# Monitoring and assessment - 2022

Jennings Street School (5215)



Submitted for review by Rosemary Hayes (School Principal) on 24 January, 2022 at 07:03 AM
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 25 July, 2022 at 08:49 PM
Awaiting endorsement by School Council President

# Monitoring and assessment - 2022

## Term 1 monitoring (optional)

| Goal 1 | 2022 Priorities Goal<br>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
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| **12-month target 1.1 target** | Implement data walls and monitoring strategies to track the students identified as making "no growth" or "regression".<br><br>The tutor initiative will provide targeted interventions to support the identified cohort of students.<br><br>Support mental health prevention and promotion across the school. |
| **KIS 1.a**<br>Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Coaches will use the PLC forum to analyze & validate data and identify students whose learning is at risk of progressing<br>Coaches will employ tools to create data walls to focus the work of teachers on growth and achievement<br>PLC's will map, measure and monitor learning using tangible strategies<br>PLC's will build into their cycle strategies to regularly visit the data.<br>Coaches will build "tracking learning" conversations into their coaching.<br>The tutor initiative will provide targeted interventions to support the identified cohort of students. |
| Outcomes | Teachers will build confidence incorporating evidence into strategies for everyday teaching<br>Teachers will build collective efficacy and ownership around student learning<br>Teachers will collaborate around patterns in data. problem solve the root cause and target their instruction<br>The tutor will utilize the data wall evidence to target learning interventions. |

| Success indicators | Evidence within the Curriculum Level Trackers S1/S2 validates reduced percentage of students identified within the category of "regressed"<br>Evidence within the Curriculum Level Tracker S1/S2 validates increased percentage of students identified within the category of "made progress" |
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| Delivery of the annual actions for this KIS | Completed |
| Enablers<br>• *What enablers are supporting the delivery of this KIS?* | ☑ Sufficient budget<br>☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br><br>☑ Sufficient time allocated<br><br>☑ Key improvement strategies are able to be implemented<br><br>☑ Improvement efforts are well focussed (the school was able to prioritise well)<br><br>☑ Staff capability and consistency of practice<br><br>☑ Positive staff culture and readiness for change |
| Barriers<br>• *What barriers are impeding the delivery of this KIS?* | |
| Commentary on progress<br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What* | |

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| *changes in behaviour / practice / mindset have been observed?* <br> • *What is the evidence?* | |
| Future planning <br> • *What action will be taken next?* <br> • *What support is required?* <br> • *What adjustments or additions will you make to your AIP to document these next steps?* | |
| OPTIONAL: Upload evidence | |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Creation of data walls <br> Timetabling of data analysis <br> Alignment of coaching strategy to monitor data | ☑ PLC leaders <br> ☑ Leadership team | from: <br> Term 1 <br> to: <br> Term 4 | 0% |
| **KIS 1.b** <br> Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |

| Actions | Develop a whole school Health and Wellbeing policy and processes to implement mental health prevention and promotion.<br>Develop a policy and framework to coordinate tiered psychology preventions, interventions and post intervention strategies<br>Enhance promotion and prevention activities within the school.<br>Coordinate supports for students with critical needs both within and external to the school.<br>Establish a referral process<br>Provide an evidence based direct counselling service and individualized supports for a range of mental health issues.<br>Develop strategies to oversee and monitor the role.<br>Communicate with key stakeholders |
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| Outcomes | Teachers will develop increased knowledge to explicitly teach health and wellbeing content and strategies.<br>Teachers will build their capacity to support health and wellbeing needs of students<br>Students will have access to structures and avenues in order to seek support<br>Students will develop knowledge, tools and strategies to build their health and wellbeing capacity.<br>Students will demonstrate reduced negative feelings and improved emotional regulation. |
| Success indicators | Identify and track relevant Personal and Social learning data on Curriculum Level Tracker<br>The Code Purple data will reflect a decrease in dis regulation.<br>Tracking of Mental Health interventions |
| 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 |
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| Activity 1 | Health and Wellbeing Professional Learning for staff | ☑ Allied health | from:<br>Term 1 | 0% |

| | Redefined role of the mental Health Practitioner | ☑ School leadership team<br><br>☑ Teacher(s) | to:<br>Term 4 | |
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| **Goal 2** | Improve student learning growth in English and Mathematics |
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| **12-month target 2.1 target** | The students working at Foundation or above will demonstrate an increase in positive growth in Maths by 3% from 2021 to 2022.<br><br>The Foundation and above students that demonstrate a decrease in regression in Maths by 3% from 2021 to 2022. |
| **12-month target 2.2 target** | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Maths by 3% from 2021 to 2022.<br><br>The students in levels A–D (Victorian Curriculum) that demonstrate a decrease in regression in Maths by 3% from 2021 to 2022. |
| **12-month target 2.3 target** | The students working at Foundation or above will demonstrate an increase in positive growth in Literacy by 3% from 2021 to 2022.<br><br>The Foundation and above students that demonstrate negative growth in Literacy will decrease by 3% from 2021 to 2022. |
| **12-month target 2.4 target** | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Literacy by 3% from 2021 to 2022.<br><br>The students in levels A–D (Victorian Curriculum) that demonstrate negative growth in  will decrease by 3% from 2021 to 2022. |
| **KIS 2.a**<br>Curriculum planning and assessment | To fully implement evidence–based assessments and decision making across the curriculum |
| Actions | Literacy:<br>Continue to embed and monitor the use of assessments and tools introduced in 2021.<br>Identify decodable readers for our take home reader program and organise roll out whole school<br>Identify a relevant spelling program for post RWI students and deliver PL.<br>Create a data wall and track progress of students in all areas of the Literacy curriculum.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Literacy.<br>Support teachers to use the CLT to inform gaps and trends to ensure breadth of the curriculum is taught across the year.<br>Create a new writing rubric for 1+ and write a scope and sequence for writing to cover more genres. |

| | Maths:<br>Support teachers to use the CLT to inform gaps and trends to ensure breadth of the Maths curriculum is taught across the year.<br>Continue to embed and monitor the use of assessments and tools introduced in 2021.<br>Continue to follow the Maths Scope and Sequence for complex needs, A-D and F+ within Units of Work.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Maths.<br>Embed into PLC Maths data analysis, tracking and monitoring.<br>Provide structures for all learning specialists to drive Maths priority work.<br>Have the growth targets at the forefront of our work (Strategic Plan annual) |
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| Outcomes | Literacy<br><br>Leaders will.<br>Identify decodable readers relevant for our take home reader program<br>Identify a spelling program relevant for students post RWI phonics<br>Create a "data wall" to track the progress of students in Literacy and facilitate coaching conversations that support improved learning outcomes for identified students<br>Literacy Committee will conduct inquiry into content descriptors within Literacy that currently have no evidence and support teachers to create trends and gaps<br>Create a writing rubric for 1+ and a scope and sequence that can be used across all genres of writing<br><br>Teachers will.<br>Undertake the assessments relevant to their students and input data into whole school tracking documents<br>Participate in coaching conversations that support improved learning outcomes for identified students<br>Ensure F+ students participate in the take home reader program and support them to be successful in this program<br>Participate in spelling program PL and deliver this program<br>Write gaps and trends in term 2 and 4 using the CLT content descriptors and embed these into UoW<br><br>Students will..<br>Participate in relevant assessments and curriculum<br>At F+ participate in a take home reader program<br><br>Maths<br>Leaders will...<br>Embed expectations around assessment in Maths (pre and post)<br>Embed assessment expectations A+ Vic Curric.<br>Monitor that progress on CLT is evidenced through data. |

| | Use data to drive priority PL that builds teacher knowledge around Maths.<br>Embed expectations on EA informing planning and groupings<br>Provide structures for all learning specialists to drive Maths priority work.<br>Analyse CLT data.<br><br>Teachers will...<br>Embed the implementation of Essential Assessments.<br>Analyse and share Essential Assessment data to inform maths groupings and levels.<br>Use Trends and Gaps data effectively to plan lessons/groups.<br>Analyse CLT data.<br>Participate in coaching conversations that improves student learning.<br><br>Students...<br>At D+ participate in Essential Assessments |
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| Success indicators | Literacy:<br>Semester calendars will show moderation, trends and gaps, data inputting time allocations<br>PL PowerPoints and documentation from take home reader program and spelling program<br>Data wall and documents<br>Coaching conversations documents and individual data analysis<br>Teacher planning<br>Completed writing rubric and scope and sequence of writing<br>Trends and gaps written from CLT common gaps and then UoW to evidence where teachers are planning to address these gaps<br>Students growth data from CLT<br><br>Maths:<br>Early Indicators:<br>Semester calendars will show moderation, trends and gaps, data inputting time allocations<br>Teachers planning will document evidence from Essential Assessments for differentiation and groupings for D+ students.<br>Teachers planning will document evidence from A-D Maths Checklist for differentiation and groupings for A-D students.<br>Unit of Work for Maths documents Trends and Gaps to inform priority learning.<br>Coaching conversations documents and individual data analysis.<br><br>Late Indicators:<br>CLT will show growth in Maths for A-D and D+ students of 3% growth. |

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| 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 | Identify decodable readers for our take home reader program and organise roll out whole school | ☑ Literacy leader | from: Term 2 to: Term 4 | 0% |
| Activity 2 | Identify a relevant spelling program for post RWI students and deliver PL. | ☑ Literacy leader | from: Term 2 to: Term 4 | 0% |
| Activity 3 | Create a new writing rubric for 1+ and write a scope and sequence for writing to cover more genres. | ☑ Literacy improvement teacher ☑ Literacy leader | from: Term 1 to: Term 4 | 0% |
| Activity 4 | Create a data wall and track progress of students in all areas of the Literacy curriculum. Facilitate and monitor coaching | ☑ Literacy leader ☑ Learning specialist(s) | from: Term 1 to: Term 4 | 0% |

| | conversations that support improved outcomes for students in Literacy | | | |
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| Activity 5 | Use the CLT to inform gaps and trends and embed these into UoW in term 2 and 4 to ensure breadth of the curriculum is taught across the year. | ☑ Literacy improvement teacher<br>☑ Literacy leader<br><br>☑ PLC leaders | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 6 | Facilitate opportunities for whole school, cohort and individual analysis of data. | ☑ Numeracy leader<br>☑ Leadership team | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 7 | Track student's growth/no growth and design interventions accordingly. | ☑ Numeracy leader<br>☑ Leadership team<br><br>☑ Learning specialist(s) | from:<br>Term 2<br>to:<br>Term 4 | 0% |
| Activity 8 | Establish and monitor implementation and storage of term expectations around A-C Maths checklist. | ☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 9 | Delivering whole school PL on use of data that informs target cohorts and school goals. | ☑ Numeracy leader | from:<br>Term 1<br>to:<br>Term 1 | 0% |
| Activity 10 | Facilitate opportunities for Maths observations/ planning checks to ensure Maths scope and sequence is being followed. | ☑ Leadership team<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| Activity 11 | Release teachers to complete peer observations/observe best practice in Literacy instruction | ☑ Learning specialist(s)<br>☑ Literacy leader<br><br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| --- | --- | --- | --- | --- |
| Activity 12 | Professional learning driven by evidence from Essential Assessments (to plug in gaps). | ☑ Numeracy leader<br>☑ Sub school leader/s<br><br>☑ Learning specialist(s) | from:<br>Term 2<br>to:<br>Term 4 | 0% |

| **KIS 2.b**<br>Building practice excellence | To fully embed the school's pedagogical model across all areas of the curriculum. | | | |
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| Actions | 1. Ensure the school's three instructional models are being used appropriately and consistently across Literacy and Maths lessons.<br>2. To embed processes started in 2021 are being used consistently used within auditing and observations. | | | |
| Outcomes | Leaders will...<br>- Comprehensively monitor whole school GRR planning and implementation.<br>- To audit instructional models in teacher's work programs and through observations.<br>- Conduct learning walks around GRR in Maths and Literacy.<br>- Monitor the implementation of Gaps and Trends in Maths and Literacy through coaching conversations.<br>- Identify the GRR Maths and Literacy goal with teachers as part of their PDP.<br>- Coaching conversations documents will document which instructional model teachers are using.<br>- Input time into calendar for moderation of whole school use of GRR (teachers video lessons).<br><br>Teachers will...<br>- Use the Gradual Release of Responsibility Model while teaching.<br>- have facilitated opportunity for peer observations.<br><br>Students will...<br>- receive targeting and well structured teaching to meet their individual levels. | | | |
| Success indicators | Early Indicators<br>- Teachers work programs evidence GRR model for all students.<br>- Coaching documents that include minutes from discussion about instructional models. | | | |

| | - Learning Specialists will collate which instructional model teachers are implementing in Literacy and Maths.<br>- Semester calendars will show GRR PL has been timetabled, audits<br><br>Late indicators<br>Evidence within the Curriculum Level Trackers S1/S2 validates reduced percentage of students identified within the category of "regressed" in Literacy and Maths.<br>Evidence within the Curriculum Level Tracker S1/S2 validates increased percentage of students identified within the category of "made progress" in Literacy and Maths. |
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| 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 |
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| Activity 1 | Learning Specialists comprehensively monitor whole school GRR planning and implementation at the beginning of Term 1 and Term 3.<br><br>Learning Specialists will collect information about which instructional model is being used by each teacher for Literacy and Maths lessons. | ☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| Activity 2 | Maths Coordinator to plan and implement GRR Model PL (refresher PL) in Term 1 | ☑ Numeracy leader<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 1 | 0% |
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| Activity 3 | Teachers will film a Literacy or Maths lesson and receive feedback on the use of the instructional model and GRR in whole school moderation. | ☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 3<br>to:<br>Term 4 | 0% |
| Activity 4 | Peer observations for all teachers will be coordinated for Literacy and/or Maths (dependent on individual teacher PL needs). | ☑ Leadership team<br>☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 5 | Professional learning driven by evidence from Essential Assessments (to plug in gaps). | ☑ Numeracy leader | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| Goal 3 | Improve student engagement in learning. |
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| **12-month target 3.1 target** | Focus on real life problems will increase from 90% (2021) positive endorsement to 92%<br>Collective focus on student learning will increase form 85% (2021) positive endorsement to 88%<br>Use student feedback to improve practice  will increase from 70% (2021) positive endorsement to 73% |
| **12-month target 3.2 target** | Voice & Agency will increase from 75% (2021) positive endorsement to 81%  (2022)<br>Student Cognitive Engagement - Motivation and support will increase from 88% (2021) positive endorsement to 90% (2022) |
| **12-month target 3.3 target** | Analysis of baseline data will determine targets for the 2022 year. |
| **KIS 3.a**<br>Empowering students and building school pride | Develop students as active and empowered learners. |

| Actions | Update student well being policy<br>Deliver Agency PL in Term 1<br>Survey Teachers around usefulness of Autism Profile.<br>Make changes to the profile and investigate scope for student input where applicable.<br>Update new profile with agency strategies<br>Align coaching conversations in Term 1 to voice and agency, ensuring strategies are embedded within planning.<br>Audit of student voice and agency strategies in use within the classroom/in planning documentation.<br>Develop actions based on Student voice and agency data<br>Create lessons for the SRC that will inform members of their role on the SRC.<br>Look at careers lessons and how student voice and agency is reflected within them. |
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| Outcomes | Leaders will…<br>Update the student well being and engagement policy to reflect student voice and agency learning.<br>Deliver Professional Learning in what student agency is and what it constitutes in our setting<br>Create lessons for the SRC informing them about the role.<br>Make changes to the Autism Profile doc after input from teachers.<br>Audit use of voice and agency strategies within planning documentation and classroom teaching.<br>Analyse baseline student voice and agency data.<br><br>Teachers will …<br>Teachers will participate in Term one coaching conversations prioritising voice and agency recommendations<br>for ongoing planning.<br>Complete a survey around value of the current Autism profile.<br>Incorporate agency strategies within the Autism profile and teaching.<br>Incorporate student voice and agency strategies within careers lessons.<br><br>Students will …<br>Share authoring of the Autism profile document.<br>Complete the annual student voice and agency survey |
| Success indicators | Data target outcomes<br>Documentation from coaching conversations<br>Updated Autism profile document<br>Teaching planning documentation<br>Survey results<br>PL presentations |

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| 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 | Professional learning - What is agency? | ☑ Wellbeing team | from: Term 1 to: Term 1 | 0% |
| Activity 2 | Update school policy | ☑ Wellbeing team | from: Term 1 to: Term 1 | 0% |
| Activity 3 | Survey teachers about the autism profile and update it based on feedback for use in Term 4. | ☑ Wellbeing team | from: Term 1 to: Term 4 | 0% |
| Activity 4 | Align coaching conversations to support teachers to embed student voice & agency strategies within planning documentation. | ☑ Leading teacher(s) | from: Term 1 to: Term 1 | 0% |

| Activity 5 | Analyse data from student voice and agency data taken in 2021 In term 1 and term 4 of 2022.<br>Retake student voice and agency survey in Term 3. | ☑ Wellbeing team<br>☑ All staff | from:<br>Term 1<br>to:<br>Term 4 | 0% |
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| Activity 6 | Create and deliver lessons for the new SRC to drive their operation over the year. | ☑ Wellbeing team<br>☑ Allied health | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 7 | Look at careers lessons and how student voice and agency is reflected within them. | ☑ Student wellbeing co-ordinator<br>☑ Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | 0% |

| Goal 4 | Improve the ability of students to understand themselves and socially relate with others. |
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| **12-month target 4.1 target** | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in "Self–Awareness" by 3% from 2021 to 2022.<br><br>The students in levels A–D (Victorian Curriculum) that demonstrate positive growth in "Social Capabilities" will increase by 3% from 2021 to 2022. |
| **12-month target 4.2 target** | The students working at Foundation or above will demonstrate an increase in positive growth in "Self–Awareness" by 3% from 2021 to 2022.<br><br>The Foundation and above students that demonstrate an increase in positive growth in  "Social Capabilities" by 3% from 2021 to 2022. |
| **KIS 4.a**<br>Health and wellbeing | Build the personal and social capabilities of each student. |

| Actions | Personal and Social<br>1. Build teacher capacity in Foundation + assessment practices and curriculum knowledge.<br>2. Continue embedding assessment practices in Personal and Social for A-D students.<br>3. Investigate differentiation to meet the individual learning needs of students making limited to no growth in Personal and Social.<br><br>Health<br>1. Complete rubric assessment and modules for LGBTQIA+, sexual education, and online safety.<br>2. Embed trends and gaps protocol into assessment practices.<br>3. Record student data and monitor progress using rubrics. |
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| Outcomes | Personal and Social<br>Leaders will<br>- track focus students who did not make progress in 2021 to drive interventions.<br>- allocate time in the assessment schedule to facilitate whole school moderation across sections in Semester 1 and 2<br>- support teachers to create targeted interventions by allocating time in the PL calendar to complete Trends and Gaps documents in Term 2 and 4<br>- conduct teacher surveys and audit Semester 1 Gaps and Trends documents to create a focus for Professional Learning in Term 3.<br>- will facilitate Learning Walks for Personal and Social in Term 3 based on teachers' Semester 1 Gaps and Trends interventions.<br>Teachers will<br>- collaboratively moderate student work samples for F+ in allocated moderation times.<br>- have a deeper understanding of the F+ Personal and Social Curriculum through participating in professional learning in Term 3.<br>- identify and create personalised interventions for their classes based on Trends and Gaps documents.<br>Students will<br>- be engaging in targeted interventions based on their Gaps and Trends goals.<br>- be assessed with more fidelity due to moderation processes.<br><br>Health<br>1. Teachers will have an accurate assessment and modules to use for understanding LGBTQIA+, sexual education, and online safety for appropriate students.<br>2. Teachers will be able to use protocols to accurately assess their students and identify the teaching required.<br>3. Leaders and teachers will be able to accurately determine effectiveness in teaching and identify gaps for further improvement.<br>4. Students will develop new understandings of LGBTQIA+, sexual education, and online safety. |
| Success indicators | Personal and Social<br>Early Indicators:<br>1. All teachers will have completed Semester 1 Personal and Social Gaps and Trends documents which will evidence embedded |

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| | assessment practices.<br>2. Semester Calendar will evidence Personal and Social moderation has been embedded into our assessment schedule.<br>3. Coaching and Learning Walk documents will evidence Gaps and Trends goals have been embedded into teaching practice.<br>4. Subcommittee meeting minutes and a "data wall" will evidence 2021 CLT data has been analysed, a narrow cohort of F+ students have been identified as having stayed the same level and are being tracked.<br><br>Late Indicators:<br>1. Evidence of greater teacher capacity in teaching and assessing Foundation + students will be evidenced in CLT student growth data.<br>2. Evidence of embedded assessment practices will be demonstrated by having all teachers having Gaps and Trends goals from Semester 1 embedded into Term 3 work programs.<br>3. An effective investigation into Foundation + students will be evidenced by fewer F+ students staying the same level between Semester 2 2021 and Semester 2 2022 in CLT data.<br><br>Health<br>1. Evidenced by completed documents for modules and assessment and embedded in work programs and assessment schedules.<br>1. Evidenced by individualized lessons represented in work programs and learning walk outcomes.<br>1. Evidenced by growth data and gaps and trends. |
| Delivery of the annual actions for this KIS | Completed |
| Enablers<br>    • *What enablers are supporting the delivery of this KIS?* | ☑ Sufficient time allocated<br>☑ Key improvement strategies are able to be implemented<br>☑ Staff capability and consistency of practice<br>☑ Positive staff culture and readiness for change<br>☑ Workforce stability and effective change management practices |
| Barriers<br>    • *What barriers are impeding the delivery of this KIS?* | ☑ Other<br><br>Student data indicated an unexpected gap and so no longer required formal PL in Term 3. |

| Commentary on progress | Personal & Social |
|---|---|
| • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*<br><br>• *What is the evidence?* | Our first AIP Action was to build teacher capacity in Foundation + assessment practices and curriculum knowledge. To do this, we allocated time in our assessment schedule in Term 2 for whole school moderation across sections (evidenced in appendix 1). This was scheduled prior to report writing so teachers could make deeper connections to Personal and Social assessments and the curriculum to inform progress reports and goal setting for the next semester with greater accuracy. As this was our first Personal and Social moderation, we facilitated Professional Learning to familiarise staff with the moderation process and identify the relevant assessments for the level of their students (evidenced in appendix 2). We also narrowed the focus students for moderation to our '2021 12 Month No Growth Student List' (see slide 3-5 in appendix 2). This was to provide Foundation + teachers with the opportunity to collaboratively break down curriculum content descriptors and skills in their moderation teams. After moderation, time allocation was also provided to teachers to reflect on each students' strengths in Semester 1 and their next steps for learning, recording these in 'Gaps and Trends' documents (see appendix 3 for examples). As a result of Foundation+ teachers making greater connection to assessment practices and the curriculum, we saw positive growth increase from 52% (in Semester 2 2021)  to 72% in Self Awareness for Foundation+ students at the end of Semester 1 2022 in our 12 month data (see appendix 4). This is an increase of 20% in one semester and 17% higher than our KIS goal for the year.  In Social Capabilities, we saw an increase in positive growth from 67% (in Semester 2 2021) to 85% in Foundation + students at the end of Semester 1 2022 in our 12 month data (again, see appendix 4). This is an increase of 18% in one semester and 15% higher than our KIS goal for the year.<br><br>Our second AIP Action was to continue embedding assessment practices in Personal and Social for A-D students. To support this, we allocated time in our assessment schedule in Term 2 for whole school moderation across sections (evidenced in appendix 1 and 2) as well as time allocation for teacher reflection on each students' learning and next steps, recording these in 'Gaps and Trends' documents (see appendix 5 for examples). As our result of teachers assessing with more fidelity, we saw an increase of positive growth in Social Capabilities from 64% (in Semester 2 2021) to 79% in A-D students at the end of Semester 1 2022 in our 12 month data (see appendix 4). This is an increase of 15% in one semester and 13% higher than our KIS goal for the year.<br><br>Our third AIP Action was to investigate differentiation to meet the individual learning needs of students making no growth in Personal and Social. To begin this action, we first identified 22 A-D students who made no growth in Personal Awareness in 2021, as well as 24 Foundation + students. In Social Capabilities, we identified 13 A-D students who made no growth in 2021 and 16 Foundation + students. The '12 Month No Growth Student List' can be found in appendix 6. As more less students made growth in Personal Awareness in 2021, the Personal and Social Sub-Committee analysed CLT data to identify which curriculum strands had the least demonstrations (see appendix 7). It was noted that 12 of these students had no demonstrations of Problem Solving skills, however a majority had 2 or 1 demonstrations for most skills. This indicates that the students have capabilities but teachers lack confidence in assessing proficiency. By giving teachers the opportunity to collaboratively moderate videos of these no growth students (again, see appendix 1 and 2) teachers could build their confidence in identifying skills. 46 students were on our no growth list for Self-Awareness at the end of 2021. 68% of those students made progress in 2022 Semester 1, 32% of students stayed the same and 0 regressed. That means 16 students have not made progress in 18 months in Self Awareness. 29 students were on our no growth list for Social Capabilities at the end of 2021. 78% of those students made progress in 2022 Semester 1, 22% of students stayed the same and 0 regressed. Of the 6 who demonstrated no growth, only 2 students have an attendance higher than 61%. This analysis |

| | can be found in appendix 8.<br><br>Health<br>Our first action was to complete rubric assessments and modules for LGBTQIA+, sexual education, and online safety. The Health committee did this during our Health planning days. We completed or refined modules in Puberty, Relationships, Consent, Self-Care, and Sexual Education (Evidence 1). We have partially completed the Online Safety modules. (Evidence 1). We completed rubrics for assessment during these planning days (Evidence 2). The lessons from the Health modules are now embedded in teacher work programs. (Evidence 3).<br><br>Our second action was to embed trends and gaps protocol into assessment practices. We did this by allocating time in the assessment schedule and embedding our rubrics into the trends and gaps protocol. This helped teachers to accurately identify student learning and to determine the next lessons in their work programs for teaching across the scope and sequence of the Health curriculum (Evidence 3&4). Approximately %% of students have trends and gaps documented.<br><br>Our third action was to record student data and monitor progress using rubrics. Teachers completed the rubrics for baseline data at the start of the year (Evidence 3&4). Then, through teacher judgment we used the rubrics in the trends and gaps protocol to monitor student progress and plan for further learning. (Evidence 3&4).<br><br>Next steps<br>1.      Embed Health and ASD lessons into the curriculum.<br>2.      Allocate time in the assessment schedule to trends and gaps in term 4.<br>3.      Track ack student levels from rubrics to determine growth data |
|---|---|
| Future planning<br><ul><li>*What action will be taken next?*</li><li>*What support is required?*</li><li>*What adjustments or additions will you make to your AIP to document these next steps?*</li></ul> | 1. Build teacher capacity in Foundation+ assessment practices and curriculum knowledge:<br>- Leaders will allocate time in the assessment schedule to facilitate whole school moderation in Semester 2.<br>- Leaders will allocate time in the PL calendar to complete Trends and Gaps documents in Term 4.<br>- Leaders will audit whether P&S goals are embedded into planning documentation in Semester 2.<br><br>2. Continue embedding assessment practices in Personal and Social for A-D students.<br>- Leaders will allocate time in the assessment schedule to facilitate whole school moderation in Semester 2.<br>- Leaders will allocate time in the PL calendar to complete Trends and Gaps documents in Term 4.<br>- Leaders will audit whether P&S goals are embedded into planning documentation in Semester 2.<br><br>3. Investigate differentiation to meet the individual learning needs of students making no growth in Personal and Social.<br>- Subcommittee to identify '12 month No Growth Students' in Personal Awareness indicated in the recent 12 month data.<br>- Focusing on these '12 month No Growth Students' in Personal Awareness, the subcommittee  is to identify which content |

| | descriptors that have the least demonstrations.<br>- Subcommittee to decide interventions needed based on data analysis. |
|---|---|
| OPTIONAL: Upload evidence | 1. [Appendix 1 - Term 2 Calendar.docx](#) (0.04 MB)<br>2. [Appendix 2 - Moderation PL.pdf](#) (0.62 MB)<br>3. [Appendix 3 - Foundation Trends and Gaps PY5 MY9 VCAL.pdf](#) (0.34 MB)<br>4. [Appendix 4 -CLT data summary Sem2 2021 - Sem1 2022.pdf](#) (0.24 MB)<br>5. [Appendix 5 - A-D Trends and Gaps PY2 MY6 LY14.pdf](#) (0.23 MB)<br>6. [Appendix 6 - End of 2021 No Growth Student List.pdf](#) (0.20 MB)<br>7. [Appendix 7 - Self Awareness number of demonstrations per skill.pdf](#) (0.07 MB)<br>8. [Appendix 8 - 2021 No Growth Students with Sem1 2022 data.pdf](#) (0.13 MB)<br>9. [SPOT_Evidence_1_Mid_Cycle_2022.docx](#) (0.58 MB)<br>10. [SPOT_Evidence_2_Mid_Cycle_2022.docx](#) (0.45 MB)<br>11. [SPOT_Evidence_3_Mid_Cycle_2022.docx](#) (4.31 MB)<br>12. [SPOT_Evidence_4_Mid_Cycle_2022.docx](#) (0.02 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Timetable section moderation and whole school moderation into Term 2 and Term 4 PLC and PL calendar. | ☑ Learning specialist(s)<br>☑ Principal<br>☑ School improvement team<br>☑ PLC leaders | from:<br>Term 2<br>to:<br>Term 4 | 50% |
| Activity 2 | Analyse CLT data within Personal and Social Subcommittee in Term 1 and Term 3. Use CLT data to track progress of narrow focus cohort of students who stayed the same level in 2021. | ☑ Learning specialist(s)<br>☑ Sub school leader/s | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 3 | Learning Specialists to facilitate Learning Walk in Term 3 based on Semester 1 Gaps and Trends. | ☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 2 | 0% |

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| | | | to:<br>Term 3 | |
| Activity 4 | Subcommittee to conduct a survey with F+ teachers in Term 2 to determine a PL focus for Term 3. Subcommittee members to plan and present PL in Foundation + teaching and assessment. | ☑ Learning specialist(s)<br>☑ Sub school leader/s<br>☑ Allied health<br>☑ Teacher(s) | from:<br>Term 2<br>to:<br>Term 3 | 25% |
| Activity 5 | Complete rubric assessment and modules for LGBTQIA+, sexual education, and online safety. | ☑ Allied health<br>☑ Leading teacher(s)<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 75% |
| Activity 6 | Embed trends and gaps protocol into assessment practices. | ☑ Learning specialist(s)<br>☑ Teacher(s)<br>☑ Allied health | from:<br>Term 2<br>to:<br>Term 4 | 50% |
| Activity 7 | Record student data and monitor progress using rubrics. | ☑ Learning specialist(s)<br>☑ Teacher(s)<br>☑ Allied health | from:<br>Term 2<br>to:<br>Term 4 | 25% |

# Monitoring and assessment - 2022

## Mid-year monitoring

| Goal 1 | 2022 Priorities Goal<br>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
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| **12-month target 1.1 target** | Implement data walls and monitoring strategies to track the students identified as making "no growth" or "regression".<br><br>The tutor initiative will provide targeted interventions to support the identified cohort of students.<br><br>Support mental health prevention and promotion across the school. |
| **KIS 1.a**<br>Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Coaches will use the PLC forum to analyze & validate data and identify students whose learning is at risk of progressing<br>Coaches will employ tools to create data walls to focus the work of teachers on growth and achievement<br>PLC's will map, measure and monitor learning using tangible strategies<br>PLC's will build into their cycle strategies to regularly visit the data.<br>Coaches will build "tracking learning" conversations into their coaching.<br>The tutor initiative will provide targeted interventions to support the identified cohort of students. |
| Outcomes | Teachers will build confidence incorporating evidence into strategies for everyday teaching<br>Teachers will build collective efficacy and ownership around student learning<br>Teachers will collaborate around patterns in data. problem solve the root cause and target their instruction<br>The tutor will utilize the data wall evidence to target learning interventions. |

| Success indicators | Evidence within the Curriculum Level Trackers S1/S2 validates reduced percentage of students identified within the category of "regressed"<br>Evidence within the Curriculum Level Tracker S1/S2 validates increased percentage of students identified within the category of "made progress" |
|---|---|
| Delivery of the annual actions for this KIS | Completed |
| Enablers<br>  • *What enablers are supporting the delivery of this KIS?* | ☑ Sufficient budget<br>☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br>☑ Sufficient time allocated<br>☑ Key improvement strategies are able to be implemented<br>☑ Improvement efforts are well focussed (the school was able to prioritise well)<br>☑ Staff capability and consistency of practice<br>☑ Positive staff culture and readiness for change |
| Barriers<br>  • *What barriers are impeding the delivery of this KIS?* | |
| Commentary on progress<br>  • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What* | The Semester Curriculum Implementation, Assessment and Reporting Cycle revised in 2022, supports the school to delve deeper into the processes that will address with fidelity the priority work of teachers to enact learning growth for students. The first 3 weeks of the PLC and PL calendar, teachers were supported to embed evidence based assessment to formulate priority learning goals. Using data sets from the Curriculum Level Tracker, they were supported to analyse their classroom data in 3 strands of English, Maths and Personal and Social Learning. The star system on the Curriculum Level Tracker enabled them to identify and target gaps in students knowledge. They collaborated around commonalities and identified strategies to address problems of practice within priority learning and teaching programs. Within PLC's, teachers then aligned this data to a content descriptor in the Victorian Curriculum and unpacked how to create a SMART goal, documenting these in each of the 3 strands of English and Maths and 2 personal and social learning goals. Data driven ILP's were effectively drafted ready for discussion with families. A data wall, color coded to identify and track growth, no growth and regression, recorded learning levels within classrooms |

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| *changes in behaviour / practice / mindset have been observed?*<br>• *What is the evidence?* | Simultaneously the School Improvement Team unpacked the Curriculum Level Tracker from a Whole School and Cohort lens, to inform the first PLC inquiry cycle for the year. Regression and no growth data sets continue to inform the Tutor Learning Initiative Intervention. This data analysis identified Speaking and Listening as the area of focus. In week 4 Term 1 the first PLC cycles commenced across the school, with the "no growth and regression" criteria informing the TLI across the 3 Learning cohorts in the school. At the Evaluate and Diagnose stage of the PLC cycle, staff identified the sub strands to hone in on were "Literature in context" , "Creating Literature" and "Phonics and Word knowledge". Data evidenced Level B students regressing the most, all data was recorded in an excel spreadsheet with staff developing and documenting deeper understandings of the skills, thru line that intersected their students data levels in the sub strand using a ladder system. They employed this narrow focus to inform the "Prioritise and set goals" stage. Tools employed to build deeper teacher connection with what they needed to learn included the completion of KWL Charts and Y Charts identifying gaps in knowledge and The Frayer Model to unpack and record teaching skills aligned to the "Narrow focus" content descriptors at multiple levels of the Victorian Curriculum A -Level 4. This led teachers into the "Develop and Plan" stage of the cycle. Teachers used their knowledge to create a SMART goal, Learning Intentions and Success Criteria for their students. sharing and collaborating around the efficacy of their goal and creative strategies for implementation. . Across 2 weeks teachers shared video evidence implementing the goal with colleagues employing the Saw /Heard /Wondered protocols with an "effective feedback" lens. providing an opportunity to review SMART Goals. |
| Future planning<br>• *What action will be taken next?*<br>• *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?* | The revised operational structure of the school for S2 has reframed the PLC's from the Primary and middle years to A - D primary and middle /F plus primary and middle. The take away's from this re structure will be monitored closely.<br>Semester 2 calendar adjustments need to include time allocations to re-write ILP goals, all the work undertaken in assessment and through the PLC culminates with this change.<br>What is the impact on our assessment and reporting processes?<br>How will this be communicated to families? |
| OPTIONAL: Upload evidence | 1. 2022 Sem 1 Maths TLI Students.xlsx (0.01 MB)<br>2. CLT Comparsion Data 2022 S1 - 12 MONTH.pdf (0.53 MB)<br>3. Copy of Student SMART goals.docx (0.01 MB)<br>4. Data analysis Sem 1 2022.docx (0.01 MB)<br>5. Develop and Plan SandL Creating Literature.docx (0.02 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| | 6.   Develop and Plan SandL Literature in Context.docx (0.01 MB) | | | |
| Activity 1 | Creation of data walls<br>Timetabling of data analysis<br>Alignment of coaching strategy to monitor data | ☑ PLC leaders<br>☑ Leadership team | from:<br>Term 1<br>to:<br>Term 4 | 75% |

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| **KIS 1.b**<br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable |
| Actions | Develop a whole school Health and Wellbeing policy and processes to implement mental health prevention and promotion.<br>Develop a policy and framework to coordinate tiered psychology preventions, interventions and post intervention strategies<br>Enhance promotion and prevention activities within the school.<br>Coordinate supports for students with critical needs both within and external to the school.<br>Establish a referral process<br>Provide an evidence based direct counselling service and individualized supports for a range of mental health issues.<br>Develop strategies to oversee and monitor the role.<br>Communicate with key stakeholders |
| Outcomes | Teachers will develop increased knowledge to explicitly teach health and wellbeing content and strategies.<br>Teachers will build their capacity to support health and wellbeing needs of students<br>Students will have access to structures and avenues in order to seek support<br>Students will develop knowledge, tools and strategies to build their health and wellbeing capacity.<br>Students will demonstrate reduced negative feelings and improved emotional regulation. |
| Success indicators | Identify and track relevant Personal and Social learning data on Curriculum Level Tracker<br>The Code Purple data will reflect a decrease in dis regulation.<br>Tracking of Mental Health interventions |
| Delivery of the annual actions for this KIS | Completed |
| Enablers | ☑ Sufficient budget |

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| • *What enablers are supporting the delivery of this KIS?* | ☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br><br>☑ Sufficient time allocated<br><br>☑ Key improvement strategies are able to be implemented |
| Barriers<br>• *What barriers are impeding the delivery of this KIS?* | ☑ Staff readiness for change / limited change management and support in place<br>☑ Other<br><br>Targeted interventions could not be implemented in isolation and required policy frameworks and protocols to be developed. This required consultation with external resources. Communication with key stakeholders inclusive of parents and staff also impacted our timeline for implementation. |
| Commentary on progress<br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*<br>• *What is the evidence?* | The Student Wellbeing and Engagement policy has been revised in 2022 with a focus on greater inclusivity. The Mental Health Practitioner Role has broadened the expertise within the Student Wellbeing Team and Scope of Work undertaken within the school. "Targeted" interventions within the policy ensure that the health and wellbeing of all students is catered for. The policy, frameworks and common language used across the school ensure that the tiered interventions are understood, regularly referenced and embedded. The Student Learning Forum provides a team around the teacher identifying, implementing and monitoring Tier 1 interventions, with this forum providing the conduit to the Student Wellbeing Forum conducted weekly to coordinate, assign and monitor Tier 2 and 3 interventions. The PBS team meet fortnightly and these two forums have strategic representation. The PBS team drive the wellbeing Key Improvement Strategy with promotion and prevention strategies central to their core. Safe Schools, Student Voice and Agency, Mental Health Safety training have been 2022 priorities.   A Gender Affirmation process documented and communicated and a Stand Out Group is now in the early stages of operation to support the mental health and wellbeing of students who identify as LGBTQIA+ and or their allies. Key stake holders supporting the school on this journey include Safe Schools, the ICAN network and Hilliary Field and Inclusion Coordinator. Professional Learning for parents has included "Autism Disclosure" and supporting students that identify as LGBTQIA+ |
| Future planning<br>• *What action will be taken next?* | Role Description Responsibilities defined given the return of the school psychologist. / Delineation of responsibilities aligned to their roles.<br>Increased communication and promotion of the role<br>Documentation, development and monitoring of the Stand out Group |

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| • *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?* | |
| OPTIONAL: Upload evidence | 1. [Draft Policy for Health, Relationships and Sexuality.docx](#) (0.01 MB)<br>2. [JSS Gender Affirmation Process Draft 2.0.docx](#) (0.03 MB)<br>3. [JSS Safe Schools Program Participation Plan 2018.docx](#) (0.11 MB)<br>4. [JSS Stand Out Group_Framework.docx](#) (0.03 MB)<br>5. [Porn is not the Norm Notes - Maree Crabbe.docx](#) (0.02 MB)<br>6. [Psychologist Role_2021_Draft.docx](#) (0.51 MB)<br>7. [Responding to sexualised behaviour.docx](#) (0.02 MB)<br>8. [Responding to suicide risk.docx](#) (0.11 MB)<br>9. [SoSAFE presentation.pptx](#) (0.41 MB)<br>10. [Transcend_Student-Support-Plan-Gender-Affirmation_Landscape-orientation.pdf](#) (0.08 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Health and Wellbeing Professional  Learning for staff<br>Redefined role of the mental Health Practitioner | ☑ Allied health<br>☑ School leadership team<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 75% |

| Goal 2 | Improve student learning growth in English and Mathematics |
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| 12-month target 2.1 target | The students working at Foundation or above will demonstrate an increase in positive growth in Maths by 3% from 2021 to 2022. |
| --- | --- |
| | The Foundation and above students that demonstrate a decrease in regression in Maths by 3% from 2021 to 2022. |
| 12-month target 2.2 target | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Maths by 3% from 2021 to 2022. |
| | The students in levels A–D (Victorian Curriculum) that demonstrate a decrease in regression in Maths by 3% from 2021 to 2022. |
| 12-month target 2.3 target | The students working at Foundation or above will demonstrate an increase in positive growth in Literacy by 3% from 2021 to 2022. |
| | The Foundation and above students that demonstrate negative growth in Literacy will decrease by 3% from 2021 to 2022. |
| 12-month target 2.4 target | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Literacy by 3% from 2021 to 2022. |
| | The students in levels A–D (Victorian Curriculum) that demonstrate negative growth in  will decrease by 3% from 2021 to 2022. |
| **KIS 2.a**<br>Curriculum planning and assessment | To fully implement evidence–based assessments and decision making across the curriculum |
| Actions | Literacy:<br>Continue to embed and monitor the use of assessments and tools introduced in 2021.<br>Identify decodable readers for our take home reader program and organise roll out whole school<br>Identify a relevant spelling program for post RWI students and deliver PL.<br>Create a data wall and track progress of students in all areas of the Literacy curriculum.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Literacy.<br>Support teachers to use the CLT to inform gaps and trends to ensure breadth of the curriculum is taught across the year.<br>Create a new writing rubric for 1+ and write a scope and sequence for writing to cover more genres.<br><br>Maths:<br>Support teachers to use the CLT to inform gaps and trends to ensure breadth of the Maths curriculum is taught across the year.<br>Continue to embed and monitor the use of assessments and tools introduced in 2021.<br>Continue to follow the Maths Scope and Sequence for complex needs, A-D and F+ within Units of Work.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Maths.<br>Embed into PLC Maths data analysis, tracking and monitoring. |

| | | Provide structures for all learning specialists to drive Maths priority work.<br>Have the growth targets at the forefront of our work (Strategic Plan annual) |
|---|---|---|
| Outcomes | | Literacy<br><br>Leaders will.<br>Identify decodable readers relevant for our take home reader program<br>Identify a spelling program relevant for students post RWI phonics<br>Create a "data wall" to track the progress of students in Literacy and facilitate coaching conversations that support improved learning outcomes for identified students<br>Literacy Committee will conduct inquiry into content descriptors within Literacy that currently have no evidence and support teachers to create trends and gaps<br>Create a writing rubric for 1+ and a scope and sequence that can be used across all genres of writing<br><br>Teachers will.<br>Undertake the assessments relevant to their students and input data into whole school tracking documents<br>Participate in coaching conversations that support improved learning outcomes for identified students<br>Ensure F+ students participate in the take home reader program and support them to be successful in this program<br>Participate in spelling program PL and deliver this program<br>Write gaps and trends in term 2 and 4 using the CLT content descriptors and embed these into UoW<br><br>Students will..<br>Participate in relevant assessments and curriculum<br>At F+ participate in a take home reader program<br><br>Maths<br>Leaders will...<br>Embed expectations around assessment in Maths (pre and post)<br>Embed assessment expectations A+ Vic Curric.<br>Monitor that progress on CLT is evidenced through data.<br>Use data to drive priority PL that builds teacher knowledge around Maths.<br>Embed expectations on EA informing planning and groupings<br>Provide structures for all learning specialists to drive Maths priority work.<br>Analyse CLT data.<br><br>Teachers will...<br>Embed the implementation of Essential Assessments. |

| | Analyse and share Essential Assessment data to inform maths groupings and levels.<br>Use Trends and Gaps data effectively to plan lessons/groups.<br>Analyse CLT data.<br>Participate in coaching conversations that improves student learning.<br><br>Students...<br>At D+ participate in Essential Assessments |
|---|---|
| Success indicators | Literacy:<br>Semester calendars will show moderation, trends and gaps, data inputting time allocations<br>PL PowerPoints and documentation from take home reader program and spelling program<br>Data wall and documents<br>Coaching conversations documents and individual data analysis<br>Teacher planning<br>Completed writing rubric and scope and sequence of writing<br>Trends and gaps written from CLT common gaps and then UoW to evidence where teachers are planning to address these gaps<br>Students growth data from CLT<br><br>Maths:<br>Early Indicators:<br>Semester calendars will show moderation, trends and gaps, data inputting time allocations<br>Teachers planning will document evidence from Essential Assessments for differentiation and groupings for D+ students.<br>Teachers planning will document evidence from A-D Maths Checklist for differentiation and groupings for A-D students.<br>Unit of Work for Maths documents Trends and Gaps to inform priority learning.<br>Coaching conversations documents and individual data analysis.<br><br>Late Indicators:<br>CLT will show growth in Maths for A-D and D+ students of 3% growth. |
| Delivery of the annual actions for this KIS | Completed |
| Enablers | ☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br>☑ Sufficient time allocated<br><br>☑ Key improvement strategies are able to be implemented |

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| • *What enablers are supporting the delivery of this KIS?* | ☑ Improvement efforts are well focussed (the school was able to prioritise well)<br><br>☑ Staff capability and consistency of practice<br><br>☑ Positive staff culture and readiness for change<br><br>☑ Workforce stability and effective change management practices |
| Barriers<br>• *What barriers are impeding the delivery of this KIS?* | ☑ Workforce constraints i.e., change in leadership, understaffed, staff absence<br>☑ Time constraints i.e., not enough time allocated |
| Commentary on progress<br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*<br>• *What is the evidence?* | Literacy<br>At the beginning of 2022, when we analysed the 12 month Literacy data on the Curriculum Level Tracker (CLT) , 38.81% of A-D students and 27.39% of F+ students had made no growth in Literacy. These students were collated onto a data tracking sheet, by the Literacy Sub-Committee, so that we could track them more closely over time this year. The Literacy assessment schedule was refined and we started using Xuno sheets as a school to store whole school Literacy assessment data. During Term 1 trends and gaps documents were used to support teachers in creating ILP goals for all students in all areas of the Literacy curriculum; these were based on data from the end of 2021. These ILP goals were embedded into teachers weekly planning documents or displayed in classrooms. A data wall was created to be used within PLC groups and all students in the school were added to this wall in all areas of Literacy. We added their current level to the data wall and these were colour coded based on if the students had made progress, no growth or negative growth. When we analysed the whole school data (12 month, Semester 2 2020 - Semester 2 2021) we found that Speaking and Listening had the highest percentage of students (both A-D and F+) who had not made any growth in the 12 month period; 40.74% in total. As the PLCs delved deeper within their cohorts this was the consistent across our three sections of the school (Primary Years, Middle Years and Later Years) and within both cohorts of students (A-D and F+). We analysed our cohort data and then, as teams, analysed each student on the no growth list. We looked at each specific content descriptor on the CLT to identify a specific area all students were not progressing in. There were some common content descriptors coming out amongst the students that had not made progress; these were in phonics and in creating literature. The teachers began to follow an inquiry cycle in a focus sub strand of Speaking and Listening relating to the students in their classroom who had no made growth in 12 months. The teachers set professional learning goals for themselves by identifying gaps in their knowledge using tools such as KWL charts and Y charts. They set SMART goals for the students within the focus group. Collaboratively they planned lessons and implemented these within the classrooms. Teachers had the opportunity to record themselves delivering lessons with the focus students and shared these videos of lessons with the colleagues in the PLC. Staff gave each other feedback using a "Saw, Heard, Wondered" protocol. We narrowed the lens of the feedback to be focused on the students SMART goals. Teachers then adapted the lessons |

according to feedback and delivered them again. Some staff chose to work with their Learning Specialists on this feedback and discuss it in their individual coaching sessions. At the end of the inquiry cycle teachers analysed individual student data again. 88.8% of students in the focus group made progress in Speaking and Listening and 47.2% made progress in their focus sub-strand. Through teachers putting these lessons into practice we also noticed that there was a group of non-speaking students who were showing us more knowledge in the area of phonics that we had originally thought. Due to the students not speaking, we knew we needed further information and research on how to teach these students phonics. We would also need some additional resources and supports to be able to elicit the information from them and support their learning. The Literacy Sub-Committee spent some time, alongside the PLC cycle, revisiting our phonics program and assessment for our students working at levels A-D. We were able to work on what we already have in place but make it more succinct. We broke down skills within skills to be able to support students to continually make progress. The new assessment also ensures teachers are able track the progress the students are making. Professional Learning has now been delivered on this whole school. The whole school data is now showing 22.84% A-D students and 7.17% of F+ students as making no growth in the last 12 months. Teachers are currently evaluating Literacy progress and ILP goals. They are either re-writing goals, if not met, to make them more attainable for students during Semester 2 or they are writing them a new SMART goal if it has been achieved.

Maths

In Semester 1, the maths subcommittee analysed whole school data to establish their priority work for the semester. This analysis identified that 62% of students at A-D and 35% of students at F+ had made no progress or regressed in Statistics and Probability in 2021. This gave the subcommittee a clear focus area, as the number of students who regressed or made no progress was higher in Statistics and Probability than it was in both Number and Algebra and Measurement and Geometry. The maths subcommittee hypothesised that Statistics and Probability was coming up as an area that many students showed no progress or regressed because it wasn't been explicitly taught often enough. Analysis of the school's various scope and sequences showed Statistics and Probability was only being taught once a semester, for a two week unit. If a topic is not being explicitly taught regularly, students can not be expected to make progress. The maths subcommittee decided to focus on how Statistics and Probability could be taught in lessons other than maths. The idea behind this was to give students greater exposure to statistics and probability and for teachers to get greater opportunities to make assessments of student performance in this subject. Teachers in the maths subcommittee collaboratively planned lessons which had Statistics and Probability skills taught in them in a variety of contexts and lessons. These lessons included morning circle routines, zones check ins, meal times, inquiry lessons, guided reading, shared reading and readers workshops. These lessons were recorded and shared with the entire teaching staff in an after school professional learning. It was highlighted to staff that they needed to be embedding Statistics and Probability into their everyday learning routines, otherwise we would continue to see Statistics and Probability show up as an area of focus for our school. Teachers were expected to embed statistics and probability ILP goals into the planning of everyday routines and lessons. To ensure compliance with this, teachers were asked to then share video evidence of a student who had made no progress or regressed in Statistics and Probability, engaging in statistics and probability skills in a lesson other than maths, in their PLC. This process was repeated in planning groups to ensure the greatest number of focus students possible were moderated by staff. The results of this moderation were very pleasing, with a high percentage of students who had previously not made progress or regressed, having now made progress. These results have been evidenced in the attached tables.

| Future planning | Literacy |
|---|---|
| • *What action will be taken next?*<br>• *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?* | The Read, Write, Inc spelling program has now been identified as an appropriate pathway for our students once they have finished their learning in phonics. We have purchased a subscription to the program and are aware of the teachers who need to deliver this and the students who will be participating. This semester relevant staff will receive professional learning on how to deliver the program and then will begin teaching using this. During Term 3 the Literacy Committee will trial and purchase a variety of decodable readers for our take home reader program. By Term 4 students will be accessing this program. The Literacy Committee will also re-evaluate the F+ writing rubric to see if we can create a rubric that suits all writing genres. Planning teams will continue to use the CLT to inform gaps and trends and this will inform the writing unit of work in Term 4. Using the information gained from these CLT trends and gaps in 2022 a scope and sequence will be created for 2022, for F+ writers, to include other forms of writing such as poetry and narrative. Teachers will now start using the new tracking sheet for A-D phonics and the information on these assessments will be collated at the end of the year and passed to new teachers to ensure they continue to teach the A-D students phonics at the point of need.<br><br>Maths<br>In Semester 2, the maths subcommittee will identify how teachers are using the Maths A-D checklists and Essential Assessments to assess if they have been embedded across the school. The next steps for the maths subcommitee will be to analyse whole school data in maths, regardless if students have made progress or not in a specific area. The purpose of doing so is to assess if there are 'blank spots' in the curriculum. A student may have made progress in number and algebra, but that might be in one area of number and algebra, while there other areas within that subject area that have no demonstrations on the CLT. The subcommittee while endeavour to identify if there are any blank spots across the curriculum and create targeted strategies to address these. |
| OPTIONAL: Upload evidence | 1. 2022 Assessment Schedule.docx (0.02 MB)<br>2. 2022 Sem 1 Focus Students (2).xlsx (0.01 MB)<br>3. 6 Month Literacy comparison data Sem 1 2022.xlsx (0.02 MB)<br>4. Fand Literacy Writing Unit of Work T1 2022.docx (0.23 MB)<br>5. Focus Students by levels.docx (0.01 MB)<br>6. Group Activity Staff PL.docx (0.02 MB)<br>7. Literacy Gaps Fand.docx (0.01 MB)<br>8. Literacy Gaps.docx (0.01 MB)<br>9. Literacy Phonics PL 20.7.22.pptx (8.01 MB)<br>10. Making RWI assesible for non speaking children DRAFT.docx (0.01 MB)<br>11. Maths Moderation.pptx (0.76 MB)<br>12. MY Fand Reading Unit of Work Term 2 2022 .docx (2.27 MB) |

| | 13. Phonics bag tracking DRAFT.docx (0.02 MB)<br>14. PLC End of Cycle tracker A-D.xlsx (0.02 MB)<br>15. PLC End of Cycle tracker dand.xlsx (0.01 MB)<br>16. PLC End of Cycle tracker.xlsx (0.02 MB)<br>17. Reading UoW Levels C-1 Term 2 2022.docx (4.28 MB)<br>18. Statistics and Probability Checklists.docx (0.02 MB)<br>19. Statistics and Probability Gaps and Trends (3).docx (0.02 MB)<br>20. Using Maths Gaps and Trends to write reports.docx (0.02 MB)<br>21. Writing UoW Levels C-1 Term 2 2022.docx (0.50 MB) |
|---|---|

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Identify decodable readers for our take home reader program and organise roll out whole school | ☑ Literacy leader | from:<br>Term 2<br>to:<br>Term 4 | 0% |
| Activity 2 | Identify a relevant spelling program for post RWI students and deliver PL. | ☑ Literacy leader | from:<br>Term 2<br>to:<br>Term 4 | 50% |
| Activity 3 | Create a new writing rubric for 1+ and write a scope and sequence for writing to cover more genres. | ☑ Literacy improvement teacher<br>☑ Literacy leader | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 4 | Create a data wall and track progress of students in all areas of the Literacy curriculum.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Literacy | ☑ Literacy leader<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 50% |

| Activity 5 | Use the CLT to inform gaps and trends and embed these into UoW in term 2 and 4 to ensure breadth of the curriculum is taught across the year. | ☑ Literacy improvement teacher<br>☑ Literacy leader<br>☑ PLC leaders | from:<br>Term 1<br>to:<br>Term 4 | 50% |
|---|---|---|---|---|
| Activity 6 | Facilitate opportunities for whole school, cohort and individual analysis of data. | ☑ Numeracy leader<br>☑ Leadership team | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 7 | Track student's growth/no growth and design interventions accordingly. | ☑ Numeracy leader<br>☑ Leadership team<br>☑ Learning specialist(s) | from:<br>Term 2<br>to:<br>Term 4 | 50% |
| Activity 8 | Establish and monitor implementation and storage of term expectations around A-C Maths checklist. | ☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 9 | Delivering whole school PL on use of data that informs target cohorts and school goals. | ☑ Numeracy leader | from:<br>Term 1<br>to:<br>Term 1 | 50% |
| Activity 10 | Facilitate opportunities for Maths observations/ planning checks to ensure Maths scope and sequence is being followed. | ☑ Leadership team<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 11 | Release teachers to complete peer observations/observe best practice in Literacy instruction | ☑ Learning specialist(s)<br>☑ Literacy leader<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| Activity 12 | Professional learning driven by evidence from Essential Assessments (to plug in gaps). | ☑ Numeracy leader ☑ Sub school leader/s ☑ Learning specialist(s) | from: Term 2 to: Term 4 | 0% |
|---|---|---|---|---|
| **KIS 2.b** Building practice excellence | To fully embed the school's pedagogical model across all areas of the curriculum. | | | |
| Actions | 1. Ensure the school's three instructional models are being used appropriately and consistently across Literacy and Maths lessons. 2. To embed processes started in 2021 are being used consistently used within auditing and observations. | | | |
| Outcomes | Leaders will... - Comprehensively monitor whole school GRR planning and implementation. - To audit instructional models in teacher's work programs and through observations. - Conduct learning walks around GRR in Maths and Literacy. - Monitor the implementation of Gaps and Trends in Maths and Literacy through coaching conversations. - Identify the GRR Maths and Literacy goal with teachers as part of their PDP. - Coaching conversations documents will document which instructional model teachers are using. - Input time into calendar for moderation of whole school use of GRR (teachers video lessons). Teachers will... - Use the Gradual Release of Responsibility Model while teaching. - have facilitated opportunity for peer observations. Students will... - receive targeting and well structured teaching to meet their individual levels. | | | |
| Success indicators | Early Indicators - Teachers work programs evidence GRR model for all students. - Coaching documents that include minutes from discussion about instructional models. - Learning Specialists will collate which instructional model teachers are implementing in Literacy and Maths. - Semester calendars will show GRR PL has been timetabled, audits Late indicators Evidence within the Curriculum Level Trackers S1/S2 validates reduced percentage of students identified within the category of | | | |

| | |
|---|---|
| | "regressed" in Literacy and Maths.<br>Evidence within the Curriculum Level Tracker S1/S2 validates increased percentage of students identified within the category of "made progress" in Literacy and Maths. |
| Delivery of the annual actions for this KIS | Completed |
| Enablers<br>• *What enablers are supporting the delivery of this KIS?* | ☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br>☑ Sufficient time allocated<br><br>☑ Key improvement strategies are able to be implemented<br><br>☑ Improvement efforts are well focussed (the school was able to prioritise well)<br><br>☑ Staff capability and consistency of practice<br><br>☑ Positive staff culture and readiness for change<br><br>☑ Workforce stability and effective change management practices |
| Barriers<br>• *What barriers are impeding the delivery of this KIS?* | ☑ Workforce constraints i.e., change in leadership, understaffed, staff absence |
| Commentary on progress<br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What* | At the end of 2021 we updated our three instructional models to align with all areas of the curriculum. This was introduced to new staff in induction and all other staff at the commencement of Term 1 2022. During the first few weeks of Term 1 we audited all classroom teacher planning in Literacy and Maths to ensure appropriate instructional models were in place and documented. In Maths 100% of teachers had an instructional model visible within their planning. In Literacy this varied across areas; 73% in phonics, 93% in reading and writing. Although instructional models were visible in planning some elements of these were missing. We then completed classroom observations for each teacher in Literacy or Maths to validate whether classroom practice was being accurately reflected in planning. Feedback was provided on both planning and classroom instruction and individualised targets set for teachers through their fortnightly coaching sessions. Throughout Term 1 teachers had continual support with planning and classroom practice to build individual teacher capacity around the goals. At the beginning of Term 2 we completed the planning audit again focusing on the instructional models in Maths and Literacy. The Term 2 audit showed that 100% of teachers now had visible and appropriate |

| | instructional models in Literacy. However, 7% (1 teacher) had elements missing in their Maths planning. This was followed up in coaching sessions with this teacher. |
|---|---|
| *changes in behaviour / practice / mindset have been observed?*<br>• *What is the evidence?* | |
| Future planning<br>• *What action will be taken next?*<br>• *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?* | During this term we will be organising a peer observation cycle in which teachers can observe best practice in an instructional model of their choice. Learning Specialists will facilitate pre and post conversations to support goal setting and self-reflection. We will also continue to monitor planning documentation to ensure all elements of the appropriate instructional models are evident. |
| OPTIONAL: Upload evidence | 1. AIP Ev Term 2 Instructional Audit.docx (0.02 MB)<br>2. AIP Ev. Term 1 Instructional Audit.docx (0.02 MB)<br>3. Claire Tracking Coaching Conversations.docx (0.04 MB)<br>4. Instructional model observation checklist.docx (0.01 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Learning Specialists comprehensively monitor whole school GRR planning and implementation at the beginning of Term 1 and Term 3. | ☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| | Learning Specialists will collect information about which instructional model is being used by each teacher for Literacy and Maths lessons. | | | | |
|---|---|---|---|---|---|
| Activity 2 | Maths Coordinator to plan and implement GRR Model PL (refresher PL) in Term 1 | ☑ Numeracy leader<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 1 | 0% |
| Activity 3 | Teachers will film a Literacy or Maths lesson and receive feedback on the use of the instructional model and GRR in whole school moderation. | ☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 3<br>to:<br>Term 4 | 0% |
| Activity 4 | Peer observations for all teachers will be coordinated for Literacy and/or Maths (dependent on individual teacher PL needs). | ☑ Leadership team<br>☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 5 | Professional learning driven by evidence from Essential Assessments (to plug in gaps). | ☑ Numeracy leader | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| **Goal 3** | Improve student engagement in learning. |
|---|---|
| **12-month target 3.1 target** | Focus on real life problems will increase from 90% (2021) positive endorsement to 92%<br>Collective focus on student learning will increase form 85% (2021) positive endorsement to 88%<br>Use student feedback to improve practice  will increase from 70% (2021) positive endorsement to 73% |
| **12-month target 3.2 target** | Voice & Agency will increase from 75% (2021) positive endorsement to 81%  (2022)<br>Student Cognitive Engagement - Motivation and support will increase from 88% (2021) positive endorsement to 90% (2022) |
| **12-month target 3.3 target** | Analysis of baseline data will determine targets for the 2022 year. |

| KIS 3.a<br>Empowering students and<br>building school pride | Develop students as active and empowered learners. |
|---|---|
| Actions | Update student well being policy<br>Deliver Agency PL in Term 1<br>Survey Teachers around usefulness of Autism Profile.<br>Make changes to the profile and investigate scope for student input where applicable.<br>Update new profile with agency strategies<br>Align coaching conversations in Term 1 to voice and agency, ensuring strategies are embedded within planning.<br>Audit of student voice and agency strategies in use within the classroom/in planning documentation.<br>Develop actions based on Student voice and agency data<br>Create lessons for the SRC that will inform members of their role on the SRC.<br>Look at careers lessons and how student voice and agency is reflected within them. |
| Outcomes | Leaders will…<br>Update the student well being and engagement policy to reflect student voice and agency learning.<br>Deliver Professional Learning in what student agency is and what it constitutes in our setting<br>Create lessons for the SRC informing them about the role.<br>Make changes to the Autism Profile doc after input from teachers.<br>Audit use of voice and agency strategies within planning documentation and classroom teaching.<br>Analyse baseline student voice and agency data.<br><br>Teachers will …<br>Teachers will participate in Term one coaching conversations prioritising voice and agency recommendations<br>for ongoing planning.<br>Complete a survey around value of the current Autism profile.<br>Incorporate agency strategies within the Autism profile and teaching.<br>Incorporate student voice and agency strategies within careers lessons.<br><br>Students will …<br>Share authoring of the Autism profile document.<br>Complete the annual student voice and agency survey |
| Success indicators | Data target outcomes<br>Documentation from coaching conversations |

| | Updated Autism profile document<br>Teaching planning documentation<br>Survey results<br>PL presentations |
|---|---|
| Delivery of the annual actions for this KIS | Completed |
| Enablers<br>  • *What enablers are supporting the delivery of this KIS?* | ☑ Sufficient budget<br>☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br>☑ Sufficient time allocated<br>☑ Key improvement strategies are able to be implemented<br>☑ Improvement efforts are well focussed (the school was able to prioritise well)<br>☑ Positive staff culture and readiness for change |
| Barriers<br>  • *What barriers are impeding the delivery of this KIS?* | ☑ Workforce constraints i.e., change in leadership, understaffed, staff absence<br>☑ Workforce capability i.e., in use of data and evidence |
| Commentary on progress<br>  • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour* | The JSS wellbeing and engagement policy (Appendix 1) has been updated and will be ratified by school council at the August meeting. It has been shared with staff and the wider school community and is accessible on the schools website.<br>Continued Professional Learning detailing the JSS school's approach to student voice and agency was delivered in Week 4 of Term 1 (Appendix 2). It made links to the curriculum supporting staff to develop greater understanding of the learning students need in order to develop skills that will increase their capacity to use voice and agency at school.<br>The individual profile document is being reworked by the PBS committee in order to request feedback from staff on it's effectiveness. The PBS committee is more closely linking it to existing Zones of Regulation processes in the school that already incorporate student input. Once feedback has been sought from staff it will be finalised for use this year.<br>The 'I heard, I saw, I wondered' protocol has been adapted to include voice and agency strategies detailed on the proforma Appendices 3-8)  allowing coaches to reference their use when observing teacher practice. Learning specialists are trialling focus on a wondering aligned to the student voice and agency aspect of the lesson for inclusion within the coaching conversations that |

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| */ practice / mindset have been observed?*<br>• *What is the evidence?* | happen fortnightly with teaching staff.<br>Voice and agency strategies have been audited by individual teachers using the adapted 'I heard, I saw, I wondered' protocol. During the most recent PLC cycle individual teacher's reflected on their own practice and indicated when they observed themselves providing voice and agency opportunities for specific students. This information has been collated for discussion within the PBS team to determine how it could be used for ongoing evidence of voice and agency strategies being employed within the school. (Appendix 9)<br>JSS Student voice and agency data is in its second year of collection. Survey's sent out to staff, parents and identified students in 2021 did not elicit workable baseline data. The response from parents was minimal resulting in an invalid data set for analysis. The survey has again gone out to staff and parents in 2022 and we will be gathering responses in Term 3 for collation and analysis. PBS is using learning data to identify an appropriate cohort of students to access the survey for inclusion in the data set.<br>An SRC team has been identified for 2022 using a variety of data sets to inform membership including learning, absence and behaviour data. (Appendix 10) Lessons have been developed and plans have been made to have the group up and running in Semester 2 with regular meetings.<br>Students, where appropriate are encouraged to identify preferences when selecting electives and work experience options. Students assessed at Level 3 or above completed preference expression of interest forms for electives. Students at this level were also given the option to view potential work experiences options and then engaged in a 1:1 selection interview when deciding their work experience option. Students Level 2 and below had an electives preference sheet completed on their behalf by teachers in consultation with families.<br>Careers lessons have been developed and for green pathway students are centred around the experiences and goals of work experience, more work needs to be done analysing how careers lessons reflect student voice and agency at all levels. |
| Future planning<br>• *What action will be taken next?*<br>• *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?* | The student wellbeing and engagement policy will be reviewed regularly in line with DET timelines.<br>Changes to the autism profile need to be finalised and the new profile to be used for handover this year.<br>Student voice and agency data will be collated and analysed to determine how it can be used to evidence the work being done in classrooms. It will also be used to further drive the work of the PBS committee.<br>SRC group will commence regular meetings to establish their work within the school developing and coordinating school events.<br>To support the careers planning, 3 weeks has been allocated to develop a unit of work appropriate to the learning needs and goals of students in the orange pathway.<br>Development of a whole school process for students across all levels that supports their capacity to input into elective and work experience selection in line with their blue, orange or green pathway. |

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| OPTIONAL: Upload evidence | 1. [Appendix 1 - Student Wellbeing and Engagement Policy.v23.03.2022.docx](#) (0.93 MB)<br>2. [Appendix 10 - Data to support SRC selection 2022.docx](#) (0.05 MB)<br>3. [Appendix 2 - Student Voice and Agency Part 3 - 2022.pptx](#) (1.27 MB)<br>4. [Appendix 3 - Level A-B - SHW - student voice and agency protocol.docx](#) (0.04 MB)<br>5. [Appendix 4 - Level C-D - SHW - student voice and agency protocol.docx](#) (0.03 MB)<br>6. [Appendix 5 - Level F - SHW - student voice and agency protocol.docx](#) (0.03 MB)<br>7. [Appendix 6 - Level 1and2 - SHW - student voice and agency protocol.docx](#) (0.03 MB)<br>8. [Appendix 7 - Level 3and4 - SHW - student voice and agency protocol.docx](#) (0.03 MB)<br>9. [Appendix 8 - Level 5and6 - SHW - student voice and agency protocol.docx](#) (0.03 MB)<br>10. [Appendix 9 - Student Voice (PLC SHW data).docx](#) (0.02 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Professional learning - What is agency? | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 1 | 100% |
| Activity 2 | Update school policy | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 1 | 100% |
| Activity 3 | Survey teachers about the autism profile and update it based on feedback for use in Term 4. | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 4 | Align coaching conversations to support teachers to embed student voice & agency strategies within planning documentation. | ☑ Leading teacher(s) | from:<br>Term 1<br>to:<br>Term 1 | 25% |

| Activity 5 | Analyse data from student voice and agency data taken in 2021 In term 1 and term 4 of 2022.<br>Retake student voice and agency survey in Term 3. | ☑ Wellbeing team<br>☑ All staff | from:<br>Term 1<br>to:<br>Term 4 | 25% |
|---|---|---|---|---|
| Activity 6 | Create and deliver lessons for the new SRC to drive their operation over the year. | ☑ Wellbeing team<br>☑ Allied health | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 7 | Look at careers lessons and how student voice and agency is reflected within them. | ☑ Student wellbeing co-ordinator<br>☑ Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | 25% |

| Goal 4 | Improve the ability of students to understand themselves and socially relate with others. |
|---|---|
| **12-month target 4.1 target** | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in "Self–Awareness" by 3% from 2021 to 2022.<br><br>The students in levels A–D (Victorian Curriculum) that demonstrate positive growth in "Social Capabilities" will increase by 3% from 2021 to 2022. |
| **12-month target 4.2 target** | The students working at Foundation or above will demonstrate an increase in positive growth in "Self–Awareness" by 3% from 2021 to 2022.<br><br>The Foundation and above students that demonstrate an increase in positive growth in "Social Capabilities" by 3% from 2021 to 2022. |
| **KIS 4.a**<br>Health and wellbeing | Build the personal and social capabilities of each student. |

| Actions | Personal and Social<br>1. Build teacher capacity in Foundation + assessment practices and curriculum knowledge.<br>2. Continue embedding assessment practices in Personal and Social for A-D students.<br>3. Investigate differentiation to meet the individual learning needs of students making limited to no growth in Personal and Social.<br><br>Health<br>1. Complete rubric assessment and modules for LGBTQIA+, sexual education, and online safety.<br>2. Embed trends and gaps protocol into assessment practices.<br>3. Record student data and monitor progress using rubrics. |
|---|---|
| Outcomes | Personal and Social<br>Leaders will<br>- track focus students who did not make progress in 2021 to drive interventions.<br>- allocate time in the assessment schedule to facilitate whole school moderation across sections in Semester 1 and 2<br>- support teachers to create targeted interventions by allocating time in the PL calendar to complete Trends and Gaps documents in Term 2 and 4<br>- conduct teacher surveys and audit Semester 1 Gaps and Trends documents to create a focus for Professional Learning in Term 3.<br>- will facilitate Learning Walks for Personal and Social in Term 3 based on teachers' Semester 1 Gaps and Trends interventions.<br>Teachers will<br>- collaboratively moderate student work samples for F+ in allocated moderation times.<br>- have a deeper understanding of the F+ Personal and Social Curriculum through participating in professional learning in Term 3.<br>- identify and create personalised interventions for their classes based on Trends and Gaps documents.<br>Students will<br>- be engaging in targeted interventions based on their Gaps and Trends goals.<br>- be assessed with more fidelity due to moderation processes.<br><br>Health<br>1. Teachers will have an accurate assessment and modules to use for understanding LGBTQIA+, sexual education, and online safety for appropriate students.<br>2. Teachers will be able to use protocols to accurately assess their students and identify the teaching required.<br>3. Leaders and teachers will be able to accurately determine effectiveness in teaching and identify gaps for further improvement.<br>4. Students will develop new understandings of LGBTQIA+, sexual education, and online safety. |
| Success indicators | Personal and Social<br>Early Indicators:<br>1. All teachers will have completed Semester 1 Personal and Social Gaps and Trends documents which will evidence embedded |

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| | assessment practices.<br>2. Semester Calendar will evidence Personal and Social moderation has been embedded into our assessment schedule.<br>3. Coaching and Learning Walk documents will evidence Gaps and Trends goals have been embedded into teaching practice.<br>4. Subcommittee meeting minutes and a "data wall" will evidence 2021 CLT data has been analysed, a narrow cohort of F+ students have been identified as having stayed the same level and are being tracked.<br><br>Late Indicators:<br>1. Evidence of greater teacher capacity in teaching and assessing Foundation + students will be evidenced in CLT student growth data.<br>2. Evidence of embedded assessment practices will be demonstrated by having all teachers having Gaps and Trends goals from Semester 1 embedded into Term 3 work programs.<br>3. An effective investigation into Foundation + students will be evidenced by fewer F+ students staying the same level between Semester 2 2021 and Semester 2 2022 in CLT data.<br><br>Health<br>1. Evidenced by completed documents for modules and assessment and embedded in work programs and assessment schedules.<br>1. Evidenced by individualized lessons represented in work programs and learning walk outcomes.<br>1. Evidenced by growth data and gaps and trends. |
| Delivery of the annual actions for this KIS | <span style="color:green">Completed</span> |
| Enablers<br><br>&bull; *What enablers are supporting the delivery of this KIS?* | ☑ Sufficient budget<br><br>☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br><br>☑ Sufficient time allocated<br><br>☑ Key improvement strategies are able to be implemented<br><br>☑ Improvement efforts are well focussed (the school was able to prioritise well)<br><br>☑ Staff capability and consistency of practice<br><br>☑ Positive staff culture and readiness for change<br><br>☑ Workforce stability and effective change management practices |
| Barriers | ☑ Other |

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| • *What barriers are impeding the delivery of this KIS?* | Data indicates an Audit in Term 3 would be more appropriate than a Learning Walk |
| Commentary on progress<br><br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*<br>• *What is the evidence?* | Personal & Social<br>Our first AIP Action was to build teacher capacity in Foundation + assessment practices and curriculum knowledge. To do this, we allocated time in our assessment schedule in Term 2 for whole school moderation across sections (evidenced in appendix 1). This was scheduled prior to report writing so teachers could make deeper connections to Personal and Social assessments and the curriculum to inform progress reports and goal setting for the next semester with greater accuracy. As this was our first Personal and Social moderation, we facilitated Professional Learning to familiarise staff with the moderation process and identify the relevant assessments for the level of their students (evidenced in app. 2). We also narrowed the focus students for moderation to our '2021 12 Month No Growth Student List' (see slide 3-5 in app. 2). This was to provide Foundation + teachers with the opportunity to collaboratively break down curriculum content descriptors and skills in their moderation teams. After moderation, time allocation was also provided to teachers to reflect on each students' strengths in Semester 1 and their next steps for learning, recording these in 'Gaps and Trends' documents (see app. 3 for examples). As a result of Foundation+ teachers making greater connection to assessment practices and the curriculum, we saw positive growth increase from 52% (in Semester 2 2021) to 72% in Self Awareness for Foundation+ students at the end of Semester 1 2022 in our 12 month data (see app. 4). This is an increase of 20% in one semester and 17% higher than our KIS goal for the year. In Social Capabilities, we saw an increase in positive growth from 67% (in Semester 2 2021) to 85% in Foundation + students at the end of Semester 1 2022 in our 12 month data (again, see app. 4). This is an increase of 18% in one semester and 15% higher than our KIS goal for the year. Due to exceeding targets in Foundation +, the subcommittee has determined that a planned action to facilitate teacher PL on Foundation + curriculum and assessment is no longer appropriate (see app. 4).<br><br>Our second AIP Action was to continue embedding assessment practices in Personal and Social for A-D students. To support this, we allocated time in our assessment schedule in Term 2 for whole school moderation across sections (evidenced in app. 1 and 2) as well as time allocation for teacher reflection on each students' learning and next steps, recording these in 'Gaps and Trends' documents (see app. 5 for examples). As our result of teachers assessing with more fidelity, we saw an increase of positive growth in Social Capabilities from 64% (in Semester 2 2021) to 79% in A-D students at the end of Semester 1 2022 in our 12 month data (see app. 4). This is an increase of 15% in one semester and 13% higher than our KIS goal for the year. However, our priority moving forward is to better support A-D students in Self-Awareness as growth decreased by 8%. At the end of 2021, 58% of A-D students made progress in Self Awareness, but this dropped to 50% at the end of Semester 1 2022.<br><br>Our third AIP Action was to investigate differentiation to meet the individual learning needs of students making no growth in Personal and Social. To begin this action, we first identified 22 Foundation+ students who made no growth in Personal Awareness in 2021, as |

| | well as 24 students in A-D. In Social Capabilities, we identified 13 A-D students who made no growth in 2021 and 16 Foundation + students. The '12 Month No Growth Student List' can be found in appendix 6. As less students made growth in Personal Awareness in 2021, the Personal and Social Sub-Committee analysed CLT data to identify which curriculum strands had the least demonstrations (see app. 7). It was noted that 12 of these students had no demonstrations of Problem Solving skills, however a majority had 2 or 1 demonstrations for most skills. This indicates that the students have capabilities but teachers lack confidence in assessing proficiency. We also conducted a survey of these students' teachers to determine any common barriers. A theme in the results was that teachers were unsure how to teach Problem Solving and wanted so see examples of practice (see app. 9). By giving teachers the opportunity to collaboratively moderate videos of these no growth students (again, see app. 1 and 2) teachers could build their confidence in identifying skills, collaborate on next steps for teaching and learn from each other's practice. 46 students were on our no growth list for Self-Awareness at the end of 2021. 68% of those students made progress in 2022 Semester 1, 32% of students stayed the same and 0 regressed. That means 16 students have not made progress in 18 months in Self Awareness. 29 students were on our no growth list for Social Capabilities at the end of 2021. 78% of those students made progress in 2022 Semester 1, 22% of students stayed the same and 0 regressed. Of the 6 who demonstrated no growth, only 2 students have an attendance higher than 61%. This analysis can be found in appendix 8.<br><br>Health |
|---|---|
| Future planning<br><br>• *What action will be taken next?*<br>• *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?* | 1. Build teacher capacity in Foundation+ assessment practices and curriculum knowledge:<br>- Leaders will allocate time in the assessment schedule to facilitate whole school moderation in Semester 2.<br>- Leaders will allocate time in the PL calendar to complete Trends and Gaps documents in Term 4.<br>- Leaders will audit whether P&S goals are embedded into planning documentation in Semester 2.<br><br>2. Continue embedding assessment practices in Personal and Social for A-D students.<br>- Leaders will allocate time in the assessment schedule to facilitate whole school moderation in Semester 2.<br>- Leaders will allocate time in the PL calendar to complete Trends and Gaps documents in Term 4.<br>- Leaders will audit whether P&S goals are embedded into planning documentation in Semester 2.<br><br>3. Investigate differentiation to meet the individual learning needs of students making no growth in Personal and Social.<br>- Subcommittee to identify '12 month No Growth Students' in Personal Awareness indicated in the recent 12 month data.<br>- Focusing on these '12 month No Growth Students' in Personal Awareness, the subcommittee is to identify which content descriptors that have the least demonstrations.<br>- Subcommittee to decide interventions needed based on data analysis. |
| OPTIONAL: Upload evidence | 1. [Appendix 1 - Term 2 Calendar.docx](#) (0.04 MB)<br>2. [Appendix 2 - Moderation PL.pdf](#) (0.62 MB) |

| | 3. [Appendix 3 - Foundation Trends and Gaps PY5 MY9 VCAL.pdf](#) (0.34 MB)<br>4. [Appendix 4 -CLT data summary Sem2 2021 - Sem1 2022.docx](#) (0.25 MB)<br>5. [Appendix 5 - A-D Trends and Gaps PY2 MY6 LY14.pdf](#) (0.23 MB)<br>6. [Appendix 6 - End of 2021 No Growth Student List.pdf](#) (0.20 MB)<br>7. [Appendix 7 - Self Awareness number of demonstrations per skill.pdf](#) (0.07 MB)<br>8. [Appendix 8 - 2021 No Growth Students with Sem1 2022 data.pdf](#) (0.13 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Timetable section moderation and whole school moderation into Term 2 and Term 4 PLC and PL calendar. | ☑ Learning specialist(s)<br>☑ Principal<br>☑ School improvement team<br>☑ PLC leaders | from: Term 2 to: Term 4 | 50% |
| Activity 2 | Analyse CLT data within Personal and Social Subcommittee in Term 1 and Term 3. Use CLT data to track progress of narrow focus cohort of students who stayed the same level in 2021. | ☑ Learning specialist(s)<br>☑ Sub school leader/s | from: Term 1 to: Term 4 | 50% |
| Activity 3 | Learning Specialists to facilitate Learning Walk in Term 3 based on Semester 1 Gaps and Trends. | ☑ Learning specialist(s)<br>☑ Teacher(s) | from: Term 2 to: Term 3 | 0% |
| Activity 4 | Subcommittee to conduct a survey with F+ teachers in Term 2 to determine a PL focus for Term 3. Subcommittee members to plan and present PL in Foundation + teaching and assessment. | ☑ Learning specialist(s)<br>☑ Sub school leader/s<br>☑ Allied health<br>☑ Teacher(s) | from: Term 2 to: Term 3 | 25% |

| Activity 5 | Complete rubric assessment and modules for LGBTQIA+, sexual education, and online safety. | ☑ Allied health<br>☑ Leading teacher(s)<br><br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
|---|---|---|---|---|
| Activity 6 | Embed trends and gaps protocol into assessment practices. | ☑ Learning specialist(s)<br>☑ Teacher(s)<br><br>☑ Allied health | from:<br>Term 2<br>to:<br>Term 4 | 0% |
| Activity 7 | Record student data and monitor progress using rubrics. | ☑ Learning specialist(s)<br>☑ Teacher(s)<br><br>☑ Allied health | from:<br>Term 2<br>to:<br>Term 4 | 0% |

# Monitoring and assessment - 2022

## Term 3 monitoring (optional)

| Goal 1 | 2022 Priorities Goal<br>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
| --- | --- |
| **12-month target 1.1 target** | Implement data walls and monitoring strategies to track the students identified as making "no growth" or "regression".<br><br>The tutor initiative will provide targeted interventions to support the identified cohort of students.<br><br>Support mental health prevention and promotion across the school. |
| **KIS 1.a**<br>Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Coaches will use the PLC forum to analyze & validate data and identify students whose learning is at risk of progressing<br>Coaches will employ tools to create data walls to focus the work of teachers on growth and achievement<br>PLC's will map, measure and monitor learning using tangible strategies<br>PLC's will build into their cycle strategies to regularly visit the data.<br>Coaches will build "tracking learning" conversations into their coaching.<br>The tutor initiative will provide targeted interventions to support the identified cohort of students. |
| Outcomes | Teachers will build confidence incorporating evidence into strategies for everyday teaching<br>Teachers will build collective efficacy and ownership around student learning<br>Teachers will collaborate around patterns in data. problem solve the root cause and target their instruction<br>The tutor will utilize the data wall evidence to target learning interventions. |

| Success indicators | Evidence within the Curriculum Level Trackers S1/S2 validates reduced percentage of students identified within the category of "regressed"<br>Evidence within the Curriculum Level Tracker S1/S2 validates increased percentage of students identified within the category of "made 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 | Creation of data walls<br>Timetabling of data analysis<br>Alignment of coaching strategy to monitor data | ☑ PLC leaders<br>☑ Leadership team | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| **KIS 1.b**<br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Develop a whole school Health and Wellbeing policy and processes to implement mental health prevention and promotion.<br>Develop a policy and framework to coordinate tiered psychology preventions, interventions and post intervention strategies<br>Enhance promotion and prevention activities within the school.<br>Coordinate supports for students with critical needs both within and external to the school.<br>Establish a referral process<br>Provide an evidence based direct counselling service and individualized supports for a range of mental health issues. | | | |

| | Develop strategies to oversee and monitor the role.<br>Communicate with key stakeholders | | | |
|---|---|---|---|---|
| Outcomes | Teachers will develop increased knowledge to explicitly teach health and wellbeing content and strategies.<br>Teachers will build their capacity to support health and wellbeing needs of students<br>Students will have access to structures and avenues in order to seek support<br>Students will develop knowledge, tools and strategies to build their health and wellbeing capacity.<br>Students will demonstrate reduced negative feelings and improved emotional regulation. | | | |
| Success indicators | Identify and track relevant Personal and Social learning data on Curriculum Level Tracker<br>The Code Purple data will reflect a decrease in dis regulation.<br>Tracking of Mental Health interventions | | | |
| 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 | Health and Wellbeing Professional  Learning for staff<br>Redefined role of the mental Health Practitioner | ☑ Allied health<br>☑ School leadership team<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| Goal 2 | Improve student learning growth in English and Mathematics |
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| 12-month target 2.1 target | The students working at Foundation or above will demonstrate an increase in positive growth in Maths by 3% from 2021 to 2022. |
| --- | --- |
| | The Foundation and above students that demonstrate a decrease in regression in Maths by 3% from 2021 to 2022. |
| 12-month target 2.2 target | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Maths by 3% from 2021 to 2022. |
| | The students in levels A–D (Victorian Curriculum) that demonstrate a decrease in regression in Maths by 3% from 2021 to 2022. |
| 12-month target 2.3 target | The students working at Foundation or above will demonstrate an increase in positive growth in Literacy by 3% from 2021 to 2022. |
| | The Foundation and above students that demonstrate negative growth in Literacy will decrease by 3% from 2021 to 2022. |
| 12-month target 2.4 target | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Literacy by 3% from 2021 to 2022. |
| | The students in levels A–D (Victorian Curriculum) that demonstrate negative growth in  will decrease by 3% from 2021 to 2022. |
| KIS 2.a Curriculum planning and assessment | To fully implement evidence–based assessments and decision making across the curriculum |
| Actions | Literacy:<br>Continue to embed and monitor the use of assessments and tools introduced in 2021.<br>Identify decodable readers for our take home reader program and organise roll out whole school<br>Identify a relevant spelling program for post RWI students and deliver PL.<br>Create a data wall and track progress of students in all areas of the Literacy curriculum.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Literacy.<br>Support teachers to use the CLT to inform gaps and trends to ensure breadth of the curriculum is taught across the year.<br>Create a new writing rubric for 1+ and write a scope and sequence for writing to cover more genres.<br><br>Maths:<br>Support teachers to use the CLT to inform gaps and trends to ensure breadth of the Maths curriculum is taught across the year.<br>Continue to embed and monitor the use of assessments and tools introduced in 2021.<br>Continue to follow the Maths Scope and Sequence for complex needs, A-D and F+ within Units of Work.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Maths.<br>Embed into PLC Maths data analysis, tracking and monitoring. |

| | Provide structures for all learning specialists to drive Maths priority work.<br>Have the growth targets at the forefront of our work (Strategic Plan annual) |
|---|---|
| Outcomes | Literacy<br><br>Leaders will.<br>Identify decodable readers relevant for our take home reader program<br>Identify a spelling program relevant for students post RWI phonics<br>Create a "data wall" to track the progress of students in Literacy and facilitate coaching conversations that support improved learning outcomes for identified students<br>Literacy Committee will conduct inquiry into content descriptors within Literacy that currently have no evidence and support teachers to create trends and gaps<br>Create a writing rubric for 1+ and a scope and sequence that can be used across all genres of writing<br><br>Teachers will.<br>Undertake the assessments relevant to their students and input data into whole school tracking documents<br>Participate in coaching conversations that support improved learning outcomes for identified students<br>Ensure F+ students participate in the take home reader program and support them to be successful in this program<br>Participate in spelling program PL and deliver this program<br>Write gaps and trends in term 2 and 4 using the CLT content descriptors and embed these into UoW<br><br>Students will..<br>Participate in relevant assessments and curriculum<br>At F+ participate in a take home reader program<br><br>Maths<br>Leaders will...<br>Embed expectations around assessment in Maths (pre and post)<br>Embed assessment expectations A+ Vic Curric.<br>Monitor that progress on CLT is evidenced through data.<br>Use data to drive priority PL that builds teacher knowledge around Maths.<br>Embed expectations on EA informing planning and groupings<br>Provide structures for all learning specialists to drive Maths priority work.<br>Analyse CLT data.<br><br>Teachers will...<br>Embed the implementation of Essential Assessments. |

| | Analyse and share Essential Assessment data to inform maths groupings and levels.<br>Use Trends and Gaps data effectively to plan lessons/groups.<br>Analyse CLT data.<br>Participate in coaching conversations that improves student learning.<br><br>Students...<br>At D+ participate in Essential Assessments |
|---|---|
| Success indicators | Literacy:<br>Semester calendars will show moderation, trends and gaps, data inputting time allocations<br>PL PowerPoints and documentation from take home reader program and spelling program<br>Data wall and documents<br>Coaching conversations documents and individual data analysis<br>Teacher planning<br>Completed writing rubric and scope and sequence of writing<br>Trends and gaps written from CLT common gaps and then UoW to evidence where teachers are planning to address these gaps<br>Students growth data from CLT<br><br>Maths:<br>Early Indicators:<br>Semester calendars will show moderation, trends and gaps, data inputting time allocations<br>Teachers planning will document evidence from Essential Assessments for differentiation and groupings for D+ students.<br>Teachers planning will document evidence from A-D Maths Checklist for differentiation and groupings for A-D students.<br>Unit of Work for Maths documents Trends and Gaps to inform priority learning.<br>Coaching conversations documents and individual data analysis.<br><br>Late Indicators:<br>CLT will show growth in Maths for A-D and D+ students of 3% growth. |
| Delivery of the annual actions for this KIS | |
| Enablers | |
| Barriers | |

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|---|---|---|---|---|
| Commentary on progress | | | | |
| Future planning | | | | |
| OPTIONAL: Upload evidence | | | | |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Identify decodable readers for our take home reader program and organise roll out whole school | ☑ Literacy leader | from: Term 2 to: Term 4 | 0% |
| Activity 2 | Identify a relevant spelling program for post RWI students and deliver PL. | ☑ Literacy leader | from: Term 2 to: Term 4 | 0% |
| Activity 3 | Create a new writing rubric for 1+ and write a scope and sequence for writing to cover more genres. | ☑ Literacy improvement teacher ☑ Literacy leader | from: Term 1 to: Term 4 | 0% |
| Activity 4 | Create a data wall and track progress of students in all areas of the Literacy curriculum. Facilitate and monitor coaching conversations that support improved outcomes for students in Literacy | ☑ Literacy leader ☑ Learning specialist(s) | from: Term 1 to: Term 4 | 0% |
| Activity 5 | Use the CLT to inform gaps and trends and embed these into UoW in term 2 and 4 to ensure breadth of the curriculum is taught across the year. | ☑ Literacy improvement teacher ☑ Literacy leader ☑ PLC leaders | from: Term 1 to: Term 4 | 0% |

| Activity 6 | Facilitate opportunities for whole school, cohort and individual analysis of data. | ☑ Numeracy leader ☑ Leadership team | from: Term 1 to: Term 4 | 0% |
|---|---|---|---|---|
| Activity 7 | Track student's growth/no growth and design interventions accordingly. | ☑ Numeracy leader ☑ Leadership team ☑ Learning specialist(s) | from: Term 2 to: Term 4 | 0% |
| Activity 8 | Establish and monitor implementation and storage of term expectations around A-C Maths checklist. | ☑ Learning specialist(s) | from: Term 1 to: Term 4 | 0% |
| Activity 9 | Delivering whole school PL on use of data that informs target cohorts and school goals. | ☑ Numeracy leader | from: Term 1 to: Term 1 | 0% |
| Activity 10 | Facilitate opportunities for Maths observations/ planning checks to ensure Maths scope and sequence is being followed. | ☑ Leadership team ☑ Learning specialist(s) | from: Term 1 to: Term 4 | 0% |
| Activity 11 | Release teachers to complete peer observations/observe best practice in Literacy instruction | ☑ Learning specialist(s) ☑ Literacy leader ☑ Teacher(s) | from: Term 1 to: Term 4 | 0% |
| Activity 12 | Professional learning driven by evidence from Essential Assessments (to plug in gaps). | ☑ Numeracy leader ☑ Sub school leader/s ☑ Learning specialist(s) | from: Term 2 to: Term 4 | 0% |

| KIS 2.b<br>Building practice excellence | To fully embed the school's pedagogical model across all areas of the curriculum. |
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| Actions | 1. Ensure the school's three instructional models are being used appropriately and consistently across Literacy and Maths lessons.<br>2. To embed processes started in 2021 are being used consistently used within auditing and observations. |
| Outcomes | Leaders will...<br>- Comprehensively monitor whole school GRR planning and implementation.<br>- To audit instructional models in teacher's work programs and through observations.<br>- Conduct learning walks around GRR in Maths and Literacy.<br>- Monitor the implementation of Gaps and Trends in Maths and Literacy through coaching conversations.<br>- Identify the GRR Maths and Literacy goal with teachers as part of their PDP.<br>- Coaching conversations documents will document which instructional model teachers are using.<br>- Input time into calendar for moderation of whole school use of GRR (teachers video lessons).<br><br>Teachers will...<br>- Use the Gradual Release of Responsibility Model while teaching.<br>- have facilitated opportunity for peer observations.<br><br>Students will...<br>- receive targeting and well structured teaching to meet their individual levels. |
| Success indicators | Early Indicators<br>- Teachers work programs evidence GRR model for all students.<br>- Coaching documents that include minutes from discussion about instructional models.<br>- Learning Specialists will collate which instructional model teachers are implementing in Literacy and Maths.<br>- Semester calendars will show GRR PL has been timetabled, audits<br><br>Late indicators<br>Evidence within the Curriculum Level Trackers S1/S2 validates reduced percentage of students identified within the category of "regressed" in Literacy and Maths.<br>Evidence within the Curriculum Level Tracker S1/S2 validates increased percentage of students identified within the category of "made progress" in Literacy and Maths. |

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|---|---|---|
| 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 | Learning Specialists comprehensively monitor whole school GRR planning and implementation at the beginning of Term 1 and Term 3.<br><br>Learning Specialists will collect information about which instructional model is being used by each teacher for Literacy and Maths lessons. | ☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 2 | Maths Coordinator to plan and implement GRR Model PL (refresher PL) in Term 1 | ☑ Numeracy leader<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 1 | 0% |
| Activity 3 | Teachers will film a Literacy or Maths lesson and receive feedback on the use of the instructional model and GRR in whole school moderation. | ☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 3<br>to:<br>Term 4 | 0% |

| Activity 4 | Peer observations for all teachers will be coordinated for Literacy and/or Maths (dependent on individual teacher PL needs). | ☑ Leadership team<br>☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
|---|---|---|---|---|
| Activity 5 | Professional learning driven by evidence from Essential Assessments (to plug in gaps). | ☑ Numeracy leader | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| **Goal 3** | Improve student engagement in learning. |
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| **12-month target 3.1 target** | Focus on real life problems will increase from 90% (2021) positive endorsement to 92%<br>Collective focus on student learning will increase form 85% (2021) positive endorsement to 88%<br>Use student feedback to improve practice  will increase from 70% (2021) positive endorsement to 73% |
| **12-month target 3.2 target** | Voice & Agency will increase from 75% (2021) positive endorsement to 81%  (2022)<br>Student Cognitive Engagement - Motivation and support will increase from 88% (2021) positive endorsement to 90% (2022) |
| **12-month target 3.3 target** | Analysis of baseline data will determine targets for the 2022 year. |
| **KIS 3.a**<br>Empowering students and building school pride | Develop students as active and empowered learners. |
| Actions | Update student well being policy<br>Deliver Agency PL in Term 1<br>Survey Teachers around usefulness of Autism Profile.<br>Make changes to the profile and investigate scope for student input where applicable.<br>Update new profile with agency strategies<br>Align coaching conversations in Term 1 to voice and agency, ensuring strategies are embedded within planning.<br>Audit of student voice and agency strategies in use within the classroom/in planning documentation.<br>Develop actions based on Student voice and agency data<br>Create lessons for the SRC that will inform members of their role on the SRC. |

| | Look at careers lessons and how student voice and agency is reflected within them. |
|---|---|
| Outcomes | Leaders will…<br>Update the student well being and engagement policy to reflect student voice and agency learning.<br>Deliver Professional Learning in what student agency is and what it constitutes in our setting<br>Create lessons for the SRC informing them about the role.<br>Make changes to the Autism Profile doc after input from teachers.<br>Audit use of voice and agency strategies within planning documentation and classroom teaching.<br>Analyse baseline student voice and agency data.<br><br>Teachers will …<br>Teachers will participate in Term one coaching conversations prioritising voice and agency recommendations for ongoing planning.<br>Complete a survey around value of the current Autism profile.<br>Incorporate agency strategies within the Autism profile and teaching.<br>Incorporate student voice and agency strategies within careers lessons.<br><br>Students will …<br>Share authoring of the Autism profile document.<br>Complete the annual student voice and agency survey |
| Success indicators | Data target outcomes<br>Documentation from coaching conversations<br>Updated Autism profile document<br>Teaching planning documentation<br>Survey results<br>PL presentations |
| 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 | Professional learning - What is agency? | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 1 | 0% |
| Activity 2 | Update school policy | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 1 | 0% |
| Activity 3 | Survey teachers about the autism profile and update it based on feedback for use in Term 4. | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 4 | Align coaching conversations to support teachers to embed student voice & agency strategies within planning documentation. | ☑ Leading teacher(s) | from:<br>Term 1<br>to:<br>Term 1 | 0% |
| Activity 5 | Analyse data from student voice and agency data taken in 2021 In term 1 and term 4 of 2022.<br>Retake student voice and agency survey in Term 3. | ☑ Wellbeing team<br>☑ All staff | from:<br>Term 1<br>to:<br>Term 4 | 0% |

| Activity 6 | Create and deliver lessons for the new SRC to drive their operation over the year. | ☑ Wellbeing team<br>☑ Allied health | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| --- | --- | --- | --- | --- |
| Activity 7 | Look at careers lessons and how student voice and agency is reflected within them. | ☑ Student wellbeing co-ordinator<br>☑ Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | 0% |

| Goal 4 | Improve the ability of students to understand themselves and socially relate with others. |
| --- | --- |
| **12-month target 4.1 target** | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in "Self–Awareness" by 3% from 2021 to 2022.<br><br>The students in levels A–D (Victorian Curriculum) that demonstrate positive growth in "Social Capabilities" will increase by 3% from 2021 to 2022. |
| **12-month target 4.2 target** | The students working at Foundation or above will demonstrate an increase in positive growth in "Self–Awareness" by 3% from 2021 to 2022.<br><br>The Foundation and above students that demonstrate an increase in positive growth in "Social Capabilities" by 3% from 2021 to 2022. |
| **KIS 4.a**<br>Health and wellbeing | Build the personal and social capabilities of each student. |
| Actions | Personal and Social<br>1. Build teacher capacity in Foundation + assessment practices and curriculum knowledge.<br>2. Continue embedding assessment practices in Personal and Social for A-D students.<br>3. Investigate differentiation to meet the individual learning needs of students making limited to no growth in Personal and Social.<br><br>Health<br>1. Complete rubric assessment and modules for LGBTQIA+, sexual education, and online safety.<br>2. Embed trends and gaps protocol into assessment practices. |

| | 3. Record student data and monitor progress using rubrics. |
|---|---|
| Outcomes | Personal and Social<br>Leaders will<br>- track focus students who did not make progress in 2021 to drive interventions.<br>- allocate time in the assessment schedule to facilitate whole school moderation across sections in Semester 1 and 2<br>- support teachers to create targeted interventions by allocating time in the PL calendar to complete Trends and Gaps documents in Term 2 and 4<br>- conduct teacher surveys and audit Semester 1 Gaps and Trends documents to create a focus for Professional Learning in Term 3.<br>- will facilitate Learning Walks for Personal and Social in Term 3 based on teachers' Semester 1 Gaps and Trends interventions.<br>Teachers will<br>- collaboratively moderate student work samples for F+ in allocated moderation times.<br>- have a deeper understanding of the F+ Personal and Social Curriculum through participating in professional learning in Term 3.<br>- identify and create personalised interventions for their classes based on Trends and Gaps documents.<br>Students will<br>- be engaging in targeted interventions based on their Gaps and Trends goals.<br>- be assessed with more fidelity due to moderation processes.<br><br>Health<br>1. Teachers will have an accurate assessment and modules to use for understanding LGBTQIA+, sexual education, and online safety for appropriate students.<br>2. Teachers will be able to use protocols to accurately assess their students and identify the teaching required.<br>3. Leaders and teachers will be able to accurately determine effectiveness in teaching and identify gaps for further improvement.<br>4. Students will develop new understandings of LGBTQIA+, sexual education, and online safety. |
| Success indicators | Personal and Social<br>Early Indicators:<br>1. All teachers will have completed Semester 1 Personal and Social Gaps and Trends documents which will evidence embedded assessment practices.<br>2. Semester Calendar will evidence Personal and Social moderation has been embedded into our assessment schedule.<br>3. Coaching and Learning Walk documents will evidence Gaps and Trends goals have been embedded into teaching practice.<br>4. Subcommittee meeting minutes and a "data wall" will evidence 2021 CLT data has been analysed, a narrow cohort of F+ students have been identified as having stayed the same level and are being tracked.<br><br>Late Indicators:<br>1. Evidence of greater teacher capacity in teaching and assessing Foundation + students will be evidenced in CLT student growth |

data.
2. Evidence of embedded assessment practices will be demonstrated by having all teachers having Gaps and Trends goals from Semester 1 embedded into Term 3 work programs.
3. An effective investigation into Foundation + students will be evidenced by fewer F+ students staying the same level between Semester 2 2021 and Semester 2 2022 in CLT data.

Health
1. Evidenced by completed documents for modules and assessment and embedded in work programs and assessment schedules.
1. Evidenced by individualized lessons represented in work programs and learning walk outcomes.
1. Evidenced by growth data and gaps and trends.

| | |
|---|---|
| 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 | Timetable section moderation and whole school moderation into Term 2 and Term 4 PLC and PL calendar. | ☑ Learning specialist(s)<br>☑ Principal<br>☑ School improvement team<br>☑ PLC leaders | from:<br>Term 2<br>to:<br>Term 4 | 0% |
| Activity 2 | Analyse CLT data within Personal and Social Subcommittee in Term 1 and Term 3. Use CLT data to track progress of narrow focus | ☑ Learning specialist(s)<br>☑ Sub school leader/s | from:<br>Term 1 | 0% |

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| | cohort of students who stayed the same level in 2021. | | to: Term 4 | |
| Activity 3 | Learning Specialists to facilitate Learning Walk in Term 3 based on Semester 1 Gaps and Trends. | ☑ Learning specialist(s)<br>☑ Teacher(s) | from: Term 2 to: Term 3 | 0% |
| Activity 4 | Subcommittee to conduct a survey with F+ teachers in Term 2 to determine a PL focus for Term 3. Subcommittee members to plan and present PL in Foundation + teaching and assessment. | ☑ Learning specialist(s)<br>☑ Sub school leader/s<br>☑ Allied health<br>☑ Teacher(s) | from: Term 2 to: Term 3 | 0% |
| Activity 5 | Complete rubric assessment and modules for LGBTQIA+, sexual education, and online safety. | ☑ Allied health<br>☑ Leading teacher(s)<br>☑ Teacher(s) | from: Term 1 to: Term 4 | 0% |
| Activity 6 | Embed trends and gaps protocol into assessment practices. | ☑ Learning specialist(s)<br>☑ Teacher(s)<br>☑ Allied health | from: Term 2 to: Term 4 | 0% |
| Activity 7 | Record student data and monitor progress using rubrics. | ☑ Learning specialist(s)<br>☑ Teacher(s)<br>☑ Allied health | from: Term 2 to: Term 4 | 0% |

# Monitoring and assessment - 2022

## End-of-year monitoring

| Goal 1 | 2022 Priorities Goal<br>Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
|---|---|
| **12-month target 1.1 target** | Implement data walls and monitoring strategies to track the students identified as making "no growth" or "regression".<br><br>The tutor initiative will provide targeted interventions to support the identified cohort of students.<br><br>Support mental health prevention and promotion across the school. |
| **Has this 12-month target met** | Met |
| **KIS 1.a**<br>Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | Coaches will use the PLC forum to analyze & validate data and identify students whose learning is at risk of progressing<br>Coaches will employ tools to create data walls to focus the work of teachers on growth and achievement<br>PLC's will map, measure and monitor learning using tangible strategies<br>PLC's will build into their cycle strategies to regularly visit the data.<br>Coaches will build "tracking learning" conversations into their coaching.<br>The tutor initiative will provide targeted interventions to support the identified cohort of students. |
| Outcomes | Teachers will build confidence incorporating evidence into strategies for everyday teaching<br>Teachers will build collective efficacy and ownership around student learning<br>Teachers will collaborate around patterns in data. problem solve the root cause and target their instruction<br>The tutor will utilize the data wall evidence to target learning interventions. |

| Success indicators | Evidence within the Curriculum Level Trackers S1/S2 validates reduced percentage of students identified within the category of "regressed"<br>Evidence within the Curriculum Level Tracker S1/S2 validates increased percentage of students identified within the category of "made progress" |
|---|---|
| Delivery of the annual actions for this KIS | Completed |
| Enablers<br><ul><li>*What enablers are supporting/supported the delivery of this KIS?*</li></ul> | ☑ Sufficient budget<br>☑ Sufficient time allocated<br><br>☑ Key improvement strategies are able to be implemented<br><br>☑ Workforce stability and effective change management practices |
| Barriers<br><ul><li>*What barriers are impeding/impeded the delivery of this KIS?*</li></ul> | ☑ Workforce capability i.e., in use of data and evidence |
| Commentary on progress<br><ul><li>*Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*</li></ul> | The Semester Assessment and Reporting Cycle, establishes time to align the priority work of teachers, with strategic processes undertaken within the PLC cycle to compliment the work. These allocations have been identified as supporting teachers to identify and assess priority learning. The Curriculum Level Tracker, continues to drive The FISO improvement cycle employing deep analysis of the curriculum by unpacking identified content descriptor skills into stepping stones to re-write the students Semester 2 ILP SMART goals and prioritise and plan teaching strategies that will result in incremental learning growth evidenced on the Curriculum Level Tracker and represented personally on the data wall.<br>Tools support staff to color code students based on learning growth, Regression and no growth data sets continue to be monitored in English, Maths and Personal and Social Learning and inform the Tutor Learning Initiative Intervention. The Semester 2 data informed inquiry took a deep dive into the Personal and Social Learning Strand across the whole school with Emotions the focus for Students at Levels A - C, Resilience and Problem solving for students operating at Level D + and Resilience for students in the Later Years. At the prioritise and set goals stage teachers deepened their knowledge of early development and ASD and researched evidence based practices using the "We thinkers" "Joint Attention" "SCERTS" frameworks to plan for learning. Therapists complimented this |

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| ● *What is the evidence?* | with a comprehensive professional learning around "Play" and teachers further explored how target skills across the various levels of the curriculum, could be embedded into play experiences. Teachers then shared a video or photographic evidence of the skills students were demonstrating in Social Capabilities, cross referencing the skills that could align with the Early Collaboration Checklist and identify the students' next steps in Social Capabilities and the recording of next steps in the Gaps and Trends document for 2023. The inquiry cycle continues currently with the final data entered into the Curriculum Tracker in November in readiness to inform future work and complete the 2022 data wall. |
| Future planning<br>● *What action will be taken next?*<br>● *What support is required?*<br>● *What adjustments or additions will you make to your AIP to document these next steps?*<br>● *How will the outcome influence the next AIP?* | Maths<br>The next actions for the maths subcommittee will be to analyse whole school data once again. Identify which students are our no growth/regression students. Identify if there is an area of maths which has a higher number of students who have no growth or have regressed. The maths subcommittee will then use this data to identify appropriate professional learning for staff to address the identified area. In addition, the maths subcommittee will work on developing the maths A-D checklists into a 'comment bank' style. This would involve generic comments being created for each topic. For example, a section for money, would have comments related to skills students can demonstrate in money. These comments could then be used as a structure to help build teacher reports. Maths A-D checklists are not being used as an assessment tool currently as teachers feel this is double up on the CLT. The CLT will operate as the assessment tool, however a comment bank system could be implemented and teachers may find this useful for reporting on maths progress, even if they did not make progress against a content descriptor. Recently, some teachers have identified additional features of the essential assessments that should be shared with all staff who have students accessing the essential assessments. In maths moderation, we have found that quite often, the moderation process has not felt very rigorous and most teachers are in agreement if a skill has been met or not. Maths often is quite black and white in terms of the skills vs the content descriptor and does not have as much grey area as we see in Personal and Social and in Literacy. Maths moderation is a good accountability measure for teachers, however it would be worth investigating if there is a different way to do this moving forward. Teachers have raised that they would benefit from additional collaborative planning time to share resources in maths. This could be set up on a Wednesday afternoon in planning groups almost like an additional mini planning day where teachers share extra resources and ideas for upcoming topics. |
| OPTIONAL: Upload evidence | 1. 2022 Emotions.xlsx (0.03 MB)<br>2. 2022 Problem Solving.xlsx (0.03 MB)<br>3. Collective Goal term 4 PLC.docx (0.02 MB)<br>4. Later Years Individual Learning Plan (VPC).docx (0.03 MB)<br>5. Later Years Individual Learning Plan.docx (0.03 MB)<br>6. Personal and Social ILP Goals.docx (0.02 MB)<br>7. Play PL 2022 Power Point.pptx (12.25 MB)<br>8. PYs and MYs Individual Learning Plan.docx (0.03 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Creation of data walls<br>Timetabling of data analysis<br>Alignment of coaching strategy to monitor data | ☑ PLC leaders<br>☑ Leadership team | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| **KIS 1.b**<br>Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | Develop a whole school Health and Wellbeing policy and processes to implement mental health prevention and promotion.<br>Develop a policy and framework to coordinate tiered psychology preventions, interventions and post intervention strategies<br>Enhance promotion and prevention activities within the school.<br>Coordinate supports for students with critical needs both within and external to the school.<br>Establish a referral process<br>Provide an evidence based direct counselling service and individualized supports for a range of mental health issues.<br>Develop strategies to oversee and monitor the role.<br>Communicate with key stakeholders | | | |
| Outcomes | Teachers will develop increased knowledge to explicitly teach health and wellbeing content and strategies.<br>Teachers will build their capacity to support health and wellbeing needs of students<br>Students will have access to structures and avenues in order to seek support<br>Students will develop knowledge, tools and strategies to build their health and wellbeing capacity.<br>Students will demonstrate reduced negative feelings and improved emotional regulation. | | | |
| Success indicators | Identify and track relevant Personal and Social learning data on Curriculum Level Tracker<br>The Code Purple data will reflect a decrease in dis regulation.<br>Tracking of Mental Health interventions | | | |
| Delivery of the annual actions for this KIS | Completed | | | |
| Enablers<br>• *What enablers are supporting/supported* | ☑ Sufficient budget<br>☑ Sufficient time allocated | | | |

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| *the delivery of this KIS?* | ☑ Improvement efforts are well focussed (the school was able to prioritise well)<br><br>☑ Staff capability and consistency of practice<br><br>☑ Positive staff culture and readiness for change |
| Barriers<br>  • *What barriers are impeding/impeded the delivery of this KIS?* | ☑ Time constraints i.e., not enough time allocated<br>☑ Staff readiness for change / limited change management and support in place |
| Commentary on progress<br>  • *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*<br>  • *What is the evidence?* | The revised Student Wellbeing and Inclusion policy provided the initial impetus for our increased focus on inclusive practices. The appointment of the Mental health practitioner and the Mental Health First aid training now provided to over 12 staff has increased the profile of the work within this space. The return of the school psychologist from family leave has complimented the Mental Health Practitioner role and enabled the school to plan for diversified support and interventions at tiered levels of the schools operation. The strategic documentation and alignment of these roles and processes to access assistance will differentiate the support that students can access. Whole school strategies underpinned by communication and visibility have been designed to support minority groups within the school. The gender Affirmation Policy and PL to staff is one such example.  A partnership with the ICAN network has yielded Professional Learning for staff and parents around "Autism disclosure" and "LGBTQIA" and the school has established the groundwork to embed these topics within the curriculum delivery. The Health and Human Relationships KIS team have designed curriculum content within Units of Work aligned to the Victorian Curriculum. The Stand Out group is in operation with the function documented in order to empower the participants and implement best practice. A target group of students determined most vulnerable by their autism presentation are supported by a Tier 3 intervention provided by Autism Partnerships. The partnership is in its 3rd year with highly skilled staff providing expert knowledge to staffing teams.<br>The opportunity to establish gender neutral toilets within the planning concept for building extensions will further promote our quest for greater inclusion. |
| Future planning<br>  • *What action will be taken next?*<br>  • *What support is required?* | Increase in student understanding of the mental health supports at school<br>Students, staff and families will be able to express what wellbeing and mental health is and where they can seek help and support at school<br>Increase in students accessing Tier 1 mental health supports<br>Increase in students accessing Tier 2 mental health supports<br>Student led access to mental health supports – increase in help seeking behaviours |

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| • *What adjustments or additions will you make to your AIP to document these next steps?*<br>• *How will the outcome influence the next AIP?* | Increase in student voice and agency (reflected in the DI profile meeting)<br>Increased student understanding of autism spectrum disorder<br>Increased visibility of mental health practitioner and school psychologist for students - this was an activities but i think this is better as an outcome based on the other activities we have .<br>Baseline and comparative data set for 2023 from Feb to Dec around student wellbeing and mental health<br>Increase teacher confidence in teaching curriculum related to mental health awareness and literacy | |
| OPTIONAL: Upload evidence | 1. [Concept 1 - Expressing Feelings and Preferences.docx](#) (0.02 MB)<br>2. [Concept 2 - Asking Permission.docx](#) (0.02 MB)<br>3. [JSS Safe Schools Action Plan.docx](#) (0.02 MB)<br>4. [JSS Safe Schools Program Participation Plan 2021.docx](#) (0.06 MB) | |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Health and Wellbeing Professional  Learning for staff<br>Redefined role of the mental Health Practitioner | ☑ Allied health<br>☑ School leadership team<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 100% |

| Goal 2 | Improve student learning growth in English and Mathematics |
|---|---|
| **12-month target 2.1 target** | The students working at Foundation or above will demonstrate an increase in positive growth in Maths by 3% from 2021 to 2022.<br><br>The Foundation and above students that demonstrate a decrease in regression in Maths by 3% from 2021 to 2022. |
| **Has this 12-month target met** | Met |
| **12-month target 2.2 target** | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Maths by 3% from 2021 to 2022. |

| | The students in levels A–D (Victorian Curriculum) that demonstrate a decrease in regression in Maths by 3% from 2021 to 2022. |
|---|---|
| **Has this 12-month target met** | Met |
| **12-month target 2.3 target** | The students working at Foundation or above will demonstrate an increase in positive growth in Literacy by 3% from 2021 to 2022.<br><br>The Foundation and above students that demonstrate negative growth in Literacy will decrease by 3% from 2021 to 2022. |
| **Has this 12-month target met** | Met |
| **12-month target 2.4 target** | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in Literacy by 3% from 2021 to 2022.<br><br>The students in levels A–D (Victorian Curriculum) that demonstrate negative growth in  will decrease by 3% from 2021 to 2022. |
| **Has this 12-month target met** | Met |
| **KIS 2.a**<br>Curriculum planning and assessment | To fully implement evidence–based assessments and decision making across the curriculum |
| Actions | Literacy:<br>Continue to embed and monitor the use of assessments and tools introduced in 2021.<br>Identify decodable readers for our take home reader program and organise roll out whole school<br>Identify a relevant spelling program for post RWI students and deliver PL.<br>Create a data wall and track progress of students in all areas of the Literacy curriculum.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Literacy.<br>Support teachers to use the CLT to inform gaps and trends to ensure breadth of the curriculum is taught across the year.<br>Create a new writing rubric for 1+ and write a scope and sequence for writing to cover more genres.<br><br>Maths:<br>Support teachers to use the CLT to inform gaps and trends to ensure breadth of the Maths curriculum is taught across the year.<br>Continue to embed and monitor the use of assessments and tools introduced in 2021.<br>Continue to follow the Maths Scope and Sequence for complex needs, A-D and F+ within Units of Work.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Maths.<br>Embed into PLC Maths data analysis, tracking and monitoring. |

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| | Provide structures for all learning specialists to drive Maths priority work.<br>Have the growth targets at the forefront of our work (Strategic Plan annual) |
| Outcomes | Literacy<br><br>Leaders will.<br>Identify decodable readers relevant for our take home reader program<br>Identify a spelling program relevant for students post RWI phonics<br>Create a "data wall" to track the progress of students in Literacy and facilitate coaching conversations that support improved learning outcomes for identified students<br>Literacy Committee will conduct inquiry into content descriptors within Literacy that currently have no evidence and support teachers to create trends and gaps<br>Create a writing rubric for 1+ and a scope and sequence that can be used across all genres of writing<br><br>Teachers will.<br>Undertake the assessments relevant to their students and input data into whole school tracking documents<br>Participate in coaching conversations that support improved learning outcomes for identified students<br>Ensure F+ students participate in the take home reader program and support them to be successful in this program<br>Participate in spelling program PL and deliver this program<br>Write gaps and trends in term 2 and 4 using the CLT content descriptors and embed these into UoW<br><br>Students will..<br>Participate in relevant assessments and curriculum<br>At F+ participate in a take home reader program<br><br>Maths<br>Leaders will...<br>Embed expectations around assessment in Maths (pre and post)<br>Embed assessment expectations A+ Vic Curric.<br>Monitor that progress on CLT is evidenced through data.<br>Use data to drive priority PL that builds teacher knowledge around Maths.<br>Embed expectations on EA informing planning and groupings<br>Provide structures for all learning specialists to drive Maths priority work.<br>Analyse CLT data.<br><br>Teachers will...<br>Embed the implementation of Essential Assessments. |

| | Analyse and share Essential Assessment data to inform maths groupings and levels. |
|---|---|
| | Use Trends and Gaps data effectively to plan lessons/groups. |
| | Analyse CLT data. |
| | Participate in coaching conversations that improves student learning. |
| | |
| | Students... |
| | At D+ participate in Essential Assessments |
| Success indicators | Literacy: |
| | Semester calendars will show moderation, trends and gaps, data inputting time allocations |
| | PL PowerPoints and documentation from take home reader program and spelling program |
| | Data wall and documents |
| | Coaching conversations documents and individual data analysis |
| | Teacher planning |
| | Completed writing rubric and scope and sequence of writing |
| | Trends and gaps written from CLT common gaps and then UoW to evidence where teachers are planning to address these gaps |
| | Students growth data from CLT |
| | |
| | Maths: |
| | Early Indicators: |
| | Semester calendars will show moderation, trends and gaps, data inputting time allocations |
| | Teachers planning will document evidence from Essential Assessments for differentiation and groupings for D+ students. |
| | Teachers planning will document evidence from A-D Maths Checklist for differentiation and groupings for A-D students. |
| | Unit of Work for Maths documents Trends and Gaps to inform priority learning. |
| | Coaching conversations documents and individual data analysis. |
| | |
| | Late Indicators: |
| | CLT will show growth in Maths for A-D and D+ students of 3% growth. |
| Delivery of the annual actions for this KIS | Completed |
| Enablers<br>   • *What enablers are supporting/supported* | ☑ Sufficient budget<br>☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br><br>☑ Sufficient time allocated |

| | ☑ Key improvement strategies are able to be implemented |
|---|---|
| *the delivery of this KIS?* | ☑ Improvement efforts are well focussed (the school was able to prioritise well) |
| | ☑ Staff capability and consistency of practice |
| | ☑ Positive staff culture and readiness for change |
| | ☑ Workforce stability and effective change management practices |
| Barriers<br><br>• *What barriers are impeding/impeded the delivery of this KIS?* | ☑ Workforce capability i.e., in use of data and evidence |
| Commentary on progress<br><br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*<br>• *What is the evidence?* | Literacy<br>In preparation for teaching Literacy during Term 3 and 4 Middle Level Leaders led staff to collate their students trends and gaps on planning days. Teams completed these trends and gaps across all three areas of the Literacy curriculum. The trends and gaps were collated and embedded into the units of work to ensure coverage of all content descriptors so that skills can be taught and evidence can be collected by teachers (see appendix 1 and 2). This has enabled planning and teaching to be varied over different terms and be targeted to students' points of need. Across the beginning of Term 4 teachers have been completing assessments of students in Literacy and have been writing individual student trends and gaps based on these assessments and collation of the evidence. These are now being stored on Xuno and each student has their own document showing their strengths and next steps in all areas of the Literacy curriculum (along with other areas). This information will be accessible to teachers for the beginning of the school year and will be used to inform planning and ILP goals (appendix 3). Teachers will also use these to support the writing of Literacy reports this term.<br>The Literacy committee reevaluated the effectiveness of our writing rubrics used to moderate students writing. Staff had previously provided feedback on these and members of the Literacy Committee, who represent a range of level across the curriculum and across the sections of the school, used these to evaluate their effectiveness and improve content. A few changes we made to the Levels A-D rubric (appendix 4) with the inclusion of Foundation being added and adding content descriptor codes so that staff can easily identify the area of the curriculum they are evidencing. The Foundation to Level 4 rubric was updated and now is not genre specific so can be used to moderate and level any genre of writing (appendix 5). Content descriptor codes were also added to this rubric. Staff used the updated rubrics in a recent writing moderation session and feedback on the changes received was positive. The Literacy Committee also updated the badges that are attached to the students sample of writing to inform other staff the support they received and context of writing. (appendix 6). |

In Semester 1 the Literacy Committee completed a large amount of work on our A-D phonics assessment/tracker. As a follow up to this, in a recent PLC staff were asked to bring evidence of their students in phonics. Staff had the opportunity to share videos and assessments and discuss changes they have made to the students learning. Collaboratively they discussed the skills students were exhibiting in phonics and able to discuss how to reflect this in their trends and gaps (appendix 7 and 8). All staff have been asked to complete the trackers and attach these to the student's Xuno files with trends and gaps to support teaching next year. Students who have finished the RWI phonics program and are ready to start the RWI spelling program have now been identified (appendix 9). A subscription to the program, resources and the training materials has now been purchased. Decodable take home readers have also been purchased. There will be some further work undertaken around organisation of these resources in readiness for 2023.
Our priority students list has been checked individually against the CLT. There are now only 3 A- D students left on our focus student list. Compared to 30 in Semester 1 (appendix 10). There are now 3 F+ students left on our focus list compared to 20 in Semester 1. These students will continue to be tracked and data will continue to be analysed in line with our targets next year.

Maths.

Students have exceeded expectations in terms of our maths growths targets. In the area of maths, the % of students demonstrating growth is much higher than the goals we had made initially.

The % of A-D students in maths demonstrating Positive growth has increased by 27%
The % of A-D students in maths demonstrating Negative growth has decreased by 21% *This is now 0%*
The % of F+ students in maths demonstrating positive growth has increased by 11%
The % of F+ students in maths demonstrating negative growth has decreased by 10% *This now 0%*

In Semester 2, we analysed the data to identify students who had made no progress or regressed, this number of students has decreased significantly as well since end of 2021.

Semester 1 Focus Students:
Number and Algebra: 13 in the school
Measurement and Geometry: 17 in the school
Statistics and Probability: 18 in the school

These numbers did not give us an immediate area of focus, as the areas of maths all had fairly similar numbers of students who had made no progress/regressed. As a subcommittee, we then identified that we needed to examine data in a different way. We identified, that although we had a high number of students making progress, this did not necessarily mean they were making progress in all areas of number and algebra, measurement and geometry and statistics and probability.

As a subcommittee, we then decided our next steps would be to analyse the CLT data for each student in the school, regardless if they had made progress or not. In doing this, we were able to identify which curriculum sub strands had the least number of CLT

demonstrations.

-        These results highlight the average number of demonstrations for each curriculum substrand (3 demonstrations is the highest)
-        Number and Algebra: 1.62
-        Fractions: 1.09
-        Money: 0.9
-        Pattern: 1.19
-        Measurement: 1.53
-        Shape: 1.58
-        Location: 1.21
-        Geometric Reasoning: 1.05
-        Chance: 1.14
-        Data: 1.47

From this is was highlighted that the area of money, although it comes from within the curriculum area of number and algebra, was the substrand which had the least number of demonstrations. As a subcommitee, we established some shared understandings of what each content descriptor meant, as they were vague across the levels. We then developed lesson resources for each level, including creating reward charts with money and creating stalls for students which were accessible for all students, regardless of level. These resources will be made available to planning groups for 2023 Planning.

We also identified money as an area which we wanted to moderate. Through whole school maths moderation, it was identified that a lot of students had actually made progress against the money content descriptor. We as a maths subcommittee came to the shared understanding that the reason for the lack of evidence was likely down to the fact that money was not in the maths scope and sequence often enough for teachers to provide teaching and learning oppurtunities and ultimately collect evidence against these content descriptors. The action moving forward was to update the scope and sequence prior to planning day.

In Semester 2, we created a survey for staff, to identify how teachers were using both essential assessments and maths A-D checklists. It was identified that essential assessments were only used by a small number of teachers and many teachers were seeing this as a double up on the CLT. Essential Assessments were being used by staff with F+ students, most reported really liking using these as they were good for collecting evidence to inform the CLT, as well as helping to guide future teaching and grouping of students. However, it is not suitable for all students, as many teachers said the language in the Essential Assessment is often the stumbling block for students.

An action that has not been met this year, was to deliver a whole school PL in maths pedagogical models in maths. Instead, the pedagogical models were all reviewed through coaching and through the peer observation cycle. The whole school maths PL instead focused on embedding Statistics and Probability teaching into all areas of the day, highlighting how teachers could practice these

| | skills in morning circle routines, shared reading and inquiry sessions. This PL ultimately led to instructional change in teachers and we were able to track this through follow up maths moderation on statistics and probability. We felt this was a more appropriate and timely measure than a whole school pedagogical models PL as statistics and probability was driven as an area through data. |
|---|---|
| Future planning<br>• *What action will be taken next?*<br>• *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?*<br>• *How will the outcome influence the next AIP?* | Literacy<br>Once student groupings are organised this term and staff are allocated that will enable us to identify which staff require RWI spelling training. The staff will receive training, undertake baseline assessments and receive coaching in implementing the program in Term 1. Student progress will be tracked at the end of each Semester (or as required) to inform teaching and grouping. Decodable readers books will be organised to align with the RWI decodable readers students are reading in class to meet their learning needs and support further learning and practice at home. Students who have completed RWI will access "free" reading books. Staff will receive professional learning on this before students take books home. Parents will be required to opt in to this program. Professional learning videos will be recorded for parents to ensure they are equipped to support their child with decoding and comprehension. The videos will explain how to use the texts, how to support their phonics and comprehension knowledge and how to encourage a love of reading in the home. The Literacy sub committee will continue to review the effectiveness of this and send surveys to parents. The Literacy committee will also continue to monitor the effectiveness of current assessments, trends and gaps and units of work for our students. They will also analyse whole school data to identify focus areas.<br><br>Maths<br>The next actions for the maths subcommittee will be to analyse whole school data once again. Identify which students are our no growth/regression students. Identify if there is an area of maths which has a higher number of students who have no growth or have regressed. The maths subcommittee will then use this data to identify appropriate professional learning for staff to address the identified area. In addition, the maths subcommittee will work on developing the maths A-D checklists into a 'comment bank' style. This would involve generic comments being created for each topic. For example, a section for money, would have comments related to skills students can demonstrate in money. These comments could then be used as a structure to help build teacher reports. Maths A-D checklists are not being used as an assessment tool currently as teachers feel this is double up on the CLT. The CLT will operate as the assessment tool, however a comment bank system could be implemented and teachers may find this useful for reporting on maths progress, even if they did not make progress against a content descriptor. Recently, some teachers have identified additional features of the essential assessments that should be shared with all staff who have students accessing the essential assessments. In maths moderation, we have found that quite often, the moderation process has not felt very rigorous and most teachers are in agreement if a skill has been met or not. Maths often is quite black and white in terms of the skills vs the content descriptor and does not have as much grey area as we see in Personal and Social and in Literacy. Maths moderation is a good accountability measure for teachers, however it would be worth investigating if there is a different way to do this moving forward. Teachers have raised that they would benefit from additional collaborative planning time to share resources in maths. This could be set up on a Wednesday afternoon in planning groups almost like an additional mini planning day where teachers share extra resources and ideas for upcoming topics. |

| OPTIONAL: Upload evidence | 1. [2022 Sem 1 Focus Students (3).xlsx](#) (0.01 MB)<br>2. [2023_Maths Scope and Sequence (1).docx](#) (0.02 MB)<br>3. [2023_Maths Scope and Sequence_ComplexNeeds (2) (2) (1).docx](#) (0.02 MB)<br>4. [Appendix 1 Common trends and gaps Literacy A-D.docx](#) (0.02 MB)<br>5. [Appendix 10 priority students Literacy.xlsx](#) (0.02 MB)<br>6. [Appendix 2 A-C UoW Literacy Term 1 2023.docx](#) (0.05 MB)<br>7. [Appendix 3 ILP goals Literacy.pdf](#) (0.09 MB)<br>8. [Appendix 4 2022 Rubric for Writing A-D.docx](#) (0.02 MB)<br>9. [Appendix 5 2022 Fand Rubric for Writing.docx](#) (0.03 MB)<br>10. [Appendix 6 Revised PBA Badge 2022.docx](#) (0.03 MB)<br>11. [Appendix 7 Phonics A-D tracker assessment.pdf](#) (0.77 MB)<br>12. [Appendix 8 Phonics TandG.pdf](#) (0.08 MB)<br>13. [Appendix 9 Take home reader students.docx](#) (0.02 MB)<br>14. [Maths Moderation Money (1).xlsx](#) (0.01 MB)<br>15. [Measurement and Geometry.xlsx](#) (0.03 MB)<br>16. [Money Content Descriptors Breakdown.docx](#) (0.01 MB)<br>17. [No Growth Regression Data.xlsx](#) (0.01 MB)<br>18. [Number and Algebra.xlsx](#) (0.03 MB)<br>19. [Statistics and Probability.xlsx](#) (0.03 MB) |
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| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Identify decodable readers for our take home reader program and organise roll out whole school | ☑ Literacy leader | from:<br>Term 2<br>to:<br>Term 4 | 50% |
| Activity 2 | Identify a relevant spelling program for post RWI students and deliver PL. | ☑ Literacy leader | from:<br>Term 2<br>to:<br>Term 4 | 75% |

| Activity 3 | Create a new writing rubric for 1+ and write a scope and sequence for writing to cover more genres. | ☑ Literacy improvement teacher<br>☑ Literacy leader | from:<br>Term 1<br>to:<br>Term 4 | 100% |
|---|---|---|---|---|
| Activity 4 | Create a data wall and track progress of students in all areas of the Literacy curriculum.<br>Facilitate and monitor coaching conversations that support improved outcomes for students in Literacy | ☑ Literacy leader<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 5 | Use the CLT to inform gaps and trends and embed these into UoW in term 2 and 4 to ensure breadth of the curriculum is taught across the year. | ☑ Literacy improvement teacher<br>☑ Literacy leader<br><br>☑ PLC leaders | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 6 | Facilitate opportunities for whole school, cohort and individual analysis of data. | ☑ Numeracy leader<br>☑ Leadership team | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 7 | Track student's growth/no growth and design interventions accordingly. | ☑ Numeracy leader<br>☑ Leadership team<br><br>☑ Learning specialist(s) | from:<br>Term 2<br>to:<br>Term 4 | 100% |
| Activity 8 | Establish and monitor implementation and storage of term expectations around A-C Maths checklist. | ☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 9 | Delivering whole school PL on use of data that informs target cohorts and school goals. | ☑ Numeracy leader | from:<br>Term 1 | 100% |

| | | | to:<br>Term 1 | |
|---|---|---|---|---|
| Activity 10 | Facilitate opportunities for Maths observations/ planning checks to ensure Maths scope and sequence is being followed. | ☑ Leadership team<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 11 | Release teachers to complete peer observations/observe best practice in Literacy instruction | ☑ Learning specialist(s)<br>☑ Literacy leader<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 75% |
| Activity 12 | Professional learning driven by evidence from Essential Assessments (to plug in gaps). | ☑ Numeracy leader<br>☑ Sub school leader/s<br>☑ Learning specialist(s) | from:<br>Term 2<br>to:<br>Term 4 | 75% |

| KIS 2.b<br>Building practice excellence | To fully embed the school's pedagogical model across all areas of the curriculum. |
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| Actions | 1. Ensure the school's three instructional models are being used appropriately and consistently across Literacy and Maths lessons.<br>2. To embed processes started in 2021 are being used consistently used within auditing and observations. |
| Outcomes | Leaders will...<br>- Comprehensively monitor whole school GRR planning and implementation.<br>- To audit instructional models in teacher's work programs and through observations.<br>- Conduct learning walks around GRR in Maths and Literacy.<br>- Monitor the implementation of Gaps and Trends in Maths and Literacy through coaching conversations.<br>- Identify the GRR Maths and Literacy goal with teachers as part of their PDP.<br>- Coaching conversations documents will document which instructional model teachers are using.<br>- Input time into calendar for moderation of whole school use of GRR (teachers video lessons).<br><br>Teachers will...<br>- Use the Gradual Release of Responsibility Model while teaching. |

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| | - have facilitated opportunity for peer observations.<br><br>Students will...<br>- receive targeting and well structured teaching to meet their individual levels. |
| Success indicators | Early Indicators<br>- Teachers work programs evidence GRR model for all students.<br>- Coaching documents that include minutes from discussion about instructional models.<br>- Learning Specialists will collate which instructional model teachers are implementing in Literacy and Maths.<br>- Semester calendars will show GRR PL has been timetabled, audits<br><br>Late indicators<br>Evidence within the Curriculum Level Trackers S1/S2 validates reduced percentage of students identified within the category of "regressed" in Literacy and Maths.<br>Evidence within the Curriculum Level Tracker S1/S2 validates increased percentage of students identified within the category of "made progress" in Literacy and Maths. |
| Delivery of the annual actions for this KIS | Completed |
| Enablers<br>• *What enablers are supporting/supported the delivery of this KIS?* | ☑ Sufficient budget<br>☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br>☑ Sufficient time allocated<br>☑ Key improvement strategies are able to be implemented<br>☑ Improvement efforts are well focussed (the school was able to prioritise well)<br>☑ Staff capability and consistency of practice<br>☑ Positive staff culture and readiness for change<br>☑ Workforce stability and effective change management practices |
| Barriers | ☑ Workforce constraints i.e., change in leadership, understaffed, staff absence |

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| • *What barriers are impeding/impeded the delivery of this KIS?* | |
| Commentary on progress<br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*<br>• *What is the evidence?* | During Term 3 staff worked collaboratively in their student like-abilty groups (A-D and F+) to complete a Peer Observation Cycle. Staff were asked to complete a survey and to rank their confidence in all areas of the appropriate instructional model they use within their classrooms to drive instruction. The Gradual Release of Responsibility framework is embedded within all of these at JSS. Each area was broken down into planning for this part of the lesson and the delivery of this part of the lesson. For both groups of teachers the "Share" component of the lesson was the teachers least confident in the planning and in the delivery (appendix 1 start numbers). Middle Level Leaders facilitated a peer observation cycle over a 4 week period (appendix 2). The leaders provided protocols and research to aid teachers understanding of an effective share within their lesson and what this looks like for the different levels of students at JSS (appendix 3 and 4). Once a shared understanding was developed staff worked together to collaboratively plan and develop share ideas and resources (appendix 5). These shares could be adapted and tailored to any curriculum area. Teachers recorded their share part of their lesson and brought these back to share with their colleagues. They completed a "saw, heard, wondered" observation protocol and provided each other with feedback to learn from and improve their practice (appendix 6). At the end of the cycle staff were surveyed again (appendix 1 end number). Their confidence had gone up in these areas dramatically. The cycle had a also improved confidence in other areas too such as the learning intentions and success criteria as staff could see they linked to the feedback they wanted to receive form students at the end. Other staff reported confidence improving in the explicit teaching as planning for the skills and information they wanted to gain in the share helped them identify what they needed to model. At the end of the cycle staff set themselves a goal for continuation of this and documented the steps they would need to follow to achieve this (appendix 7). |
| Future planning<br>• *What action will be taken next?*<br>• *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?* | In 2023 Learning Specialists will rewrite the JSS Instruction Model 3 so the share component is fluid and happens throughout the lesson (something identified in the cycle. They will also rewrite the Instructional Model 2 to reflect the flexible nature that is currently being utilised in classrooms. The LI/SC and Explicit Teaching component in Instructional Model 1 will also be reviewed so it connects more to all components. An audit of planning and teaching within classrooms will happen in Term 1 and then in Term 2. Follow up conversations and support in coaching will continue to aid teachers who require more PL. Learning Specialists will continue to support new teachers and teachers who require extra learning. Teacher new to JSS will receive induction on the Instructional Models and how to implement these during orientation day and in induction. |

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| • *How will the outcome influence the next AIP?* | | | | |
| OPTIONAL: Upload evidence | 1. Appendix 1 IM survey results.docx (0.01 MB)<br>2. Appendix 2 Term calendar.docx (0.04 MB)<br>3. Appendix 3 mbir goal setting.pdf (3.07 MB)<br>4. Appendix 4 Share research.docx (0.16 MB)<br>5. Appendix 5 Share ideas.docx (0.02 MB)<br>6. Appendix 6 SHW peer obs.pdf (4.16 MB)<br>7. Appendix 7 Goal reflection.pdf (2.56 MB) | | | |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Learning Specialists comprehensively monitor whole school GRR planning and implementation at the beginning of Term 1 and Term 3.<br><br>Learning Specialists will collect information about which instructional model is being used by each teacher for Literacy and Maths lessons. | ☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 2 | Maths Coordinator to plan and implement GRR Model PL (refresher PL) in Term 1 | ☑ Numeracy leader<br>☑ Learning specialist(s) | from:<br>Term 1<br>to:<br>Term 1 | 0% |
| Activity 3 | Teachers will film a Literacy or Maths lesson and receive feedback on the use of the | ☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 3 | 100% |

| | instructional model and GRR in whole school moderation. | | to:<br>Term 4 | |
| --- | --- | --- | --- | --- |
| Activity 4 | Peer observations for all teachers will be coordinated for Literacy and/or Maths (dependent on individual teacher PL needs). | ☑ Leadership team<br>☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 5 | Professional learning driven by evidence from Essential Assessments (to plug in gaps). | ☑ Numeracy leader | from:<br>Term 1<br>to:<br>Term 4 | 75% |

| Goal 3 | Improve student engagement in learning. |
| --- | --- |
| **12-month target 3.1 target** | Focus on real life problems will increase from 90% (2021) positive endorsement to 92%<br>Collective focus on student learning will increase form 85% (2021) positive endorsement to 88%<br>Use student feedback to improve practice  will increase from 70% (2021) positive endorsement to 73% |
| **Has this 12-month target met** | Not Met |
| **12-month target 3.2 target** | Voice & Agency will increase from 75% (2021) positive endorsement to 81%  (2022)<br>Student Cognitive Engagement - Motivation and support will increase from 88% (2021) positive endorsement to 90% (2022) |
| **Has this 12-month target met** | Not Met |
| **12-month target 3.3 target** | Analysis of baseline data will determine targets for the 2022 year. |
| **Has this 12-month target met** | Met |
| **KIS 3.a**<br>Empowering students and building school pride | Develop students as active and empowered learners. |

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| Actions | Update student well being policy<br>Deliver Agency PL in Term 1<br>Survey Teachers around usefulness of Autism Profile.<br>Make changes to the profile and investigate scope for student input where applicable.<br>Update new profile with agency strategies<br>Align coaching conversations in Term 1 to voice and agency, ensuring strategies are embedded within planning.<br>Audit of student voice and agency strategies in use within the classroom/in planning documentation.<br>Develop actions based on Student voice and agency data<br>Create lessons for the SRC that will inform members of their role on the SRC.<br>Look at careers lessons and how student voice and agency is reflected within them. |
| Outcomes | Leaders will…<br>Update the student well being and engagement policy to reflect student voice and agency learning.<br>Deliver Professional Learning in what student agency is and what it constitutes in our setting<br>Create lessons for the SRC informing them about the role.<br>Make changes to the Autism Profile doc after input from teachers.<br>Audit use of voice and agency strategies within planning documentation and classroom teaching.<br>Analyse baseline student voice and agency data.<br><br>Teachers will …<br>Teachers will participate in Term one coaching conversations prioritising voice and agency recommendations<br>for ongoing planning.<br>Complete a survey around value of the current Autism profile.<br>Incorporate agency strategies within the Autism profile and teaching.<br>Incorporate student voice and agency strategies within careers lessons.<br><br>Students will …<br>Share authoring of the Autism profile document.<br>Complete the annual student voice and agency survey |
| Success indicators | Data target outcomes<br>Documentation from coaching conversations<br>Updated Autism profile document<br>Teaching planning documentation<br>Survey results<br>PL presentations |

| Delivery of the annual actions for this KIS | Partially Completed |
|---|---|
| Enablers<br>• *What enablers are supporting/supported the delivery of this KIS?* | ☑ Sufficient budget<br>☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br>☑ Sufficient time allocated<br>☑ Key improvement strategies are able to be implemented<br>☑ Positive staff culture and readiness for change<br>☑ Workforce stability and effective change management practices |
| Barriers<br>• *What barriers are impeding/impeded the delivery of this KIS?* | ☑ Workforce constraints i.e., change in leadership, understaffed, staff absence |
| Commentary on progress<br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?*<br>• *What is the evidence?* | Staff Opinion Survey data indicates target regression from 2021.<br>Positive endorsement of the 'Focus on real life problems' factor target is at 55%, a 35% drop against the 2021 data.<br>Positive endorsement of the 'Promote student ownership of students goals ' factor target is at 45%, a 30% drop against the 2021 data. This factor had reached the 4 year target in 2021 with 75% positive endorsement, 1% above the target of 74%.<br>Positive endorsement of the 'Understand formative assessment' factor target is at 70%, a 25% drop against the 2021 data. This factor had reached the 4 year target in 2021, 19% above the target of 76%<br>New targets identified in 2021 also dropped in positive endorsement.<br>The 'Use of student feedback to improve practice' factor dropped to 55% against the 2021 data of 70%.<br>The 'Collective focus on student learning' factor dropped to 76% against the 2021 data of 85%.<br>Parent Opinion Survey data indicates some regression from 2021.<br>Positive endorsement for the 'voice and agency' factor target is at 79%. Although it is a 4% increase on the 2021 it is still 13% off reaching our 4 year strategic target of 92%.<br>Positive endorsement for the 'motivation and support' factor target is at 71%, a 17% drop against the 2021 data.<br><br>The Autism Profile document (Appendix 1) was remodelled to provide closer links to current profile information that exists within the school. The document provides capacity for staff to identify where students sit on the sequence of voice and provide information |

about how they might be operating in any given zone of regulation. Zones of regulation are already used by students and staff to detail toolbox strategies that students can access to support their regulation. The profile doc also makes links to existing behaviour documents giving a more comprehensive account of a student's individual profile. Staff were requested to provide feedback on the new Autism Profile Document after completing a trial run of using it with a student to inform a more user-friendly version. The new profile docs are in use for the 2022 handover cycle to be completed at the end of Term 4. Staff are supported to fill out the document with time allocation (Appendix 2) and a guide (Appendix 3) to minimise variability in its use.

A baseline data set has been developed with input from teaching staff, (Appendix 4) the parent community and students (Appendix 5) with capacity to complete the survey. It has enabled the PBS team to gather information about the thoughts and feelings of all three stakeholders in areas linked to our school values of learning, safety, and respect.

Preliminary analysis (Appendix 6) of the data has provided the following:

The highest negative endorsement in Learning 'My work at school is fun', in Respect 'I have friends at school' and in Safety, 'I use my toolbox when I need it'

The highest positive endorsement in Learning 'I do my work at school, in Respect 'My teacher looks after me' (unanimous) and in Safety, 'I feel safe at school.

The highest neutral endorsement in Learning 'I use my toolbox when I need it', in Respect 'My ideas are listened to in class'(unanimous) and in Safety, 'I try new things at school

The PBS team is spending the remainder of 2022 continuing to analyse what the data might be telling us about potential actions for 2023 which will be documented in the 2023 AIP targets and actions.

The SRC group has been identified but has not engaged in any action over the course of the year. Some of the members have received learning in line with the lessons that have been detailed. (Appendix 7) It has been identified that for the SRC to operate consistently and with success it needs to be aligned to a staff member through a role and responsibility so they can facilitate the meetings and support the group with identified actions. It is also a recommendation that a member of the JSS allied health team supports the group with a focus on maximising voice and agency. In 2023 it will drive celebration activities across the year, with regular meetings with a frequency, time and location determined by the group.

Careers planning has been completed and a goal bank (Appendix 8) has been created for ages 15-18. This allows for teachers to embed careers teaching into electives and develop ILP goals within the career pathway Learning area.

ILPs have been reformatted to include a Career Pathway Learning area which enable staff to document SMART goals developing work related skills, personal development skills, and travel training skills for all students in Later Years. (Appendix 9), (Appendix 10) Goals are developed by looking at data and consulting with the student and families before they are finalised at the End of term 1 each year at the initial SSG meeting.

All students entering Later Years are given the opportunity to input into elective and work experience selection in line with their blue, orange, or green pathway. The task is differentiated to the skills of the student and can range from staff and families identifying a choice based on what they know about the students' strengths and interests, students self-selecting from an array of choice visuals or students completing a survey. There is always flexibility for students to change their choices throughout the year if interests or options change. The school will make the necessary changes to timetabling to accommodate changes if possible.

| Future planning | Ongoing analysis of student voice and agency data to inform 2023 targets |
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| *• What action will be taken next?*<br>*• What support is required?*<br>*• What adjustments or additions will you make to your AIP to document these next steps?*<br>*• How will the outcome influence the next AIP?* | Alignment of role to SRC facilitator. Identification of AH member to work with SRC facilitator.<br>Development of frameworks that detail the differentiated input Later Years students will have into selecting their pathways learning goals. |
| OPTIONAL: Upload evidence | 1. [Autism Profile (Appendix 1).docx](#) (0.03 MB)<br>2. [Autism Profile guide doc (Appendix 3).docx](#) (0.03 MB)<br>3. [Calander handover doc time allocation (Appendix 2).docx](#) (0.12 MB)<br>4. [JSS Student Voice and Agency - Students and Families (Appendix 5).docx](#) (0.34 MB)<br>5. [JSS Student Voice and Agency - Teachers Only (Appendix 4).docx](#) (0.15 MB)<br>6. [Later Years Individual Learning Plan (VPC) (Appendix 10).docx](#) (0.03 MB)<br>7. [Later Years Individual Learning Plan (Appendix 9).docx](#) (0.03 MB)<br>8. [SRC lesson_2021 (Appendix 7).docx](#) (0.02 MB)<br>9. [student voice and agency data analysis 2022 (Appendix 6).docx](#) (0.02 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Professional learning - What is agency? | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 1 | 100% |

| Activity 2 | Update school policy | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 1 | 100% |
| --- | --- | --- | --- | --- |
| Activity 3 | Survey teachers about the autism profile and update it based on feedback for use in Term 4. | ☑ Wellbeing team | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 4 | Align coaching conversations to support teachers to embed student voice & agency strategies within planning documentation. | ☑ Leading teacher(s) | from:<br>Term 1<br>to:<br>Term 1 | 75% |
| Activity 5 | Analyse data from student voice and agency data taken in 2021 In term 1 and term 4 of 2022.<br>Retake student voice and agency survey in Term 3. | ☑ Wellbeing team<br>☑ All staff | from:<br>Term 1<br>to:<br>Term 4 | 75% |
| Activity 6 | Create and deliver lessons for the new SRC to drive their operation over the year. | ☑ Wellbeing team<br>☑ Allied health | from:<br>Term 1<br>to:<br>Term 4 | 50% |
| Activity 7 | Look at careers lessons and how student voice and agency is reflected within them. | ☑ Student wellbeing co-ordinator<br>☑ Sub school leader/s | from:<br>Term 1<br>to:<br>Term 2 | 75% |
| **Goal 4** | Improve the ability of students to understand themselves and socially relate with others. | | | |

| 12-month target 4.1 target | The students working in levels A–D (Victorian Curriculum) will demonstrate an increase in positive growth in "Self–Awareness" by 3% from 2021 to 2022.<br><br>The students in levels A–D (Victorian Curriculum) that demonstrate positive growth in "Social Capabilities" will increase by 3% from 2021 to 2022. |
|---|---|
| Has this 12-month target met | Met |
| 12-month target 4.2 target | The students working at Foundation or above will demonstrate an increase in positive growth in "Self–Awareness" by 3% from 2021 to 2022.<br><br>The Foundation and above students that demonstrate an increase in positive growth in  "Social Capabilities" by 3% from 2021 to 2022. |
| Has this 12-month target met | Met |
| KIS 4.a<br>Health and wellbeing |  Build the personal and social capabilities of each student. |
| Actions | Personal and Social<br>1. Build teacher capacity in Foundation + assessment practices and curriculum knowledge.<br>2. Continue embedding assessment practices in Personal and Social for A-D students.<br>3. Investigate differentiation to meet the individual learning needs of students making limited to no growth in Personal and Social.<br><br>Health<br>1. Complete rubric assessment and modules for LGBTQIA+, sexual education, and online safety.<br>2. Embed trends and gaps protocol into assessment practices.<br>3. Record student data and monitor progress using rubrics. |
| Outcomes | Personal and Social<br>Leaders will<br>- track focus students who did not make progress in 2021 to drive interventions.<br>- allocate time in the assessment schedule to facilitate whole school moderation across sections in Semester 1 and 2<br>- support teachers to create targeted interventions by allocating time in the PL calendar to complete Trends and Gaps documents in Term 2 and 4<br>- conduct teacher surveys and audit Semester 1 Gaps and Trends documents to create a focus for Professional Learning in Term 3. |

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| | - will facilitate Learning Walks for Personal and Social in Term 3 based on teachers' Semester 1 Gaps and Trends interventions.<br>Teachers will<br>- collaboratively moderate student work samples for F+ in allocated moderation times.<br>- have a deeper understanding of the F+ Personal and Social Curriculum through participating in professional learning in Term 3.<br>- identify and create personalised interventions for their classes based on Trends and Gaps documents.<br>Students will<br>- be engaging in targeted interventions based on their Gaps and Trends goals.<br>- be assessed with more fidelity due to moderation processes.<br><br>Health<br>1. Teachers will have an accurate assessment and modules to use for understanding LGBTQIA+, sexual education, and online safety for appropriate students.<br>2. Teachers will be able to use protocols to accurately assess their students and identify the teaching required.<br>3. Leaders and teachers will be able to accurately determine effectiveness in teaching and identify gaps for further improvement.<br>4. Students will develop new understandings of LGBTQIA+, sexual education, and online safety. |
| Success indicators | Personal and Social<br>Early Indicators:<br>1. All teachers will have completed Semester 1 Personal and Social Gaps and Trends documents which will evidence embedded assessment practices.<br>2. Semester Calendar will evidence Personal and Social moderation has been embedded into our assessment schedule.<br>3. Coaching and Learning Walk documents will evidence Gaps and Trends goals have been embedded into teaching practice.<br>4. Subcommittee meeting minutes and a "data wall" will evidence 2021 CLT data has been analysed, a narrow cohort of F+ students have been identified as having stayed the same level and are being tracked.<br><br>Late Indicators:<br>1. Evidence of greater teacher capacity in teaching and assessing Foundation + students will be evidenced in CLT student growth data.<br>2. Evidence of embedded assessment practices will be demonstrated by having all teachers having Gaps and Trends goals from Semester 1 embedded into Term 3 work programs.<br>3. An effective investigation into Foundation + students will be evidenced by fewer F+ students staying the same level between Semester 2 2021 and Semester 2 2022 in CLT data.<br><br>Health<br>1. Evidenced by completed documents for modules and assessment and embedded in work programs and assessment schedules.<br>1. Evidenced by individualized lessons represented in work programs and learning walk outcomes.<br>1. Evidenced by growth data and gaps and trends. |

| Delivery of the annual actions for this KIS | Partially Completed |
|---|---|
| **Enablers**<br>• *What enablers are supporting/supported the delivery of this KIS?* | ☑ Sufficient budget<br>☑ Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)<br><br>☑ Sufficient time allocated<br><br>☑ Key improvement strategies are able to be implemented<br><br>☑ Improvement efforts are well focussed (the school was able to prioritise well)<br><br>☑ Staff capability and consistency of practice<br><br>☑ Positive staff culture and readiness for change<br><br>☑ Workforce stability and effective change management practices |
| **Barriers**<br>• *What barriers are impeding/impeded the delivery of this KIS?* | ☑ Key improvement strategies' focus too broad / too ambitious |
| **Commentary on progress**<br>• *Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?* | This semester, it was identified that Self Awareness made the least progress compared to any other subject across the school (see appendix 1). This was then taken to PLCs to investigate using the Inquiry cycle. In further data analysis, it was identified that 13 A-D students in Primary and Middle Years made no growth in Semester 1 (see appendix 2) and, on average, had the fewest demonstrations in the Recognition of Emotions strand of Self Awareness (see appendix 3). A greater number of D+ students were identified in Primary and Middle Years, as 19 students made no growth in Semester 1 (see appendix 4). However, these students had the fewest demonstrations in Resilience and the sub-strand of Problem Solving (see appendix 5). This was similar to Later Years who identified 12 students who made no growth in Semester 1 (see appendix 6), and had the fewest demonstrations in Problem Solving (see appendix 7).<br><br>Prior to setting goals for these students, teachers collaborated with Allied Health to investigate a range of research from We Thinkers, Social Thinking and SCERTS to better understand skills underpinning each content descriptor (appendix 8). They used this information to collate success criterion for each content descriptor and recorded these on a Stepping Stones Tracker (appendix 9, 10, 11). Using tacit knowledge, teachers plotted their "no growth" student to identify which skills they had already seen their student |

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| • *What is the evidence?* | demonstrate and identify their next steps. These "next steps" were then used to update Self Awareness ILP goals with more refined SMART goals that aligned to either Problem Solving or Emotions (appendix 12, 13, 14). After collaborative planning, teachers then implemented targeted interventions differentiated to the needs of their priority students (appendix 15). To ensure best practice, teachers brought back work samples and videos of students to PLC in order to moderate the skills being demonstrated (appendix 16). These were then recorded and tracked using the Stepping Stones Tracker (appendix 17, 18, 19). Teachers used feedback to refine their inventions and brought back another work sample for moderation after a fortnight of implementation (appendix 20). Again skills of the students were recorded and tracked using the Stepping Stone's Tracker (again see appendix 9, 10 and 11). The result of the PLC was that 32 out of the 49 students on our "no growth" list (65%) made growth in Self Awareness and 15 of those students (31%) made progress in the PLC Inquiry focus strand (see appendix 29). |
| | As part of the self-reflective process of evaluating practice and knowledge during PLCs, it was acknowledged that teachers lacked clarity around which problems are appropriate for each level of student to be expected to solve (see appendix 21). The Personal and Social Subcommittee explored this question by matching key developmental milestones in problem solving for neurotypically developing children with the Personal and Social curriculum. This information was then used to approximate an age group and list of developmentally appropriate problems applicable for each content descriptor from Level C to Level 4 (see appendix 22). We called this document the Milestone Curriculum Map (see appendix 23). This was utilised in Personal Awareness moderation to provide teachers with professional learning around the appropriate expectations to have for each level while assessing skills (appendix 24). As a result of our interventions, we exceeded our annual targets with 73.08% of A-D students making positive growth in Self Awareness (12.08% more than our target), and 100% of F+ students making positive growth in Self Awareness (45% higher than our target) (see appendix 28). |
| | 25 students were identified as having made no progress in Social Capabilities in Semester 1 (see appendix 28). To further build staff capacity to teach Social Capabilities across the curriculum levels, Allied Health staff developed differentiated structures for Play that could be used as strategies. AH developed and delivered PL on play, with a focus on the 'Four I's' as a strategy to embed with students in the early curriculum. PL was delivered to teachers with a focus on curriculum links and assessment (see appendix 25). The PL was then delivered to ES staff with a focus on how to play and engage with students. This resulted in a moderation process of Social Capabilities through the lens of 'play' within PLCs. Each teacher brought a work sample or video of the student interacting in play of one "no growth" student in their class and these were moderated with their team against the Early Collaboration Checklist and Victorian Curriculum (see appendix 26, 27). As a result of our work, 83.33% of A-D students showed positive growth in Social Capabilities (16.33% over our annual target) and 100% of F+ students showed positive growth in Social (30% over our annual target) (see appendix 28). |
| | Health<br>Rubrics are embedded in the trends and gaps assessment schedule. Modules for teaching are represented in the scope and sequence of health teaching. Modules in LGBTQIA+, sexual education, and online safety are complete. Modules are documented in teacher work programs. Survey results suggest teachers are differentiating lessons for individual students. Work programs include |

| | individual learning intentions and success outcomes where appropriate. Learning walks focused on the 'share' part of a lesson and were not directly related to the Health curriculum. Rubrics were used to develop trends and gaps in growth and provided input into the next steps for student learning. Student growth is represented in the ILP narrative reports. |
|---|---|
| Future planning<br>• *What action will be taken next?*<br>• *What support is required?*<br>• *What adjustments or additions will you make to your AIP to document these next steps?*<br>• *How will the outcome influence the next AIP?* | Personal and Social:<br>Next year we will need another year focused on Personal Awareness as this is the area of Personal and Social Curriculum with the least amount of growth.<br>We will need to consolidate some of the processes begun this year including:<br>- consistent Stepping Stones across the school<br>- tracking "no growth" students on the CLT using the Stepping Stones<br>- refining and establishing the protocol of using the Milestone Curriculum Map during moderations<br><br>Health<br>ASD teaching 2023<br>•        Organise the information into a how within the current curriculum and existing structures.<br>•        What fits into professional learning?<br>•        Potential for 2023 3 week block of AH assessment/obs/recommendation to implement things at the beginning of the year.<br>•        Yearly PL - changing staff, changing classrooms.<br>•        ASD consultancy on teaching, environment, and school initiatives.<br><br>3 areas of focus:<br>•        Content<br>•        Process<br>•        Training<br><br>Relationships Rubric<br>Consent Rubric |
| OPTIONAL: Upload evidence | 1. App 1 - 12 month CLT data_ beginning of Sem 2 2022 to beginning of Sem 2 2023.PNG (0.28 MB)<br>2. App 12 - LY focus student's updated ILP goal.PNG (0.10 MB)<br>3. App 13 - Level D student's updated ILP goal.PNG (0.09 MB)<br>4. App 14 - Level D student's updated ILP goals.PNG (0.09 MB)<br>5. App 15 - Collation of Develop and Plan Interventions.docx (0.03 MB)<br>6. App 16 - Saw Heard Wonders from first round of moderation.pdf (9.16 MB)<br>7. App 2 - No growth A-D student list.PNG (0.03 MB) |

8. [App 20 - Dand Stepping Stones Tracker.xlsx](#) (0.06 MB)
9. [App 20 - Saw Heard Wonders Self Awareness Round 2.pdf](#) (3.84 MB)
10. [App 21 - KWL from LY PLC.docx](#) (0.01 MB)
11. [App 22 - KIS PandS Subcomm meeting minutes.docx](#) (0.11 MB)
12. [App 23 - Milestone Curriculum Map.docx](#) (3.31 MB)
13. [App 24 - PLC minutes Week 6 T4.docx](#) (0.02 MB)
14. [App 25 - Play PL Slides.pdf](#) (1.42 MB)
15. [App 26 - Play Moderation minutes.docx](#) (0.02 MB)
16. [App 27 - Saw Heard Wonders from Social Moderation.pdf](#) (2.03 MB)
17. [App 28 - 12 month Comparative Data 21-22.pdf](#) (0.12 MB)
18. [App 29 - End of PLC data.xlsx](#) (0.02 MB)
19. [App 3 - A-D Self Awareness Demonstrations Tracker.xlsx](#) (0.32 MB)
20. [App 4 - No growth Dand list.PNG](#) (0.04 MB)
21. [App 5 - Dand Self Awareness Demonstrations Tracker.xlsx](#) (0.32 MB)
22. [App 6 - No growth LY list.PNG](#) (0.03 MB)
23. [App 7 - LY Self Awareness Demonstrations Tracker.xlsx](#) (0.32 MB)
24. [App 8 - Minutes from Week 9 PLCs.docx](#) (0.03 MB)
25. [App 9 - Stepping Stones Working documents.jpg](#) (1.23 MB)
26. [Early Self Care Rubric.docx](#) (0.01 MB)
27. [Healthy Eating Rubric.docx](#) (0.01 MB)
28. [Mental Health Rubric.docx](#) (0.01 MB)
29. [Online Safety Rubric.docx](#) (0.01 MB)
30. [Sexual Education Rubric.docx](#) (0.02 MB)
31. [units of work health modules examples.docx](#) (0.44 MB)

| Activities and Milestones | Activity | Who | When | Percentage complete |
|---|---|---|---|---|
| Activity 1 | Timetable section moderation and whole school moderation into Term 2 and Term 4 PLC and PL calendar. | ☑ Learning specialist(s)<br>☑ Principal<br><br>☑ School improvement team | from:<br>Term 2<br>to:<br>Term 4 | 100% |

| | | ☑ PLC leaders | | |
|---|---|---|---|---|
| Activity 2 | Analyse CLT data within Personal and Social Subcommittee in Term 1 and Term 3. Use CLT data to track progress of narrow focus cohort of students who stayed the same level in 2021. | ☑ Learning specialist(s)<br>☑ Sub school leader/s | from:<br>Term 1<br>to:<br>Term 4 | 100% |
| Activity 3 | Learning Specialists to facilitate Learning Walk in Term 3 based on Semester 1 Gaps and Trends. | ☑ Learning specialist(s)<br>☑ Teacher(s) | from:<br>Term 2<br>to:<br>Term 3 | 25% |
| Activity 4 | Subcommittee to conduct a survey with F+ teachers in Term 2 to determine a PL focus for Term 3. Subcommittee members to plan and present PL in Foundation + teaching and assessment. | ☑ Learning specialist(s)<br>☑ Sub school leader/s<br>☑ Allied health<br>☑ Teacher(s) | from:<br>Term 2<br>to:<br>Term 3 | 100% |
| Activity 5 | Complete rubric assessment and modules for LGBTQIA+, sexual education, and online safety. | ☑ Allied health<br>☑ Leading teacher(s)<br>☑ Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 6 | Embed trends and gaps protocol into assessment practices. | ☑ Learning specialist(s)<br>☑ Teacher(s)<br>☑ Allied health | from:<br>Term 2<br>to:<br>Term 4 | 0% |
| Activity 7 | Record student data and monitor progress using rubrics. | ☑ Learning specialist(s)<br>☑ Teacher(s)<br>☑ Allied health | from:<br>Term 2<br>to:<br>Term 4 | 0% |

# Monitoring and Self-assessment - 2022

SEIL Feedback