and promote positive student engagement.</p> <p>Strengthen and embed the school-wide approach to communication, incorporating the use of digital learning technologies for reporting.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Establish and embed consistent approaches to formative assessment and achievable timelines</p> <p>Use PLCs and PL forums to analyse data and plan interventions.</p> <p>Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning</p>
Outcomes	<p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will regularly share and monitor student progress using data.</p> <p>Teachers collect, analyse and respond to formative assessment data.in line with the 2021 assessment framework.</p> <p>Teachers can identify learning progress, trends and gaps from formative assessments and plan priority interventions.</p> <p>Teachers can share data literacy understandings and embedded language.</p> <p>Teachers use formative assessments to validate progress within the Judgement Tool.</p>

<p>Success indicators</p>	<p>Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating student progress</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Other <p>We have a revised semester assessment and reporting schedule and associated PL and time allocations to redress identified gaps in practices. Unknown as yet if the data wall is a priority actions Change of assessment direction in maths, we are at the beginning stages of introducing a new assessment platform "Essential Assessments" We will have conducted pre and post tests in 3 areas of maths by the end of Term 3 and will have individual, classroom and cohort data to access. and analyze.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress</i> 	<p>JT data analysis informed - Term 2 data driven PLC inquiry into Personal and Social Learning English Assessment Schedule A – D Consolidated Phonics Bags A/B/C/D / Shared Reading Check / Writing Trends & Gaps English Assessment Schedule F+ Consolidated Writing Trends & Gaps / Read, Write, Inc, consolidated Phonics Cubed Assessment Listening Reading / Phonemic Awareness -determinations to be made around how they are represented</p>

<p><i>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 	<p>on the schedule.</p> <p>Judgement Tool levels documented for all students. English assessment mandates spreadsheet evidencing 2021 mid year completion and storage</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Semester Assessment and Reporting Calendar embedded with time allocations to reflect completion & analysis or priority assessments, development of Trends and Gaps for planning and uploading of data into assessment platforms.</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities and Milestones	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Embedded assessment calendar into PLC /PL forums PLC Cycle and agenda document increased data analysis forums. Data walls established.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	<p>0%</p>

	Seesaw platform containing assessment of learning embedded within Report Meetings.			
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Document school wide expectations and pedagogical approaches to classroom instruction. Develop a platform of Video Modelled "best practice" instruction and knowledge to support teacher knowledge and understandings. Plan how Induction priority professional learning will be implemented systemically.			
Outcomes	Teachers and leaders will establish classroom non negotiables that support student engagement. Coaches will support teachers with the implementation of expectations into practice. Students will experience consistent routines, structures and expectations to support their regulation and engagement.			
Success indicators	Students will have predictable learning environments accessing common language, school wide tools and support strategies. Students will experience more success in classes Code Purple data will reduce.			
Delivery of the annual actions for this KIS	Partially Completed			
Enablers • <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"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)			
Barriers	<input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated			

<ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>The Instructional Models were updated and communicated to new staff through the English Induction Day. Mentoring of new teachers and coaching conversations included co design of the most appropriate instructional model for identified classes, modelled instructional approaches and documented peer observations</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Systematic monitoring of planning followed up by documented coaching conversations and peer observations to ensure Instructional models are embedded into practice. in english and maths.</p>

OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer Observation, Reflection and Feedback Cycle evidence implementation of pedagogical model in maths. Coaching conversations evidence implementation of pedagogical model in priority areas of learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Strengthen and embed the dynamic use of digital evidence in classes to capture and record priority learning. Document a policy and protocols to support the use of digital evidence within the reporting of learning to families.			
Outcomes	Teachers will develop confidence and competence in storing visual data dynamically within appropriate platforms. Teachers will share with parents visual evidence to support priority learning within the student report. Teachers will be able to validate learning against goals.			
Success indicators	Pulse check of parent satisfaction Parent satisfaction around the reporting interview will increase.			
Delivery of the annual actions for this KIS	Partially Completed			
Enablers	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated			

<ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ☑ Key improvement strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ☑ Time constraints i.e., not enough time allocated ☑ Change in priorities of the school i.e., school review identified new directions
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>The school has been using an electronic platform "The Judgement Tool" to track student learning against content descriptors in priority areas of the Victorian Curriculum. It was determined that the platform required an upgrade, to rectify identified anomalies and increase its competencies, inclusive of uploading electronic data to support the tracking of learning progress. The "Student Learning Tracker" is nearing completion with professional learning targeted to implement the tracker to in Semester 2 2021. Staff have been collating evidence in support of the Judgement Tool in readiness to meet the assessment and reporting requirements for semester 2 2021.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<ul style="list-style-type: none"> • Monitor data tracking practices on accelerus. • Provide "How to" PL to all teachers on CLT understandings (Wed 15th September) • Establish Whole school around storage of evidence on CLT for reporting. • Provide time allocations for staff to upload evidence in PL Calendar * Implement monitoring strategies in support of evidence based assessment.

<ul style="list-style-type: none"> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<ul style="list-style-type: none"> * Determine the changes to the school report * Communicate with the school community the revised expectations. 			
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Documented Induction Program and sequence of content. Video modelled best practice exemplars embedded within Induction Program and within coaching.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 2		Improve student learning growth in English and Mathematics		
12-month target 2.1 target		<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 52% (2021).</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 29% (2021)</p>		
12-month target 2.2 target		<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% in 2020 to 50% in 2021.</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% in 2020 to 26% in 2021</p>		

12-month target 2.3 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Mathematics from 62% into 2020 to 65% in 2021.</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% in 2020 to 14% in 2021</p>
12-month target 2.4 target	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 63% (2021).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 14% (2021).</p>
KIS 2.a Curriculum planning and assessment	To fully implement evidence-based assessments and decision making across the curriculum
Actions	<p>English</p> <ul style="list-style-type: none"> Embed a English assessment schedule Develop whole school data collection that separates assessments Embed whole school teaching approach to guided reading using the Read, Write, Inc decodable books Introduce Cubed oral comprehension and reading comprehension assessments Increase moderation opportunities around the new assessments <p>Maths</p> <ul style="list-style-type: none"> Embed a maths assessment schedule and timeline Embed a scope and sequence of maths priority learning. Analyze and share MOI data to inform maths groupings and levels Embed whole school pre and post maths assessments to inform term planning and construction. Embed A – D Checklist in maths. Use evidence to inform progress against Teacher Judgement Tool.
Outcomes	<p>English</p> <p>Leaders will:</p> <p>Finalise the English assessment schedule and ensure staff are clear on deadlines</p>

	<p>Embed assessment and moderation within the yearly calendar Track whole school data collection Deliver professional learning around RWI decodables and the Cubed assessment</p> <p>Teachers will: Complete assessments and moderation inline with the schedule/calendar Plan and deliver guided reading lessons reflective of new PL learning</p> <p>Students will: Undertake English assessments Participate in guided reading lessons</p> <p>Maths Teachers will employ consistent maths curriculum Teachers will consistently implement the agreed assessment schedule Teachers will increase confidence and accuracy in identifying student learning needs Classroom teaching and student learning will be at the point of need. Teachers will have deeper knowledge and understandings of the maths curriculum. Teachers will be able to support their judgement of learning with evidence. Teachers will meet to engage in reflective practice, evaluate and plan maths curriculum, assessments, lessons</p>
Success indicators	<p>English A documented assessment schedule and evidence of teachers inputting data Moderation leading to trends and gaps reflected in planning documents Teachers documenting guided reading lessons Student data</p> <p>Maths A documented assessment schedule and evidence of teachers inputting data. Teacher formative assessment data is used when completing the judgement tool. Teacher practice in maths is increasingly supported by records and observations of student progress</p>
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"/> 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) <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 the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Repeated Lockdowns have resulted in some delays.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>2.1 English assessment data has been collected on a spreadsheet evidencing 2021 mid year completion of formative assessments.</p> <p>2.2 Agreed Assessment schedule to be updated in line with the adoption of new maths platform Essential Assessments Documented Scope & Sequence for Complex Needs, Primary and Middle Years evidenced by Term planning document. (Later Years plan more fluid to reflect need).</p> <p>2.3 The Term 4 PL calendar will facilitate maths data analysis to develop priority learning goals. The Term 4 PL calendar will support the collation of formative assessment in identified areas of maths to validate judgment of learning.</p> <p>2.4 English assessment data has been collected on a spreadsheet evidencing 2021 mid year completion of formative assessments. CUBED and RWI PL has been delivered to all staff and baseline data has been collected. Learning Specialists have discussed implementation of RWI decodable books in classrooms and this has been recorded.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<p>Literacy</p> <p>What: Analyse English mid year collation of assessment data to update Assessment Schedule and management of Cubed Assessment /Phonemic Awareness</p>

- *What support is required?*
- *What adjustments or additions will you make to your AIP to document these next steps?*

How: English sub committee analyse the completion of A-C /F + data collection
When Early Term 3

What: Writing /Phonics analysis in PLC's
Trends & Gaps collation in PL's and embedded into planning day discussion.
When Embedded into Term 3 Calendar for trial
PL Calendar changes (see Calendar)
Wk 7: PLC Writing Moderation
WK 7 Wed PL Writing Moderation (W school)
Wk 8: Mon PL Writing Trends & Gaps
Wk 8 PLC Phonics data analysis
Wk 8 PL Phonics Trends & Gaps
Wk 9 Trends &Gaps referenced for planning content
How: Facilitated learning opportunities within time allocations

What: Identify when and how English assessment mandates will be systematically entered into accelerus.
How: Document expectations within assessment schedule and communicate.
When Established timeslot Week 10 PL slot
What: Holly to establish data collation and documentation within Accelerus
When: TERM 3
How Meet with Tim to finalise collection on accelerus. Communicate with teachers where and when to store.

Maths

What: Maths Essential Assessments roll out to staff
When T 3 Week 4
How: PL Calendar

What: Establish and monitor implementation and storage of term expectations around the Maths A-C checklist.
When: Term 4 for students Level A and B.
How: Maths Moderation

New whole school Pre and Post Assessments to be embedded.
What: Establish maths Term 3 requirements 3 x pre/post assessment data recorded across all sections.
When Week 5 /7/9 Pre-assessments recorded

	<p style="text-align: center;">Week 6 /8/10 Post assessments recorded</p> <p>What : Undertake whole school PL around pre and post-data capabilities to inform Term 4 learning. (classroom-based) Establish class Trends and Gaps from data analysis When Week 1 Term 4 How PL Calendar</p> <p>What: Facilitated opportunity to access formative assess to validate judgment data When: Assessment timeline, Term 4 Calendar How PL Calendar</p>			
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop an agreed assessment schedule in collaboration with staff Monitor cohorts	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	from: Term 1 to: Term 4	0%
Activity 2	Schedule within calendar, professional learning around guided reading using the RWI decodable books. Teachers will have the knowledge and skills to implement the RWI decodable reader assessment and use this within their teaching practice.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%
Activity 3	We will schedule within the Term 1 calendar professional learning with teachers around the Cubed assessments. We will facilitate goal setting in our Term 1 calendar using the Cubed assessments. Teachers will have the knowledge and skills	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%

	to implement the Cubed assessment and use this within their teacher practice and reporting.			
KIS 2.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.			
Actions	<p>English</p> <p>To revise the school's 3 pedagogical model documents</p> <p>To clarify the school's 3 pedagogical models and which students should be accessing each instructional model.</p> <p>To deliver PL on revised pedagogical models to all staff.</p> <p>To monitor and provide staff with feedback through coaching and peer observation on the pedagogical models.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy.</p> <p>Plan professional learning to strengthen the GRR Model knowledge and its application within the maths program.</p> <p>Embed an opportunity for peer observation, reflection and feedback</p>			
Outcomes	<p>Leaders will:</p> <p>Revise the schools 3 pedagogical models to suit all areas of English and Maths</p> <p>Ensure all teachers can articulate which model is most appropriate for their students</p> <p>Deliver PL to all staff on the revised pedagogical models.</p> <p>Support staff through coaching and peer observations on the revised pedagogical models.</p> <p>Teachers will:</p> <p>Participate in PL on revised pedagogical models.</p> <p>Engage in coaching and embed feedback from peer observation based on their goals.</p> <p>Document the correct pedagogical models across English and Maths consistently</p> <p>Students will:</p> <p>Participate in English and Maths lessons following 1 of the 3 pedagogical models</p> <p>Maths</p> <p>Teachers will develop an understanding of GRR essentials to ensure mastery within maths teaching.</p> <p>Teachers planning and instruction will document and evidence embedded components of the GRR.</p> <p>Students will know how lessons are structured and how this supports their learning.</p>			

<p>Success indicators</p>	<p>Leaders will: Revise the school's 3 pedagogical models to suit all areas of English and Maths Document coaching conversations and goals. Document peer observations.</p> <p>Teachers will be able to articulate which model is most appropriate for their students Teachers will document the correct pedagogical models across English and Maths consistently within their work programs</p> <p>Improved student data as per the 12 month targets.</p> <p>Maths Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Partially Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> 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
<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"/> Other <p>Repeated Lockdowns have resulted in some delays.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified</i> 	<p>Literacy The 3 instructional models have been revised & documented – they now reflect/can be applied to all lessons. PL delivered to new teachers during Orientation 14th Dec 2020. New teachers are supported through documented coaching to use models in planning. Learning Specialists have discussed with teachers which models they are using in all Literacy lessons and have observed this</p>

<p><i>above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 	<p>documented in planning.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy. Survey completed March 2021 Results. D+ teachers overall are more confident at teaching GRR. Three teachers in D+ were unsure of what tacit knowledge is Some teachers in A-C are using a diagnostic activity. Some teachers are unsure how to use the pre-post and if it applies to them. (Later Years) Pedagogical Models have been updated and stored.</p> <p>Pedagogical Models have been updated and stored. PL has been provided to staff on three models.</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Literacy</p> <p>What: Ensure all staff are aware of the revised models. Holly to drive this through LSpecialists. Systemic expectation L Specialists to check teachers planning termly to ensure the appropriate models are being used in Literacy lessons. When: Week 1 of each term How: Follow up coaching conversations and document targets where required.</p> <p>What During peer observations, L Specialists document feedback around ped model in use, for follow up in coaching conversation. When All observations How Saw, heard, Wondered and Setting goals protocols documented and collated as evidence supporting implementation of pedagogical models . Modify current templates to include reference to the instructional model in use.</p> <p>Maths</p> <p>Ensure teachers are consistently implementing the agreed assessment schedule through moderation.</p>

		<p>What: Maths Essential Assessments roll out to staff When T 3 Week 4 How: PL Calendar</p> <p>Learning Walks have been identified but not comprehensively planned for. . What: Plan to implement Learning Walks Term 4 having increased monitoring and implementation expectations of MLL. When: Term 4 Calendar date TBC. Discussion within SIT How: Teachers to record themselves using GRR model in Maths. Teachers to bring clips to after-school moderation for other teachers to observe. Teachers to fill in Saw, Heard, Wondered Document.</p> <p>What Julie-Ann to establish timelines and lead coaches to drive conversations supported by work programs to evidence implementation of GRR in maths. Julie-Ann and maths committee to track and monitor GRR implementation outcomes and identify interventions. When: Discussion with leaders to establish most approp timing in Term 3 2021. How: Documented within coaching conversations. What: Julie-Ann to determine if further PL with exemplars is required in readiness for Term 4 2021.</p> <p>What Julie-Ann to establish with MLL, implementation of peer observations to support implementation of GRR in maths. When: Timeframe to be negotiated How: Agenda for SIT to establish appropriate times within annual calendar.</p> <p>Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>		
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Term calendar will schedule PL on the GRR implementation within maths Documented coaching conversations with teachers will track and monitor successful implementation of the GRR model in maths.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%

Activity 2	<p>Deliver PL to all staff around the revised pedagogical models</p> <p>Document coaching conversations and peer observations with all staff to ensure understanding of which models to use with their students.</p> <p>Teachers will use the revised pedagogical models within practice and planning.</p>	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 3	Improve student engagement in learning.			
12-month target 3.1 target	Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)			
12-month target 3.2 target	Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)			
12-month target 3.3 target	Establish student engagement baseline data set on			
KIS 3.a Empowering students and building school pride	Develop students as active and empowered learners.			
Actions	A small number of staff to attend complete professional learning commenced in 2020 detailing best practice in the area of student voice and agency for typically developing students. Reflect new learning from regional PL to address needs of students with ASD. Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS. Investigate data collection sources that allow meaningful feedback from students with a diagnosis of ASD and ID.			
Outcomes	Leaders will: Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school.			

	<p>Teachers will; Use differentiated strategies that support access for all students to input meaningfully into their own learning. Document an individual profile for each student detailing his or her specific learning profile with respect to voice and agency. Participate in data collection and / or support students to participate in data collection to create baseline set of data.</p> <p>Students will; Engage with strategies that allow them to meaningfully input into their own learning. Participate in data collection around voice and agency.</p>
Success indicators	<p>In the School Staff survey: Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>In the parent opinion survey: Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)</p>
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated

<ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>PBS team has developed clearer understanding of what constitutes best practice in student voice & agency within a mainstream context and have commenced modifying it for the JSS context. The PBS team has identified a scale for voice which students can be aligned to. The PBS team has developed a student voice and agency survey to establish baseline data in this area.</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>The PBS team will spend this term developing the PL to present to staff. A time allocation has been detailed within the school calendar to facilitate delivery of the PL - Week 6 of Term 3 (August 16th). PBS Team will update the current student well being and engagement policy to reflect student voice and agency practices within the school. Ensure updated policy is ratified by school council and shared with whole school community at the August meeting. During handover week in Term 4 teachers will update student profiles Using the spectrum of voice scale to identify voice profile. PBS team will identify an agency scale in preparation for this. As part of the update to the individual profile teachers will document student specific strategies within the individual student profile against voice & agency/communication/social. Students with a S&L level of 3 and above will complete the student voice and agency survey developed by the PBS team. All (????) staff complete the survey for students in their groups (AH?????). All parents complete the survey for their child.</p>

OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A small group of staff to attend a PL on student voice & agency delivered by the Quaglia Institute.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	0%
Activity 2	PBS Action Plan, fortnightly meetings and PL Calendar driving understandings, common language and consistent whole school practices in student voice and agency at JSS	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Assessment Framework and PL Calendar embed opportunities for baseline data collection	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Goal 4	Improve the ability of students to understand themselves and socially relate with others.			
12-month target 4.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 38% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 56% (2021).</p>			
12-month target 4.2 target	The percentage of students working at Foundation or above will demonstrate over 10% growth in Personal Learning “Self–Awareness” from 54% (2020) to 57% (2021).			

	The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 62% (2021).
KIS 4.a Health and wellbeing	Build the personal and social capabilities of each student.
Actions	Develop structured social play activities for specific personal and social goals school wide Identify personal and social assessments Identify scope and sequence for teaching health
Outcomes	<p>Leaders Increased understanding of cross-curricular learning for students at levels A-D and how it relates to the GRR and lesson planning and assessment Organise a complete assessment and teaching expectation for teachers teaching health</p> <p>Teachers and Allied Health Deliver targeted personal and social interventions for students Have increased understandings of cross-curricula learning Deliver health learning appropriate to section and/or age of students</p> <p>Students will Engage in specific play activities embedded into JSS GRR in Primary Have structured activities that address personal and social learning into the middle and later years curriculum Engage in health lessons targeting Body Awareness, Public and Private, Relationships, & online safety for all students Engage in health lessons targeting Puberty, Birth to Conception, & Sexual decision making for students 10+ years old</p>
Success indicators	<p>Teachers and Allied Health Understand how to embed personal and social learning into the GRR model to deliver regular lessons in:</p> <p>Self - Regulation</p> <p>Primary</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship-Based Play (RBP) - Morning Circle - Show and Tell

	<ul style="list-style-type: none"> - Music therapy - Self - Regulation <p>Middle and Later</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting - Self - Regulation <p>Student improvements as reflected in judgment tool data represented by growth of 3%. Improvements in knowledge indicated by health rubric and assessments</p>
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> 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) <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 the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Key improvement strategies' focus too broad / too ambitious <input checked="" type="checkbox"/> Change in school context i.e., SFOE, enrolment
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success</i> 	<p>Play embedded into classroom routine once a week in primary. Facilitated by AH. Two assessments for personal and social have been developed. Body Awareness and Public and Private lessons for all students by teachers.</p>

<p><i>indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 	<p>Puberty, Birth to Conception, & Sexual decision lessons taught in LY facilitated by AH. Relationships & online safety lessons have been developed for MY. Social games in LY facilitated by AH. RBP implemented in PY facilitated by AH Staff in MY and PY would like more health lessons as they have completed or repeated body awareness and public and private lessons. Morning circle ad show and tell better aligned with speaking and listening. A-D 64.67% of students with positive growth. F+ 49.12% of students with over 10% positive growth</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>Relationships & online safety lessons to start in MY facilitated by teachers. Scope and sequence of health modules to be developed. Refine personal and social assessments after teacher trials. Liaise with English committee re. morning circle and show and tell. Develop tracking tools for classroom lessons. Finalise health assessments. We plan to complete the above tasks through the curriculum committees.</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop structured social play activities for specific personal and social goals school wide	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1	0%

		<input checked="" type="checkbox"/> Learning specialist(s)	to: Term 4	
Activity 2	Identify personal and social assessments	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Identify scope and sequence for teaching health	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%

Monitoring and assessment - 2021

End-of-year monitoring

Goal 1	2021 Priorities Goal
12-month target 1.1 target	<p>Develop data literacy of teachers to inform understanding of priority interventions, and identify students requiring additional support through the tutoring initiative.</p> <p>Refine whole school approach to staff induction to embed consistent pedagogical approaches that support and promote positive student engagement.</p> <p>Strengthen and embed the school-wide approach to communication, incorporating the use of digital learning technologies for reporting.</p>
Has this 12-month target met	Not Met
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Establish and embed consistent approaches to formative assessment and achievable timelines</p> <p>Use PLCs and PL forums to analyse data and plan interventions.</p> <p>Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning</p>
Outcomes	<p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will regularly share and monitor student progress using data.</p> <p>Teachers collect, analyse and respond to formative assessment data.in line with the 2021 assessment framework.</p> <p>Teachers can identify learning progress, trends and gaps from formative assessments and plan priority interventions.</p>

	<p>Teachers can share data literacy understandings and embedded language.</p> <p>Teachers use formative assessments to validate progress within the Judgement Tool.</p>
Success indicators	<p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Data walls indicating student progress</p>
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"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school
<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"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Other <p>We have a revised semester assessment and reporting schedule and associated PL and time allocations to redress identified gaps in practices.</p> <p>Unknown as yet if the data wall is a priority actions</p> <p>Change of assessment direction in maths, we are at the beginning stages of introducing a new assessment platform "Essential Assessments"</p> <p>We will have conducted pre and post tests in 3 areas of maths by the end of Term 3 and will have individual, classroom and cohort data to access. and analyze.</p>
Commentary on progress	<p>JT data analysis informed - Term 2 data driven PLC inquiry into Personal and Social Learning</p> <p>English Assessment Schedule A – D Consolidated</p> <p>Phonics Bags A/B/C/D / Shared Reading Check / Writing Trends & Gaps</p>

<ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>English Assessment Schedule F+ Consolidated Writing Trends & Gaps / Read, Write, Inc, consolidated Phonics Cubed Assessment Listening Reading / Phonemic Awareness -determinations to be made around how they are represented on the schedule.</p> <p>Judgement Tool levels documented for all students. English assessment mandates spreadsheet evidencing 2021 mid year completion and storage</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>What adjustments or additions will you make to your AIP to document these next steps?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Semester Assessment and Reporting Calendar embedded with time allocations to reflect completion & analysis or priority assessments, development of Trends and Gaps for planning and uploading of data into assessment platforms.</p>
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. Analysing trends and gaps CUBED PY5.docx (0.02 MB) 2. Goal Setting and ILP Planning_End of Year.pptx (3.24 MB)

	<ol style="list-style-type: none"> 3. jss assessment schedule may 2021 (1).docx (0.05 MB) 4. judgement tool data comparison 2021 sem 1.pdf (2.04 MB) 5. mid year data analysis (1).docx (0.04 MB) 6. plc term 2 week 1.docx (0.04 MB) 7. PY3 Term 1 Analysing trends and gaps in shared reading.docx (0.21 MB) 8. PY3 Term 1 PBA analysis.docx (0.21 MB) 9. Semester 2 Calendar.docx (0.06 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Embedded assessment calendar into PLC /PL forums</p> <p>PLC Cycle and agenda document increased data analysis forums.</p> <p>Data walls established.</p> <p>Seesaw platform containing assessment of learning embedded within Report Meetings.</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1</p> <p>to: Term 4</p>	100%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	<p>Document school wide expectations and pedagogical approaches to classroom instruction.</p> <p>Develop a platform of Video Modelled "best practice" instruction and knowledge to support teacher knowledge and understandings.</p> <p>Plan how Induction priority professional learning will be implemented systemically.</p>			
Outcomes	<p>Teachers and leaders will establish classroom non negotiables that support student engagement.</p> <p>Coaches will support teachers with the implementation of expectations into practice.</p> <p>Students will experience consistent routines, structures and expectations to support their regulation and engagement.</p>			

Success indicators	Students will have predictable learning environments accessing common language, school wide tools and support strategies. Students will experience more success in classes Code Purple data will reduce.
Delivery of the annual actions for this KIS	Partially 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"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)
<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"/> Time constraints i.e., not enough time allocated
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> 	<p>The Instructional Models were updated and communicated to new staff through the English Induction Day. Mentoring of new teachers and coaching conversations included co design of the most appropriate instructional model for identified classes, modelled instructional approaches and documented peer observations</p>

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Systematic monitoring of planning followed up by documented coaching conversations and peer observations to ensure Instructional models are embedded into practice. in english and maths.</p>			
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. Final 2021 Orientation and Induction Framework2 - Copy.docx (21.25 MB) 2. Instructional Model #1.pdf (0.12 MB) 3. Instructional Model #2.docx (0.05 MB) 4. Instructional Model #3.pdf (0.14 MB) 5. Instructional Model 3 full.mp4 (42.62 MB) 6. Rotations full video.mp4 (38.72 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer Observation, Reflection and Feedback Cycle evidence implementation of pedagogical model in maths.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Literacy leader	from: Term 1	100%

	Coaching conversations evidence implementation of pedagogical model in priority areas of learning.	<input checked="" type="checkbox"/> Numeracy leader	to: Term 4	
KIS 1.c Building communities	Connected schools priority			
Actions	Strengthen and embed the dynamic use of digital evidence in classes to capture and record priority learning. Document a policy and protocols to support the use of digital evidence within the reporting of learning to families.			
Outcomes	Teachers will develop confidence and competence in storing visual data dynamically within appropriate platforms. Teachers will share with parents visual evidence to support priority learning within the student report. Teachers will be able to validate learning against goals.			
Success indicators	Pulse check of parent satisfaction Parent satisfaction around the reporting interview will increase.			
Delivery of the annual actions for this KIS	Partially 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"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change			
Barriers	<input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Change in priorities of the school i.e., school review identified new directions			

<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>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>The school has been using an electronic platform "The Judgement Tool" to track student learning against content descriptors in priority areas of the Victorian Curriculum. It was determined that the platform required an upgrade, to rectify identified anomalies and increase its competencies, inclusive of uploading electronic data to support the tracking of learning progress. The "Student Learning Tracker" is nearing completion with professional learning targeted to implement the tracker to in Semester 2 2021. Staff have been collating evidence in support of the Judgement Tool in readiness to meet the assessment and reporting requirements for semester 2 2021.</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>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<ul style="list-style-type: none"> • Monitor data tracking practices on accelerus. • Provide "How to" PL to all teachers on CLT understandings (Wed 15th September) • Establish Whole school around storage of evidence on CLT for reporting. • Provide time allocations for staff to upload evidence in PL Calendar * Implement monitoring strategies in support of evidence based assessment. * Determine the changes to the school report * Communicate with the school community the revised expectations.

<ul style="list-style-type: none"> • <i>How will the outcome influence the next AIP?</i> 				
OPTIONAL: Upload evidence	1. Accelerus Data.docx (0.15 MB) 2. Term 4 Calendar 5.10.21.docx (0.06 MB)			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Documented Induction Program and sequence of content. Video modelled best practice exemplars embedded within Induction Program and within coaching.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 2		Improve student learning growth in English and Mathematics		
12-month target 2.1 target	The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 52% (2021). The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 29% (2021)			
Has this 12-month target met	Met			
12-month target 2.2 target	The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% in 2020 to 50% in 2021. The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% in 2020 to 26% in 2021			

Has this 12-month target met	Met
12-month target 2.3 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Mathematics from 62% into 2020 to 65% in 2021.</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% in 2020 to 14% in 2021</p>
Has this 12-month target met	Partially Met
12-month target 2.4 target	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 63% (2021).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 14% (2021).</p>
Has this 12-month target met	Partially Met
KIS 2.a Curriculum planning and assessment	To fully implement evidence-based assessments and decision making across the curriculum
Actions	<p>English</p> <ul style="list-style-type: none"> Embed a English assessment schedule Develop whole school data collection that separates assessments Embed whole school teaching approach to guided reading using the Read, Write, Inc decodable books Introduce Cubed oral comprehension and reading comprehension assessments Increase moderation opportunities around the new assessments <p>Maths</p> <ul style="list-style-type: none"> Embed a maths assessment schedule and timeline Embed a scope and sequence of maths priority learning. Analyze and share MOI data to inform maths groupings and levels Embed whole school pre and post maths assessments to inform term planning and construction. Embed A – D Checklist in maths. Use evidence to inform progress against Teacher Judgement Tool.

<p>Outcomes</p>	<p>English</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Finalise the English assessment schedule and ensure staff are clear on deadlines Embed assessment and moderation within the yearly calendar Track whole school data collection Deliver professional learning around RWI decodables and the Cubed assessment <p>Teachers will:</p> <ul style="list-style-type: none"> Complete assessments and moderation inline with the schedule/calendar Plan and deliver guided reading lessons reflective of new PL learning <p>Students will:</p> <ul style="list-style-type: none"> Undertake English assessments Participate in guided reading lessons <p>Maths</p> <ul style="list-style-type: none"> Teachers will employ consistent maths curriculum Teachers will consistently implement the agreed assessment schedule Teachers will increase confidence and accuracy in identifying student learning needs Classroom teaching and student learning will be at the point of need. Teachers will have deeper knowledge and understandings of the maths curriculum. Teachers will be able to support their judgement of learning with evidence. Teachers will meet to engage in reflective practice, evaluate and plan maths curriculum, assessments, lessons
<p>Success indicators</p>	<p>English</p> <ul style="list-style-type: none"> A documented assessment schedule and evidence of teachers inputting data Moderation leading to trends and gaps reflected in planning documents Teachers documenting guided reading lessons Student data <p>Maths</p> <ul style="list-style-type: none"> A documented assessment schedule and evidence of teachers inputting data. Teacher formative assessment data is used when completing the judgement tool.

	Teacher practice in maths is increasingly supported by records and observations of 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> 	<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) <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> 	<input checked="" type="checkbox"/> Other <p>Repeated Lockdowns have resulted in some delays.</p>
Commentary on progress <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> 	<p>2.1 English assessment data has been collected on a spreadsheet evidencing 2021 mid year completion of formative assessments.</p> <p>2.2 Agreed Assessment schedule to be updated in line with the adoption of new maths platform Essential Assessments Documented Scope & Sequence for Complex Needs, Primary and Middle Years evidenced by Term planning document. (Later Years plan more fluid to reflect need).</p> <p>2.3 The Term 4 PL calendar will facilitate maths data analysis to develop priority learning goals. The Term 4 PL calendar will support the collation of formative assessment in identified areas of maths to validate judgment of learning.</p> <p>2.4 English assessment data has been collected on a spreadsheet evidencing 2021 mid year completion of formative assessments. CUBED and RWI PL has been delivered to all staff and baseline data has been collected. Learning Specialists have discussed implementation of RWI decodable books in classrooms and this has been recorded.</p>

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 	
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Literacy</p> <p>What: Analyse English mid year collation of assessment data to update Assessment Schedule and management of Cubed Assessment /Phonemic Awareness How: English sub committee analyse the completion of A-C /F + data collection When Early Term 3</p> <p>What: Writing /Phonics analysis in PLC's Trends & Gaps collation in PL's and embedded into planning day discussion. When Embedded into Term 3 Calendar for trial PL Calendar changes (see Calendar) Wk 7: PLC Writing Moderation WK 7 Wed PL Writing Moderation (W school) Wk 8: Mon PL Writing Trends & Gaps Wk 8 PLC Phonics data analysis Wk 8 PL Phonics Trends & Gaps Wk 9 Trends &Gaps referenced for planning content How: Facilitated learning opportunities within time allocations</p> <p>What: Identify when and how English assessment mandates will be systematically entered into accelerus. How: Document expectations within assessment schedule and communicate. When Established timeslot Week 10 PL slot What: Holly to establish data collation and documentation within Accelerus When: TERM 3 How Meet with Tim to finalise collection on accelerus. Communicate with teachers where and when to store.</p> <p>Maths</p> <p>What: Maths Essential Assessments roll out to staff When T 3 Week 4 How: PL Calendar</p>

	<p>What: Establish and monitor implementation and storage of term expectations around the Maths A-C checklist. When: Term 4 for students Level A and B. How: Maths Moderation</p> <p>New whole school Pre and Post Assessments to be embedded. What: Establish maths Term 3 requirements 3 x pre/post assessment data recorded across all sections. When Week 5 /7/9 Pre-assessments recorded Week 6 /8/10 Post assessments recorded</p> <p>What : Undertake whole school PL around pre and post-data capabilities to inform Term 4 learning. (classroom-based) Establish class Trends and Gaps from data analysis When Week 1 Term 4 How PL Calendar</p> <p>What: Facilitated opportunity to access formative assess to validate judgment data When: Assessment timeline, Term 4 Calendar How PL Calendar</p>
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. 2021 Maths Scope and Sequence BluePathway.docx (0.04 MB) 2. 2021 Maths Scope and Sequence COMPLEX.docx (0.03 MB) 3. 2021 Maths Scope and Sequence FINAL.docx (0.03 MB) 4. 2021 Maths Scope and Sequence OrangePathway.docx (0.04 MB) 5. AIP targets met whole school.docx (0.01 MB) 6. Assessment schedule Aug 2021.docx (0.02 MB) 7. CUBED PL term 1 2021.pptx (0.86 MB) 8. data tracker.xlsx (0.01 MB) 9. Essential Assessments PL week 4.pptx (2.49 MB) 10. F+ data tracker Term 4 2021.xlsx (0.02 MB) 11. Judgement Tool Data Comparison 2021 Sem 1.pdf (2.14 MB) 12. Level A Early Literacy Checklist (1).docx (0.01 MB) 13. Level B Early Literacy Checklist (1).docx (0.01 MB) 14. Level C Early Literacy Checklist (1).docx (0.01 MB) 15. Level D Early Literacy Checklist.docx (0.02 MB) 16. MATHS Assessment schedule 2021.docx (0.35 MB) 17. RWI decodables whole school Semester 2.docx (0.01 MB)

	18. Survey Monkey assessments Aug 2021.pdf (0.07 MB) 19. Term 4 Calendar 26.10.21.docx (0.06 MB) 20. Whole school mid year Literacy data.pdf (0.05 MB)			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop an agreed assessment schedule in collaboration with staff Monitor cohorts	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	from: Term 1 to: Term 4	0%
Activity 2	Schedule within calendar, professional learning around guided reading using the RWI decodable books. Teachers will have the knowledge and skills to implement the RWI decodable reader assessment and use this within their teaching practice.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%
Activity 3	We will schedule within the Term 1 calendar professional learning with teachers around the Cubed assessments. We will facilitate goal setting in our Term 1 calendar using the Cubed assessments. Teachers will have the knowledge and skills to implement the Cubed assessment and use this within their teacher practice and reporting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%
KIS 2.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.			

<p>Actions</p>	<p>English To revise the school's 3 pedagogical model documents To clarify the school's 3 pedagogical models and which students should be accessing each instructional model. To deliver PL on revised pedagogical models to all staff. To monitor and provide staff with feedback through coaching and peer observation on the pedagogical models.</p> <p>Maths Establish baseline data around teacher efficacy. Plan professional learning to strengthen the GRR Model knowledge and its application within the maths program. Embed an opportunity for peer observation, reflection and feedback</p>
<p>Outcomes</p>	<p>Leaders will: Revise the schools 3 pedagogical models to suit all areas of English and Maths Ensure all teachers can articulate which model is most appropriate for their students Deliver PL to all staff on the revised pedagogical models. Support staff through coaching and peer observations on the revised pedagogical models.</p> <p>Teachers will: Participate in PL on revised pedagogical models. Engage in coaching and embed feedback from peer observation based on their goals. Document the correct pedagogical models across English and Maths consistently</p> <p>Students will: Participate in English and Maths lessons following 1 of the 3 pedagogical models</p> <p>Maths Teachers will develop an understanding of GRR essentials to ensure mastery within maths teaching. Teachers planning and instruction will document and evidence embedded components of the GRR. Students will know how lessons are structured and how this supports their learning.</p>
<p>Success indicators</p>	<p>Leaders will: Revise the school's 3 pedagogical models to suit all areas of English and Maths Document coaching conversations and goals. Document peer observations.</p> <p>Teachers will be able to articulate which model is most appropriate for their students Teachers will document the correct pedagogical models across English and Maths consistently within their work programs</p>

	<p>Improved student data as per the 12 month targets.</p> <p>Maths Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
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"/> 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) <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"/> Other <p>Repeated Lockdowns have resulted in some delays.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour</i> 	<p>Literacy</p> <p>The 3 instructional models have been revised & documented – they now reflect/can be applied to all lessons. PL delivered to new teachers during Orientation 14th Dec 2020. New teachers are supported through documented coaching to use models in planning. Learning Specialists have discussed with teachers which models they are using in all Literacy lessons and have observed this documented in planning.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy.</p>

<p><i>/ practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 	<p>Survey completed March 2021 Results. D+ teachers overall are more confident at teaching GRR. Three teachers in D+ were unsure of what tacit knowledge is Some teachers in A-C are using a diagnostic activity. Some teachers are unsure how to use the pre-post and if it applies to them. (Later Years) Pedagogical Models have been updated and stored.</p> <p>Pedagogical Models have been updated and stored. PL has been provided to staff on three models.</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>What adjustments or additions will you make to your AIP to document these next steps?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Literacy What: Ensure all staff are aware of the revised models. Holly to drive this through LSpecialists. Systemic expectation L Specialists to check teachers planning termly to ensure the appropriate models are being used in Literacy lessons. When: Week 1 of each term How: Follow up coaching conversations and document targets where required.</p> <p>What During peer observations, L Specialists document feedback around ped model in use, for follow up in coaching conversation. When All observations How Saw, heard, Wondered and Setting goals protocols documented and collated as evidence supporting implementation of pedagogical models . Modify current templates to include reference to the instructional model in use.</p> <p>Maths Ensure teachers are consistently implementing the agreed assessment schedule through moderation. What: Maths Essential Assessments roll out to staff When T 3 Week 4 How: PL Calendar</p> <p>Learning Walks have been identified but not comprehensively planned for. . What: Plan to implement Learning Walks Term 4 having increased monitoring and implementation expectations of MLL.</p>

	<p>When: Term 4 Calendar date TBC. Discussion within SIT How: Teachers to record themselves using GRR model in Maths. Teachers to bring clips to after-school moderation for other teachers to observe. Teachers to fill in Saw, Heard, Wondered Document.</p> <p>What Julie-Ann to establish timelines and lead coaches to drive conversations supported by work programs to evidence implementation of GRR in maths. Julie-Ann and maths committee to track and monitor GRR implementation outcomes and identify interventions. When: Discussion with leaders to establish most approp timing in Term 3 2021. How: Documented within coaching conversations. What: Julie-Ann to determine if further PL with exemplars is required in readiness for Term 4 2021.</p> <p>What Julie-Ann to establish with MLL, implementation of peer observations to support implementation of GRR in maths. When: Timeframe to be negotiated How: Agenda for SIT to establish appropriate times within annual calendar.</p> <p>Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
OPTIONAL: Upload evidence	<ol style="list-style-type: none"> 1. 11.11.21 Instructional Model Audit Tori.pdf (0.59 MB) 2. 16.11.12 Instructional Model - Marisa LY13.pdf (0.72 MB) 3. Instructional Model #1.pdf (0.12 MB) 4. Instructional Model #2.pdf (0.08 MB) 5. Instructional Model #3.pdf (0.14 MB) 6. Instructional model observation checklist.docx (0.01 MB) 7. Instructional model observation Shivani Maths.docx (0.02 MB) 8. Kara instructional model use in Writing 19 11 2021.pdf (0.12 MB) 9. Maths GRR Model.pdf (1.08 MB) 10. Orientation day 2020.docx (0.02 MB) 11. Planning document for Instructional Model 1.docx (0.01 MB) 12. Planning document for Instructional Model 2.docx (0.01 MB) 13. Tracking Coaching Conversations Tori.docx (0.04 MB) 14. Whole school IM and planning info Term 4 2021.docx (0.02 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Term calendar will schedule PL on the GRR implementation within maths Documented coaching conversations with teachers will track and monitor successful implementation of the GRR model in maths.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Activity 2	Deliver PL to all staff around the revised pedagogical models Document coaching conversations and peer observations with all staff to ensure understanding of which models to use with their students. Teachers will use the revised pedagogical models within practice and planning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 3	Improve student engagement in learning.			
12-month target 3.1 target	Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)			
Has this 12-month target met	Met			
12-month target 3.2 target	Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)			
Has this 12-month target met	Not Met			
12-month target 3.3 target	Establish student engagement baseline data set on			
Has this 12-month target met	Met			

KIS 3.a Empowering students and building school pride	Develop students as active and empowered learners.
Actions	A small number of staff to attend complete professional learning commenced in 2020 detailing best practice in the area of student voice and agency for typically developing students. Reflect new learning from regional PL to address needs of students with ASD. Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS. Investigate data collection sources that allow meaningful feedback from students with a diagnosis of ASD and ID.
Outcomes	Leaders will: Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school. Teachers will; Use differentiated strategies that support access for all students to input meaningfully into their own learning. Document an individual profile for each student detailing his or her specific learning profile with respect to voice and agency. Participate in data collection and / or support students to participate in data collection to create baseline set of data. Students will; Engage with strategies that allow them to meaningfully input into their own learning. Participate in data collection around voice and agency.
Success indicators	In the School Staff survey: Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021) In the parent opinion survey: Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)
Delivery of the annual actions for this KIS	Partially 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"> ✓ Sufficient budget ✓ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Key improvement strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ 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"> ✓ Time constraints i.e., not enough time allocated
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>PBS team has developed clearer understanding of what constitutes best practice in student voice & agency within a mainstream context and have commenced modifying it for the JSS context. The PBS team has identified a scale for voice which students can be aligned to. The PBS team has developed a student voice and agency survey to establish baseline data in this area.</p>
<p>Future planning</p>	<p>The PBS team will spend this term developing the PL to present to staff. A time allocation has been detailed within the school calendar to facilitate delivery of the PL - Week 6 of Term 3 (August 16th).</p>

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>PBS Team will update the current student well being and engagement policy to reflect student voice and agency practices within the school. Ensure updated policy is ratified by school council and shared with whole school community at the August meeting. During handover week in Term 4 teachers will update student profiles Using the spectrum of voice scale to identify voice profile. PBS team will identify an agency scale in preparation for this. As part of he update to the individual profile teachers will document student specific strategies within the individual student profile against voice & agency/communication/social. Students with a S&L level of 3 and above will complete the student voice and agency survey developed by the PBS team. All (????) staff complete the survey for students in their groups (AH?????). All parents complete the survey for their child.</p>			
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. JSS Student Voice and Agency Survey - Teachers.xlsx (0.03 MB) 2. Spectrum of Voice JSS.docx (0.59 MB) 3. Student Voice Agency - Student Survey Data.docx (0.29 MB) 4. Student Voice and Agency - Parent Survey Data.docx (0.36 MB) 5. Student Voice and Agency - Teachers.docx (0.16 MB) 6. Term 4 Calendar 26.10.21.docx (0.06 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A small group of staff to attend a PL on student voice & agency delivered by the Quaglia Institute.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	0%
Activity 2	PBS Action Plan, fortnightly meetings and PL Calendar driving understandings, common	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1	0%

	language and consistent whole school practices in student voice and agency at JSS		to: Term 4	
Activity 3	Assessment Framework and PL Calendar embed opportunities for baseline data collection	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Goal 4	Improve the ability of students to understand themselves and socially relate with others.			
12-month target 4.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 38% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 56% (2021).</p>			
Has this 12-month target met	Met			
12-month target 4.2 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Personal Learning “Self–Awareness” from 54% (2020) to 57% (2021).</p> <p>The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 62% (2021).</p>			
Has this 12-month target met	Partially Met			
KIS 4.a Health and wellbeing	Build the personal and social capabilities of each student.			
Actions	<p>Develop structured social play activities for specific personal and social goals school wide</p> <p>Identify personal and social assessments</p> <p>Identify scope and sequence for teaching health</p>			

<p>Outcomes</p>	<p>Leaders Increased understanding of cross-curricular learning for students at levels A-D and how it relates to the GRR and lesson planning and assessment Organise a complete assessment and teaching expectation for teachers teaching health</p> <p>Teachers and Allied Health Deliver targeted personal and social interventions for students Have increased understandings of cross-curricula learning Deliver health learning appropriate to section and/or age of students</p> <p>Students will Engage in specific play activities embedded into JSS GRR in Primary Have structured activities that address personal and social learning into the middle and later years curriculum Engage in health lessons targeting Body Awareness, Public and Private, Relationships, & online safety for all students Engage in health lessons targeting Puberty, Birth to Conception, & Sexual decision making for students 10+ years old</p>
<p>Success indicators</p>	<p>Teachers and Allied Health Understand how to embed personal and social learning into the GRR model to deliver regular lessons in:</p> <p>Self - Regulation</p> <p>Primary</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship-Based Play (RBP) - Morning Circle - Show and Tell - Music therapy - Self - Regulation <p>Middle and Later</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting - Self - Regulation <p>Student improvements as reflected in judgment tool data represented by growth of 3%.</p>

	Improvements in knowledge indicated by health rubric and assessments
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"/> 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) <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"/> Key improvement strategies' focus too broad / too ambitious <input checked="" type="checkbox"/> Change in school context i.e., SFOE, enrolment
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> 	<p>Play embedded into classroom routine once a week in primary. Facilitated by AH. Two assessments for personal and social have been developed. Body Awareness and Public and Private lessons for all students by teachers. Puberty, Birth to Conception, & Sexual decision lessons taught in LY facilitated by AH. Relationships & online safety lessons have been developed for MY. Social games in LY facilitated by AH. RBP implemented in PY facilitated by AH Staff in MY and PY would like more health lessons as they have completed or repeated body awareness and public and private lessons. Morning circle ad show and tell better aligned with speaking and listening. A-D 64.67% of students with positive growth. F+ 49.12% of students with over 10% positive growth</p>

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 	
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Relationships & online safety lessons to start in MY facilitated by teachers. Scope and sequence of health modules to be developed. Refine personal and social assessments after teacher trials. Liaise with English committee re. morning circle and show and tell. Develop tracking tools for classroom lessons. Finalise health assessments. We plan to complete the above tasks through the curriculum committees.</p>
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> 1. A-D teacher Q1-4.pdf (0.21 MB) 2. Blank Body Awareness Gaps and Trends.docx (0.21 MB) 3. Concept 1 - Expressing Feelings and Preferences.docx (0.02 MB) 4. Develop and Plan MY.docx (0.02 MB) 5. Early Collaboration 2021 presentation - compressed.pdf (2.46 MB) 6. Early Collaboration Checklist FINAL.docx (0.02 MB) 7. Early Collaboration Checklist Survey Results.pdf (0.16 MB) 8. Early Self Care Rubric.docx (0.01 MB) 9. EoY Evaluation.docx (0.02 MB) 10. ES Activity 1.docx (0.01 MB) 11. F+ teachers Q1-4.pdf (0.16 MB) 12. Final Body Awareness Informal Assessment Rubric.docx (0.01 MB)

	<p>13. Health and self-care – “personal hygiene_self-care and looking after myself”.docx (1.79 MB)</p> <p>14. Health Assessment 2021 - Health Data Analysis.pdf (0.07 MB)</p> <p>15. Health Assessment Schedule.docx (0.01 MB)</p> <p>16. Health Scope and Sequence 2021.docx (0.01 MB)</p> <p>17. Health Teaching Expectations.pdf (1.48 MB)</p> <p>18. Healthy Eating Rubric.docx (0.02 MB)</p> <p>19. Health Body Awareness Assessment.docx (0.02 MB)</p> <p>20. Lesson 1 - Different Families.docx (0.02 MB)</p> <p>21. Lesson 1 - Eat Like a Rainbow Snake.docx (0.53 MB)</p> <p>22. MY Student Progress in Personal Awareness.docx (0.01 MB)</p> <p>23. Puberty Rubric.docx (0.01 MB)</p> <p>24. Public and Private Assessment.docx (0.02 MB)</p> <p>25. Public and Private Rubric.docx (0.02 MB)</p> <p>26. Saw Heard Wonder Teacher and ESs.docx (0.01 MB)</p> <p>27. Semester 2 2020 - Semester 1 2021.docx (0.02 MB)</p> <p>28. Sexual Education Rubric.docx (0.02 MB)</p> <p>29. Teacher Activity 1.docx (0.02 MB)</p>			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop structured social play activities for specific personal and social goals school wide	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	100%
Activity 2	Identify personal and social assessments	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	100%
Activity 3	Identify scope and sequence for teaching health	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Allied health	from: Term 1	100%

		<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	to: Term 4	
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Monitoring and assessment - 2021

Mid Term 1 monitoring monitoring

Goal 1	2021 Priorities Goal
12-month target 1.1 target	<p>Develop data literacy of teachers to inform understanding of priority interventions, and identify students requiring additional support through the tutoring initiative.</p> <p>Refine whole school approach to staff induction to embed consistent pedagogical approaches that support and promote positive student engagement.</p> <p>Strengthen and embed the school-wide approach to communication, incorporating the use of digital learning technologies for reporting.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Establish and embed consistent approaches to formative assessment and achievable timelines</p> <p>Use PLCs and PL forums to analyse data and plan interventions.</p> <p>Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning</p>
Outcomes	<p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will regularly share and monitor student progress using data.</p> <p>Teachers collect, analyse and respond to formative assessment data.in line with the 2021 assessment framework.</p> <p>Teachers can identify learning progress, trends and gaps from formative assessments and plan priority interventions.</p> <p>Teachers can share data literacy understandings and embedded language.</p> <p>Teachers use formative assessments to validate progress within the Judgement Tool.</p>

Success indicators	Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating student progress			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embedded assessment calendar into PLC /PL forums PLC Cycle and agenda document increased data analysis forums. Data walls established. Seesaw platform containing assessment of learning embedded within Report Meetings.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Document school wide expectations and pedagogical approaches to classroom instruction. Develop a platform of Video Modelled "best practice" instruction and knowledge to support teacher knowledge and understandings. Plan how Induction priority professional learning will be implemented systemically.			

Outcomes	Teachers and leaders will establish classroom non negotiables that support student engagement. Coaches will support teachers with the implementation of expectations into practice. Students will experience consistent routines, structures and expectations to support their regulation and engagement.			
Success indicators	Students will have predictable learning environments accessing common language, school wide tools and support strategies. Students will experience more success in classes Code Purple data will reduce.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer Observation, Reflection and Feedback Cycle evidence implementation of pedagogical model in maths. Coaching conversations evidence implementation of pedagogical model in priority areas of learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	0%
KIS 1.c	Connected schools priority			

Building communities				
Actions	Strengthen and embed the dynamic use of digital evidence in classes to capture and record priority learning. Document a policy and protocols to support the use of digital evidence within the reporting of learning to families.			
Outcomes	Teachers will develop confidence and competence in storing visual data dynamically within appropriate platforms. Teachers will share with parents visual evidence to support priority learning within the student report. Teachers will be able to validate learning against goals.			
Success indicators	Pulse check of parent satisfaction Parent satisfaction around the reporting interview will increase.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Documented Induction Program and sequence of content. Video modelled best practice exemplars embedded within Induction Program and within coaching.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%

Goal 2	Improve student learning growth in English and Mathematics
12-month target 2.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 52% (2021).</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 29% (2021)</p>
12-month target 2.2 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% in 2020 to 50% in 2021.</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% in 2020 to 26% in 2021</p>
12-month target 2.3 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Mathematics from 62% into 2020 to 65% in 2021.</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% in 2020 to 14% in 2021</p>
12-month target 2.4 target	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 63% (2021).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 14% (2021).</p>
KIS 2.a Curriculum planning and assessment	To fully implement evidence–based assessments and decision making across the curriculum
Actions	<p>English</p> <ul style="list-style-type: none"> Embed a English assessment schedule Develop whole school data collection that separates assessments Embed whole school teaching approach to guided reading using the Read, Write, Inc decodable books Introduce Cubed oral comprehension and reading comprehension assessments Increase moderation opportunities around the new assessments

	<p>Maths</p> <ul style="list-style-type: none"> Embed a maths assessment schedule and timeline Embed a scope and sequence of maths priority learning. Analyze and share MOI data to inform maths groupings and levels Embed whole school pre and post maths assessments to inform term planning and construction. Embed A – D Checklist in maths. Use evidence to inform progress against Teacher Judgement Tool.
<p>Outcomes</p>	<p>English</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Finalise the English assessment schedule and ensure staff are clear on deadlines Embed assessment and moderation within the yearly calendar Track whole school data collection Deliver professional learning around RWI decodables and the Cubed assessment <p>Teachers will:</p> <ul style="list-style-type: none"> Complete assessments and moderation inline with the schedule/calendar Plan and deliver guided reading lessons reflective of new PL learning <p>Students will:</p> <ul style="list-style-type: none"> Undertake English assessments Participate in guided reading lessons <p>Maths</p> <ul style="list-style-type: none"> Teachers will employ consistent maths curriculum Teachers will consistently implement the agreed assessment schedule Teachers will increase confidence and accuracy in identifying student learning needs Classroom teaching and student learning will be at the point of need. Teachers will have deeper knowledge and understandings of the maths curriculum. Teachers will be able to support their judgement of learning with evidence. Teachers will meet to engage in reflective practice, evaluate and plan maths curriculum, assessments, lessons

Success indicators	<p>English A documented assessment schedule and evidence of teachers inputting data Moderation leading to trends and gaps reflected in planning documents Teachers documenting guided reading lessons Student data</p> <p>Maths A documented assessment schedule and evidence of teachers inputting data. Teacher formative assessment data is used when completing the judgement tool. Teacher practice in maths is increasingly supported by records and observations of student progress</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop an agreed assessment schedule in collaboration with staff Monitor cohorts	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	from: Term 1 to: Term 4	0%
Activity 2	Schedule within calendar, professional learning around guided reading using the RWI decodable books.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	from: Term 1	0%

	Teachers will have the knowledge and skills to implement the RWI decodable reader assessment and use this within their teaching practice.	<input checked="" type="checkbox"/> Literacy improvement teacher	to: Term 2	
Activity 3	We will schedule within the Term 1 calendar professional learning with teachers around the Cubed assessments. We will facilitate goal setting in our Term 1 calendar using the Cubed assessments. Teachers will have the knowledge and skills to implement the Cubed assessment and use this within their teacher practice and reporting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%
KIS 2.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.			
Actions	<p>English</p> <p>To revise the school's 3 pedagogical model documents</p> <p>To clarify the school's 3 pedagogical models and which students should be accessing each instructional model.</p> <p>To deliver PL on revised pedagogical models to all staff.</p> <p>To monitor and provide staff with feedback through coaching and peer observation on the pedagogical models.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy.</p> <p>Plan professional learning to strengthen the GRR Model knowledge and its application within the maths program.</p> <p>Embed an opportunity for peer observation, reflection and feedback</p>			
Outcomes	<p>Leaders will:</p> <p>Revise the schools 3 pedagogical models to suit all areas of English and Maths</p> <p>Ensure all teachers can articulate which model is most appropriate for their students</p> <p>Deliver PL to all staff on the revised pedagogical models.</p> <p>Support staff through coaching and peer observations on the revised pedagogical models.</p>			

	<p>Teachers will: Participate in PL on revised pedagogical models. Engage in coaching and embed feedback from peer observation based on their goals. Document the correct pedagogical models across English and Maths consistently</p> <p>Students will: Participate in English and Maths lessons following 1 of the 3 pedagogical models</p> <p>Maths Teachers will develop an understanding of GRR essentials to ensure mastery within maths teaching. Teachers planning and instruction will document and evidence embedded components of the GRR. Students will know how lessons are structured and how this supports their learning.</p>
Success indicators	<p>Leaders will: Revise the school's 3 pedagogical models to suit all areas of English and Maths Document coaching conversations and goals. Document peer observations.</p> <p>Teachers will be able to articulate which model is most appropriate for their students Teachers will document the correct pedagogical models across English and Maths consistently within their work programs</p> <p>Improved student data as per the 12 month targets.</p> <p>Maths Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Term calendar will schedule PL on the GRR implementation within maths Documented coaching conversations with teachers will track and monitor successful implementation of the GRR model in maths.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Activity 2	Deliver PL to all staff around the revised pedagogical models Document coaching conversations and peer observations with all staff to ensure understanding of which models to use with their students. Teachers will use the revised pedagogical models within practice and planning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 3	Improve student engagement in learning.			
12-month target 3.1 target	Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)			
12-month target 3.2 target	Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)			
12-month target 3.3 target	Establish student engagement baseline data set on			
KIS 3.a Empowering students and building school pride	Develop students as active and empowered learners.			

Actions	<p>A small number of staff to attend complete professional learning commenced in 2020 detailing best practice in the area of student voice and agency for typically developing students. Reflect new learning from regional PL to address needs of students with ASD. Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS. Investigate data collection sources that allow meaningful feedback from students with a diagnosis of ASD and ID.</p>
Outcomes	<p>Leaders will: Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school.</p> <p>Teachers will; Use differentiated strategies that support access for all students to input meaningfully into their own learning. Document an individual profile for each student detailing his or her specific learning profile with respect to voice and agency. Participate in data collection and / or support students to participate in data collection to create baseline set of data.</p> <p>Students will; Engage with strategies that allow them to meaningfully input into their own learning. Participate in data collection around voice and agency.</p>
Success indicators	<p>In the School Staff survey: Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>In the parent opinion survey: Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A small group of staff to attend a PL on student voice & agency delivered by the Quaglia Institute.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	0%
Activity 2	PBS Action Plan, fortnightly meetings and PL Calendar driving understandings, common language and consistent whole school practices in student voice and agency at JSS	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Assessment Framework and PL Calendar embed opportunities for baseline data collection	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Goal 4	Improve the ability of students to understand themselves and socially relate with others.			
12-month target 4.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 38% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 56% (2021).</p>			
12-month target 4.2 target	The percentage of students working at Foundation or above will demonstrate over 10% growth in Personal Learning “Self–Awareness” from 54% (2020) to 57% (2021).			

	The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 62% (2021).
KIS 4.a Health and wellbeing	Build the personal and social capabilities of each student.
Actions	Develop structured social play activities for specific personal and social goals school wide Identify personal and social assessments Identify scope and sequence for teaching health
Outcomes	<p>Leaders Increased understanding of cross-curricular learning for students at levels A-D and how it relates to the GRR and lesson planning and assessment Organise a complete assessment and teaching expectation for teachers teaching health</p> <p>Teachers and Allied Health Deliver targeted personal and social interventions for students Have increased understandings of cross-curricula learning Deliver health learning appropriate to section and/or age of students</p> <p>Students will Engage in specific play activities embedded into JSS GRR in Primary Have structured activities that address personal and social learning into the middle and later years curriculum Engage in health lessons targeting Body Awareness, Public and Private, Relationships, & online safety for all students Engage in health lessons targeting Puberty, Birth to Conception, & Sexual decision making for students 10+ years old</p>
Success indicators	<p>Teachers and Allied Health Understand how to embed personal and social learning into the GRR model to deliver regular lessons in:</p> <p>Self - Regulation</p> <p>Primary</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship-Based Play (RBP) - Morning Circle - Show and Tell

	<ul style="list-style-type: none"> - Music therapy - Self - Regulation <p>Middle and Later</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting - Self - Regulation <p>Student improvements as reflected in judgment tool data represented by growth of 3%. Improvements in knowledge indicated by health rubric and assessments</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop structured social play activities for specific personal and social goals school wide	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Identify personal and social assessments	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1	0%

		<input checked="" type="checkbox"/> Learning specialist(s)	to: Term 4	
Activity 3	Identify scope and sequence for teaching health	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%

Monitoring and assessment - 2021

Mid Term 2 monitoring monitoring

Goal 1	2021 Priorities Goal
12-month target 1.1 target	<p>Develop data literacy of teachers to inform understanding of priority interventions, and identify students requiring additional support through the tutoring initiative.</p> <p>Refine whole school approach to staff induction to embed consistent pedagogical approaches that support and promote positive student engagement.</p> <p>Strengthen and embed the school-wide approach to communication, incorporating the use of digital learning technologies for reporting.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Establish and embed consistent approaches to formative assessment and achievable timelines</p> <p>Use PLCs and PL forums to analyse data and plan interventions.</p> <p>Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning</p>
Outcomes	<p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will regularly share and monitor student progress using data.</p> <p>Teachers collect, analyse and respond to formative assessment data.in line with the 2021 assessment framework.</p> <p>Teachers can identify learning progress, trends and gaps from formative assessments and plan priority interventions.</p> <p>Teachers can share data literacy understandings and embedded language.</p> <p>Teachers use formative assessments to validate progress within the Judgement Tool.</p>

Success indicators	Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating student progress			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embedded assessment calendar into PLC /PL forums PLC Cycle and agenda document increased data analysis forums. Data walls established. Seesaw platform containing assessment of learning embedded within Report Meetings.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Document school wide expectations and pedagogical approaches to classroom instruction. Develop a platform of Video Modelled "best practice" instruction and knowledge to support teacher knowledge and understandings. Plan how Induction priority professional learning will be implemented systemically.			

Outcomes	Teachers and leaders will establish classroom non negotiables that support student engagement. Coaches will support teachers with the implementation of expectations into practice. Students will experience consistent routines, structures and expectations to support their regulation and engagement.			
Success indicators	Students will have predictable learning environments accessing common language, school wide tools and support strategies. Students will experience more success in classes Code Purple data will reduce.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer Observation, Reflection and Feedback Cycle evidence implementation of pedagogical model in maths. Coaching conversations evidence implementation of pedagogical model in priority areas of learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	0%
KIS 1.c	Connected schools priority			

Building communities				
Actions	Strengthen and embed the dynamic use of digital evidence in classes to capture and record priority learning. Document a policy and protocols to support the use of digital evidence within the reporting of learning to families.			
Outcomes	Teachers will develop confidence and competence in storing visual data dynamically within appropriate platforms. Teachers will share with parents visual evidence to support priority learning within the student report. Teachers will be able to validate learning against goals.			
Success indicators	Pulse check of parent satisfaction Parent satisfaction around the reporting interview will increase.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Documented Induction Program and sequence of content. Video modelled best practice exemplars embedded within Induction Program and within coaching.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%

Goal 2	Improve student learning growth in English and Mathematics
12-month target 2.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 52% (2021).</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 29% (2021)</p>
12-month target 2.2 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% in 2020 to 50% in 2021.</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% in 2020 to 26% in 2021</p>
12-month target 2.3 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Mathematics from 62% into 2020 to 65% in 2021.</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% in 2020 to 14% in 2021</p>
12-month target 2.4 target	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 63% (2021).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 14% (2021).</p>
KIS 2.a Curriculum planning and assessment	To fully implement evidence–based assessments and decision making across the curriculum
Actions	<p>English</p> <ul style="list-style-type: none"> Embed a English assessment schedule Develop whole school data collection that separates assessments Embed whole school teaching approach to guided reading using the Read, Write, Inc decodable books Introduce Cubed oral comprehension and reading comprehension assessments Increase moderation opportunities around the new assessments

	<p>Maths</p> <ul style="list-style-type: none"> Embed a maths assessment schedule and timeline Embed a scope and sequence of maths priority learning. Analyze and share MOI data to inform maths groupings and levels Embed whole school pre and post maths assessments to inform term planning and construction. Embed A – D Checklist in maths. Use evidence to inform progress against Teacher Judgement Tool.
Outcomes	<p>English</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Finalise the English assessment schedule and ensure staff are clear on deadlines Embed assessment and moderation within the yearly calendar Track whole school data collection Deliver professional learning around RWI decodables and the Cubed assessment <p>Teachers will:</p> <ul style="list-style-type: none"> Complete assessments and moderation inline with the schedule/calendar Plan and deliver guided reading lessons reflective of new PL learning <p>Students will:</p> <ul style="list-style-type: none"> Undertake English assessments Participate in guided reading lessons <p>Maths</p> <ul style="list-style-type: none"> Teachers will employ consistent maths curriculum Teachers will consistently implement the agreed assessment schedule Teachers will increase confidence and accuracy in identifying student learning needs Classroom teaching and student learning will be at the point of need. Teachers will have deeper knowledge and understandings of the maths curriculum. Teachers will be able to support their judgement of learning with evidence. Teachers will meet to engage in reflective practice, evaluate and plan maths curriculum, assessments, lessons

Success indicators	<p>English A documented assessment schedule and evidence of teachers inputting data Moderation leading to trends and gaps reflected in planning documents Teachers documenting guided reading lessons Student data</p> <p>Maths A documented assessment schedule and evidence of teachers inputting data. Teacher formative assessment data is used when completing the judgement tool. Teacher practice in maths is increasingly supported by records and observations of student progress</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop an agreed assessment schedule in collaboration with staff Monitor cohorts	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	from: Term 1 to: Term 4	0%
Activity 2	Schedule within calendar, professional learning around guided reading using the RWI decodable books.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	from: Term 1	0%

	Teachers will have the knowledge and skills to implement the RWI decodable reader assessment and use this within their teaching practice.	<input checked="" type="checkbox"/> Literacy improvement teacher	to: Term 2	
Activity 3	We will schedule within the Term 1 calendar professional learning with teachers around the Cubed assessments. We will facilitate goal setting in our Term 1 calendar using the Cubed assessments. Teachers will have the knowledge and skills to implement the Cubed assessment and use this within their teacher practice and reporting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%
KIS 2.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.			
Actions	<p>English</p> <p>To revise the school's 3 pedagogical model documents</p> <p>To clarify the school's 3 pedagogical models and which students should be accessing each instructional model.</p> <p>To deliver PL on revised pedagogical models to all staff.</p> <p>To monitor and provide staff with feedback through coaching and peer observation on the pedagogical models.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy.</p> <p>Plan professional learning to strengthen the GRR Model knowledge and its application within the maths program.</p> <p>Embed an opportunity for peer observation, reflection and feedback</p>			
Outcomes	<p>Leaders will:</p> <p>Revise the schools 3 pedagogical models to suit all areas of English and Maths</p> <p>Ensure all teachers can articulate which model is most appropriate for their students</p> <p>Deliver PL to all staff on the revised pedagogical models.</p> <p>Support staff through coaching and peer observations on the revised pedagogical models.</p>			

	<p>Teachers will: Participate in PL on revised pedagogical models. Engage in coaching and embed feedback from peer observation based on their goals. Document the correct pedagogical models across English and Maths consistently</p> <p>Students will: Participate in English and Maths lessons following 1 of the 3 pedagogical models</p> <p>Maths Teachers will develop an understanding of GRR essentials to ensure mastery within maths teaching. Teachers planning and instruction will document and evidence embedded components of the GRR. Students will know how lessons are structured and how this supports their learning.</p>
Success indicators	<p>Leaders will: Revise the school's 3 pedagogical models to suit all areas of English and Maths Document coaching conversations and goals. Document peer observations.</p> <p>Teachers will be able to articulate which model is most appropriate for their students Teachers will document the correct pedagogical models across English and Maths consistently within their work programs</p> <p>Improved student data as per the 12 month targets.</p> <p>Maths Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Term calendar will schedule PL on the GRR implementation within maths Documented coaching conversations with teachers will track and monitor successful implementation of the GRR model in maths.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Activity 2	Deliver PL to all staff around the revised pedagogical models Document coaching conversations and peer observations with all staff to ensure understanding of which models to use with their students. Teachers will use the revised pedagogical models within practice and planning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 3	Improve student engagement in learning.			
12-month target 3.1 target	Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)			
12-month target 3.2 target	Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)			
12-month target 3.3 target	Establish student engagement baseline data set on			
KIS 3.a Empowering students and building school pride	Develop students as active and empowered learners.			

Actions	<p>A small number of staff to attend complete professional learning commenced in 2020 detailing best practice in the area of student voice and agency for typically developing students. Reflect new learning from regional PL to address needs of students with ASD. Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS. Investigate data collection sources that allow meaningful feedback from students with a diagnosis of ASD and ID.</p>
Outcomes	<p>Leaders will: Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school.</p> <p>Teachers will; Use differentiated strategies that support access for all students to input meaningfully into their own learning. Document an individual profile for each student detailing his or her specific learning profile with respect to voice and agency. Participate in data collection and / or support students to participate in data collection to create baseline set of data.</p> <p>Students will; Engage with strategies that allow them to meaningfully input into their own learning. Participate in data collection around voice and agency.</p>
Success indicators	<p>In the School Staff survey: Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>In the parent opinion survey: Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A small group of staff to attend a PL on student voice & agency delivered by the Quaglia Institute.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	0%
Activity 2	PBS Action Plan, fortnightly meetings and PL Calendar driving understandings, common language and consistent whole school practices in student voice and agency at JSS	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Assessment Framework and PL Calendar embed opportunities for baseline data collection	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Goal 4	Improve the ability of students to understand themselves and socially relate with others.			
12-month target 4.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 38% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 56% (2021).</p>			
12-month target 4.2 target	The percentage of students working at Foundation or above will demonstrate over 10% growth in Personal Learning “Self–Awareness” from 54% (2020) to 57% (2021).			

	The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 62% (2021).
KIS 4.a Health and wellbeing	Build the personal and social capabilities of each student.
Actions	Develop structured social play activities for specific personal and social goals school wide Identify personal and social assessments Identify scope and sequence for teaching health
Outcomes	<p>Leaders Increased understanding of cross-curricular learning for students at levels A-D and how it relates to the GRR and lesson planning and assessment Organise a complete assessment and teaching expectation for teachers teaching health</p> <p>Teachers and Allied Health Deliver targeted personal and social interventions for students Have increased understandings of cross-curricula learning Deliver health learning appropriate to section and/or age of students</p> <p>Students will Engage in specific play activities embedded into JSS GRR in Primary Have structured activities that address personal and social learning into the middle and later years curriculum Engage in health lessons targeting Body Awareness, Public and Private, Relationships, & online safety for all students Engage in health lessons targeting Puberty, Birth to Conception, & Sexual decision making for students 10+ years old</p>
Success indicators	<p>Teachers and Allied Health Understand how to embed personal and social learning into the GRR model to deliver regular lessons in:</p> <p>Self - Regulation</p> <p>Primary</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship-Based Play (RBP) - Morning Circle - Show and Tell

	<ul style="list-style-type: none"> - Music therapy - Self - Regulation <p>Middle and Later</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting - Self - Regulation <p>Student improvements as reflected in judgment tool data represented by growth of 3%. Improvements in knowledge indicated by health rubric and assessments</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop structured social play activities for specific personal and social goals school wide	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Identify personal and social assessments	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1	0%

		<input checked="" type="checkbox"/> Learning specialist(s)	to: Term 4	
Activity 3	Identify scope and sequence for teaching health	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%

Monitoring and assessment - 2021

Mid Term 3 monitoring monitoring

Goal 1	2021 Priorities Goal
12-month target 1.1 target	<p>Develop data literacy of teachers to inform understanding of priority interventions, and identify students requiring additional support through the tutoring initiative.</p> <p>Refine whole school approach to staff induction to embed consistent pedagogical approaches that support and promote positive student engagement.</p> <p>Strengthen and embed the school-wide approach to communication, incorporating the use of digital learning technologies for reporting.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Establish and embed consistent approaches to formative assessment and achievable timelines</p> <p>Use PLCs and PL forums to analyse data and plan interventions.</p> <p>Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning</p>
Outcomes	<p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will regularly share and monitor student progress using data.</p> <p>Teachers collect, analyse and respond to formative assessment data.in line with the 2021 assessment framework.</p> <p>Teachers can identify learning progress, trends and gaps from formative assessments and plan priority interventions.</p> <p>Teachers can share data literacy understandings and embedded language.</p> <p>Teachers use formative assessments to validate progress within the Judgement Tool.</p>

Success indicators	Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating student progress			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embedded assessment calendar into PLC /PL forums PLC Cycle and agenda document increased data analysis forums. Data walls established. Seesaw platform containing assessment of learning embedded within Report Meetings.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Document school wide expectations and pedagogical approaches to classroom instruction. Develop a platform of Video Modelled "best practice" instruction and knowledge to support teacher knowledge and understandings. Plan how Induction priority professional learning will be implemented systemically.			

Outcomes	Teachers and leaders will establish classroom non negotiables that support student engagement. Coaches will support teachers with the implementation of expectations into practice. Students will experience consistent routines, structures and expectations to support their regulation and engagement.			
Success indicators	Students will have predictable learning environments accessing common language, school wide tools and support strategies. Students will experience more success in classes Code Purple data will reduce.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer Observation, Reflection and Feedback Cycle evidence implementation of pedagogical model in maths. Coaching conversations evidence implementation of pedagogical model in priority areas of learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	0%
KIS 1.c	Connected schools priority			

Building communities				
Actions	Strengthen and embed the dynamic use of digital evidence in classes to capture and record priority learning. Document a policy and protocols to support the use of digital evidence within the reporting of learning to families.			
Outcomes	Teachers will develop confidence and competence in storing visual data dynamically within appropriate platforms. Teachers will share with parents visual evidence to support priority learning within the student report. Teachers will be able to validate learning against goals.			
Success indicators	Pulse check of parent satisfaction Parent satisfaction around the reporting interview will increase.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Documented Induction Program and sequence of content. Video modelled best practice exemplars embedded within Induction Program and within coaching.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%

Goal 2	Improve student learning growth in English and Mathematics
12-month target 2.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 52% (2021).</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 29% (2021)</p>
12-month target 2.2 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% in 2020 to 50% in 2021.</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% in 2020 to 26% in 2021</p>
12-month target 2.3 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Mathematics from 62% into 2020 to 65% in 2021.</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% in 2020 to 14% in 2021</p>
12-month target 2.4 target	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 63% (2021).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 14% (2021).</p>
KIS 2.a Curriculum planning and assessment	To fully implement evidence–based assessments and decision making across the curriculum
Actions	<p>English</p> <ul style="list-style-type: none"> Embed a English assessment schedule Develop whole school data collection that separates assessments Embed whole school teaching approach to guided reading using the Read, Write, Inc decodable books Introduce Cubed oral comprehension and reading comprehension assessments Increase moderation opportunities around the new assessments

	<p>Maths</p> <ul style="list-style-type: none"> Embed a maths assessment schedule and timeline Embed a scope and sequence of maths priority learning. Analyze and share MOI data to inform maths groupings and levels Embed whole school pre and post maths assessments to inform term planning and construction. Embed A – D Checklist in maths. Use evidence to inform progress against Teacher Judgement Tool.
<p>Outcomes</p>	<p>English</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Finalise the English assessment schedule and ensure staff are clear on deadlines Embed assessment and moderation within the yearly calendar Track whole school data collection Deliver professional learning around RWI decodables and the Cubed assessment <p>Teachers will:</p> <ul style="list-style-type: none"> Complete assessments and moderation inline with the schedule/calendar Plan and deliver guided reading lessons reflective of new PL learning <p>Students will:</p> <ul style="list-style-type: none"> Undertake English assessments Participate in guided reading lessons <p>Maths</p> <ul style="list-style-type: none"> Teachers will employ consistent maths curriculum Teachers will consistently implement the agreed assessment schedule Teachers will increase confidence and accuracy in identifying student learning needs Classroom teaching and student learning will be at the point of need. Teachers will have deeper knowledge and understandings of the maths curriculum. Teachers will be able to support their judgement of learning with evidence. Teachers will meet to engage in reflective practice, evaluate and plan maths curriculum, assessments, lessons

Success indicators	<p>English A documented assessment schedule and evidence of teachers inputting data Moderation leading to trends and gaps reflected in planning documents Teachers documenting guided reading lessons Student data</p> <p>Maths A documented assessment schedule and evidence of teachers inputting data. Teacher formative assessment data is used when completing the judgement tool. Teacher practice in maths is increasingly supported by records and observations of student progress</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop an agreed assessment schedule in collaboration with staff Monitor cohorts	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	from: Term 1 to: Term 4	0%
Activity 2	Schedule within calendar, professional learning around guided reading using the RWI decodable books.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	from: Term 1	0%

	Teachers will have the knowledge and skills to implement the RWI decodable reader assessment and use this within their teaching practice.	<input checked="" type="checkbox"/> Literacy improvement teacher	to: Term 2	
Activity 3	We will schedule within the Term 1 calendar professional learning with teachers around the Cubed assessments. We will facilitate goal setting in our Term 1 calendar using the Cubed assessments. Teachers will have the knowledge and skills to implement the Cubed assessment and use this within their teacher practice and reporting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%
KIS 2.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.			
Actions	<p>English</p> <p>To revise the school's 3 pedagogical model documents</p> <p>To clarify the school's 3 pedagogical models and which students should be accessing each instructional model.</p> <p>To deliver PL on revised pedagogical models to all staff.</p> <p>To monitor and provide staff with feedback through coaching and peer observation on the pedagogical models.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy.</p> <p>Plan professional learning to strengthen the GRR Model knowledge and its application within the maths program.</p> <p>Embed an opportunity for peer observation, reflection and feedback</p>			
Outcomes	<p>Leaders will:</p> <p>Revise the schools 3 pedagogical models to suit all areas of English and Maths</p> <p>Ensure all teachers can articulate which model is most appropriate for their students</p> <p>Deliver PL to all staff on the revised pedagogical models.</p> <p>Support staff through coaching and peer observations on the revised pedagogical models.</p>			

	<p>Teachers will: Participate in PL on revised pedagogical models. Engage in coaching and embed feedback from peer observation based on their goals. Document the correct pedagogical models across English and Maths consistently</p> <p>Students will: Participate in English and Maths lessons following 1 of the 3 pedagogical models</p> <p>Maths Teachers will develop an understanding of GRR essentials to ensure mastery within maths teaching. Teachers planning and instruction will document and evidence embedded components of the GRR. Students will know how lessons are structured and how this supports their learning.</p>
Success indicators	<p>Leaders will: Revise the school's 3 pedagogical models to suit all areas of English and Maths Document coaching conversations and goals. Document peer observations.</p> <p>Teachers will be able to articulate which model is most appropriate for their students Teachers will document the correct pedagogical models across English and Maths consistently within their work programs</p> <p>Improved student data as per the 12 month targets.</p> <p>Maths Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Term calendar will schedule PL on the GRR implementation within maths Documented coaching conversations with teachers will track and monitor successful implementation of the GRR model in maths.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Activity 2	Deliver PL to all staff around the revised pedagogical models Document coaching conversations and peer observations with all staff to ensure understanding of which models to use with their students. Teachers will use the revised pedagogical models within practice and planning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 3	Improve student engagement in learning.			
12-month target 3.1 target	Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)			
12-month target 3.2 target	Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)			
12-month target 3.3 target	Establish student engagement baseline data set on			
KIS 3.a Empowering students and building school pride	Develop students as active and empowered learners.			

Actions	<p>A small number of staff to attend complete professional learning commenced in 2020 detailing best practice in the area of student voice and agency for typically developing students. Reflect new learning from regional PL to address needs of students with ASD. Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS. Investigate data collection sources that allow meaningful feedback from students with a diagnosis of ASD and ID.</p>
Outcomes	<p>Leaders will: Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school.</p> <p>Teachers will; Use differentiated strategies that support access for all students to input meaningfully into their own learning. Document an individual profile for each student detailing his or her specific learning profile with respect to voice and agency. Participate in data collection and / or support students to participate in data collection to create baseline set of data.</p> <p>Students will; Engage with strategies that allow them to meaningfully input into their own learning. Participate in data collection around voice and agency.</p>
Success indicators	<p>In the School Staff survey: Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>In the parent opinion survey: Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A small group of staff to attend a PL on student voice & agency delivered by the Quaglia Institute.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	0%
Activity 2	PBS Action Plan, fortnightly meetings and PL Calendar driving understandings, common language and consistent whole school practices in student voice and agency at JSS	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Assessment Framework and PL Calendar embed opportunities for baseline data collection	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Goal 4	Improve the ability of students to understand themselves and socially relate with others.			
12-month target 4.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 38% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 56% (2021).</p>			
12-month target 4.2 target	The percentage of students working at Foundation or above will demonstrate over 10% growth in Personal Learning “Self–Awareness” from 54% (2020) to 57% (2021).			

	The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 62% (2021).
KIS 4.a Health and wellbeing	Build the personal and social capabilities of each student.
Actions	Develop structured social play activities for specific personal and social goals school wide Identify personal and social assessments Identify scope and sequence for teaching health
Outcomes	<p>Leaders Increased understanding of cross-curricular learning for students at levels A-D and how it relates to the GRR and lesson planning and assessment Organise a complete assessment and teaching expectation for teachers teaching health</p> <p>Teachers and Allied Health Deliver targeted personal and social interventions for students Have increased understandings of cross-curricula learning Deliver health learning appropriate to section and/or age of students</p> <p>Students will Engage in specific play activities embedded into JSS GRR in Primary Have structured activities that address personal and social learning into the middle and later years curriculum Engage in health lessons targeting Body Awareness, Public and Private, Relationships, & online safety for all students Engage in health lessons targeting Puberty, Birth to Conception, & Sexual decision making for students 10+ years old</p>
Success indicators	<p>Teachers and Allied Health Understand how to embed personal and social learning into the GRR model to deliver regular lessons in:</p> <p>Self - Regulation</p> <p>Primary</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship-Based Play (RBP) - Morning Circle - Show and Tell

	<ul style="list-style-type: none"> - Music therapy - Self - Regulation <p>Middle and Later</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting - Self - Regulation <p>Student improvements as reflected in judgment tool data represented by growth of 3%. Improvements in knowledge indicated by health rubric and assessments</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop structured social play activities for specific personal and social goals school wide	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Identify personal and social assessments	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1	0%

		<input checked="" type="checkbox"/> Learning specialist(s)	to: Term 4	
Activity 3	Identify scope and sequence for teaching health	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%

Monitoring and assessment - 2021

Mid Term 4 monitoring monitoring

Goal 1	2021 Priorities Goal
12-month target 1.1 target	<p>Develop data literacy of teachers to inform understanding of priority interventions, and identify students requiring additional support through the tutoring initiative.</p> <p>Refine whole school approach to staff induction to embed consistent pedagogical approaches that support and promote positive student engagement.</p> <p>Strengthen and embed the school-wide approach to communication, incorporating the use of digital learning technologies for reporting.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Establish and embed consistent approaches to formative assessment and achievable timelines</p> <p>Use PLCs and PL forums to analyse data and plan interventions.</p> <p>Establish/Support staff to embed the use of data walls for reading and writing to inform targeted planning</p>
Outcomes	<p>Teachers will consistently implement the agreed assessment schedule</p> <p>Teachers will regularly share and monitor student progress using data.</p> <p>Teachers collect, analyse and respond to formative assessment data.in line with the 2021 assessment framework.</p> <p>Teachers can identify learning progress, trends and gaps from formative assessments and plan priority interventions.</p> <p>Teachers can share data literacy understandings and embedded language.</p> <p>Teachers use formative assessments to validate progress within the Judgement Tool.</p>

Success indicators	Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments Data walls indicating student progress			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Embedded assessment calendar into PLC /PL forums PLC Cycle and agenda document increased data analysis forums. Data walls established. Seesaw platform containing assessment of learning embedded within Report Meetings.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Document school wide expectations and pedagogical approaches to classroom instruction. Develop a platform of Video Modelled "best practice" instruction and knowledge to support teacher knowledge and understandings. Plan how Induction priority professional learning will be implemented systemically.			

Outcomes	Teachers and leaders will establish classroom non negotiables that support student engagement. Coaches will support teachers with the implementation of expectations into practice. Students will experience consistent routines, structures and expectations to support their regulation and engagement.			
Success indicators	Students will have predictable learning environments accessing common language, school wide tools and support strategies. Students will experience more success in classes Code Purple data will reduce.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer Observation, Reflection and Feedback Cycle evidence implementation of pedagogical model in maths. Coaching conversations evidence implementation of pedagogical model in priority areas of learning.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	0%
KIS 1.c	Connected schools priority			

Building communities				
Actions	Strengthen and embed the dynamic use of digital evidence in classes to capture and record priority learning. Document a policy and protocols to support the use of digital evidence within the reporting of learning to families.			
Outcomes	Teachers will develop confidence and competence in storing visual data dynamically within appropriate platforms. Teachers will share with parents visual evidence to support priority learning within the student report. Teachers will be able to validate learning against goals.			
Success indicators	Pulse check of parent satisfaction Parent satisfaction around the reporting interview will increase.			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Documented Induction Program and sequence of content. Video modelled best practice exemplars embedded within Induction Program and within coaching.	<input checked="" type="checkbox"/> School improvement team <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%

Goal 2	Improve student learning growth in English and Mathematics
12-month target 2.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in English from 49% (2020) to 52% (2021).</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in English will decline from 33% (2020) to less than 29% (2021)</p>
12-month target 2.2 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Mathematics from 47% in 2020 to 50% in 2021.</p> <p>The percentage of students working in levels A–D (Victorian Curriculum) demonstrating negative growth in Mathematics will decline from 29% in 2020 to 26% in 2021</p>
12-month target 2.3 target	<p>The percentage of students working at Foundation or above will demonstrate over 10% growth in Mathematics from 62% into 2020 to 65% in 2021.</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in Mathematics will decline from 17% in 2020 to 14% in 2021</p>
12-month target 2.4 target	<p>The percentage of Foundation and above that demonstrate over 10% growth in English will increase from 60% (2020) to 63% (2021).</p> <p>The percentage of students working at Foundation or above demonstrating negative growth in English will decline from 15% (2020) to less than 14% (2021).</p>
KIS 2.a Curriculum planning and assessment	To fully implement evidence–based assessments and decision making across the curriculum
Actions	<p>English</p> <ul style="list-style-type: none"> Embed a English assessment schedule Develop whole school data collection that separates assessments Embed whole school teaching approach to guided reading using the Read, Write, Inc decodable books Introduce Cubed oral comprehension and reading comprehension assessments Increase moderation opportunities around the new assessments

	<p>Maths</p> <ul style="list-style-type: none"> Embed a maths assessment schedule and timeline Embed a scope and sequence of maths priority learning. Analyze and share MOI data to inform maths groupings and levels Embed whole school pre and post maths assessments to inform term planning and construction. Embed A – D Checklist in maths. Use evidence to inform progress against Teacher Judgement Tool.
<p>Outcomes</p>	<p>English</p> <p>Leaders will:</p> <ul style="list-style-type: none"> Finalise the English assessment schedule and ensure staff are clear on deadlines Embed assessment and moderation within the yearly calendar Track whole school data collection Deliver professional learning around RWI decodables and the Cubed assessment <p>Teachers will:</p> <ul style="list-style-type: none"> Complete assessments and moderation inline with the schedule/calendar Plan and deliver guided reading lessons reflective of new PL learning <p>Students will:</p> <ul style="list-style-type: none"> Undertake English assessments Participate in guided reading lessons <p>Maths</p> <ul style="list-style-type: none"> Teachers will employ consistent maths curriculum Teachers will consistently implement the agreed assessment schedule Teachers will increase confidence and accuracy in identifying student learning needs Classroom teaching and student learning will be at the point of need. Teachers will have deeper knowledge and understandings of the maths curriculum. Teachers will be able to support their judgement of learning with evidence. Teachers will meet to engage in reflective practice, evaluate and plan maths curriculum, assessments, lessons

Success indicators	<p>English A documented assessment schedule and evidence of teachers inputting data Moderation leading to trends and gaps reflected in planning documents Teachers documenting guided reading lessons Student data</p> <p>Maths A documented assessment schedule and evidence of teachers inputting data. Teacher formative assessment data is used when completing the judgement tool. Teacher practice in maths is increasingly supported by records and observations of student progress</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop an agreed assessment schedule in collaboration with staff Monitor cohorts	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy improvement teacher <input checked="" type="checkbox"/> Numeracy improvement teacher	from: Term 1 to: Term 4	0%
Activity 2	Schedule within calendar, professional learning around guided reading using the RWI decodable books.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader	from: Term 1	0%

	Teachers will have the knowledge and skills to implement the RWI decodable reader assessment and use this within their teaching practice.	<input checked="" type="checkbox"/> Literacy improvement teacher	to: Term 2	
Activity 3	We will schedule within the Term 1 calendar professional learning with teachers around the Cubed assessments. We will facilitate goal setting in our Term 1 calendar using the Cubed assessments. Teachers will have the knowledge and skills to implement the Cubed assessment and use this within their teacher practice and reporting.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> Literacy improvement teacher	from: Term 1 to: Term 2	0%
KIS 2.b Building practice excellence	To fully embed the school's pedagogical model across all areas of the curriculum.			
Actions	<p>English</p> <p>To revise the school's 3 pedagogical model documents</p> <p>To clarify the school's 3 pedagogical models and which students should be accessing each instructional model.</p> <p>To deliver PL on revised pedagogical models to all staff.</p> <p>To monitor and provide staff with feedback through coaching and peer observation on the pedagogical models.</p> <p>Maths</p> <p>Establish baseline data around teacher efficacy.</p> <p>Plan professional learning to strengthen the GRR Model knowledge and its application within the maths program.</p> <p>Embed an opportunity for peer observation, reflection and feedback</p>			
Outcomes	<p>Leaders will:</p> <p>Revise the schools 3 pedagogical models to suit all areas of English and Maths</p> <p>Ensure all teachers can articulate which model is most appropriate for their students</p> <p>Deliver PL to all staff on the revised pedagogical models.</p> <p>Support staff through coaching and peer observations on the revised pedagogical models.</p>			

	<p>Teachers will: Participate in PL on revised pedagogical models. Engage in coaching and embed feedback from peer observation based on their goals. Document the correct pedagogical models across English and Maths consistently</p> <p>Students will: Participate in English and Maths lessons following 1 of the 3 pedagogical models</p> <p>Maths Teachers will develop an understanding of GRR essentials to ensure mastery within maths teaching. Teachers planning and instruction will document and evidence embedded components of the GRR. Students will know how lessons are structured and how this supports their learning.</p>
Success indicators	<p>Leaders will: Revise the school's 3 pedagogical models to suit all areas of English and Maths Document coaching conversations and goals. Document peer observations.</p> <p>Teachers will be able to articulate which model is most appropriate for their students Teachers will document the correct pedagogical models across English and Maths consistently within their work programs</p> <p>Improved student data as per the 12 month targets.</p> <p>Maths Classroom observations and learning walks support the take up of professional learning within maths teaching.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Term calendar will schedule PL on the GRR implementation within maths Documented coaching conversations with teachers will track and monitor successful implementation of the GRR model in maths.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Activity 2	Deliver PL to all staff around the revised pedagogical models Document coaching conversations and peer observations with all staff to ensure understanding of which models to use with their students. Teachers will use the revised pedagogical models within practice and planning.	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Goal 3	Improve student engagement in learning.			
12-month target 3.1 target	Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)			
12-month target 3.2 target	Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)			
12-month target 3.3 target	Establish student engagement baseline data set on			
KIS 3.a Empowering students and building school pride	Develop students as active and empowered learners.			

Actions	<p>A small number of staff to attend complete professional learning commenced in 2020 detailing best practice in the area of student voice and agency for typically developing students. Reflect new learning from regional PL to address needs of students with ASD. Develop key understandings, common language and consistent whole school practices in student voice and agency at JSS. Investigate data collection sources that allow meaningful feedback from students with a diagnosis of ASD and ID.</p>
Outcomes	<p>Leaders will: Identify and embed whole school practice that promotes student voice and agency at JSS. Develop school policy specific to student voice and agency within the school. Develop valid data sets that track student voice and agency practices within the school.</p> <p>Teachers will; Use differentiated strategies that support access for all students to input meaningfully into their own learning. Document an individual profile for each student detailing his or her specific learning profile with respect to voice and agency. Participate in data collection and / or support students to participate in data collection to create baseline set of data.</p> <p>Students will; Engage with strategies that allow them to meaningfully input into their own learning. Participate in data collection around voice and agency.</p>
Success indicators	<p>In the School Staff survey: Focus on real life problems will increase from 80% (2019) positive endorsement to 83% (2021) Promote student ownership of student goals will increase from 64% (2019) positive endorsement to 67% (2021) Understand formative assessment will increase from 64% (2019) positive endorsement to 67% (2021)</p> <p>In the parent opinion survey: Voice and Agency will increase from 84% (2019) positive endorsement to 86% (2021) Student cognitive engagement – Motivation and support will increase from 88% (2019) positive endorsement to 90% (2021)</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	A small group of staff to attend a PL on student voice & agency delivered by the Quaglia Institute.	<input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 2	0%
Activity 2	PBS Action Plan, fortnightly meetings and PL Calendar driving understandings, common language and consistent whole school practices in student voice and agency at JSS	<input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	0%
Activity 3	Assessment Framework and PL Calendar embed opportunities for baseline data collection	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	0%
Goal 4	Improve the ability of students to understand themselves and socially relate with others.			
12-month target 4.1 target	<p>The percentage of students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Personal Learning “Self–Awareness” from 35% (2020) to 38% (2021).</p> <p>The percentage of students in levels A–D (Victorian Curriculum) that demonstrate positive growth in Personal Learning “Social Awareness” will increase from 53% (2020) to 56% (2021).</p>			
12-month target 4.2 target	The percentage of students working at Foundation or above will demonstrate over 10% growth in Personal Learning “Self–Awareness” from 54% (2020) to 57% (2021).			

	The percentage of Foundation and above students that demonstrate over 10% positive growth in Personal Learning “Social Awareness” will increase from 59% (2020) to 62% (2021).
KIS 4.a Health and wellbeing	Build the personal and social capabilities of each student.
Actions	Develop structured social play activities for specific personal and social goals school wide Identify personal and social assessments Identify scope and sequence for teaching health
Outcomes	<p>Leaders Increased understanding of cross-curricular learning for students at levels A-D and how it relates to the GRR and lesson planning and assessment Organise a complete assessment and teaching expectation for teachers teaching health</p> <p>Teachers and Allied Health Deliver targeted personal and social interventions for students Have increased understandings of cross-curricula learning Deliver health learning appropriate to section and/or age of students</p> <p>Students will Engage in specific play activities embedded into JSS GRR in Primary Have structured activities that address personal and social learning into the middle and later years curriculum Engage in health lessons targeting Body Awareness, Public and Private, Relationships, & online safety for all students Engage in health lessons targeting Puberty, Birth to Conception, & Sexual decision making for students 10+ years old</p>
Success indicators	<p>Teachers and Allied Health Understand how to embed personal and social learning into the GRR model to deliver regular lessons in:</p> <p>Self - Regulation</p> <p>Primary</p> <ul style="list-style-type: none"> - Learn to play (LTP) - Relationship-Based Play (RBP) - Morning Circle - Show and Tell

	<ul style="list-style-type: none"> - Music therapy - Self - Regulation <p>Middle and Later</p> <ul style="list-style-type: none"> - Lego - MovieTime - Morning Meeting - Self - Regulation <p>Student improvements as reflected in judgment tool data represented by growth of 3%. Improvements in knowledge indicated by health rubric and assessments</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop structured social play activities for specific personal and social goals school wide	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Identify personal and social assessments	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1	0%

		<input checked="" type="checkbox"/> Learning specialist(s)	to: Term 4	
Activity 3	Identify scope and sequence for teaching health	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2021

SEIL Feedback