

Monitoring and assessment - 2023

Preston North East Primary School (4764)



Submitted for review by Phillip Banks (School Principal) on 20 December, 2022 at 09:25 AM

Endorsed by Jane Greig-Hancock (Senior Education Improvement Leader) on 21 December, 2022 at 09:25 AM

Endorsed by Fiona Haynes (School Council President) on 15 May, 2023 at 02:40 PM

Term 2 Monitoring submitted by Phillip Banks (School Principal) on 19 July, 2023 at 03:09 PM

Term 4 Monitoring submitted by John-mark Gook (School Principal) on 21 November, 2023 at 08:09 AM

Monitoring and assessment - 2023

Term 1 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	From term 1 to 4: All students will progress by one year with 25% progressing at high relative growth.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Build staff capacity in assessment and differentiation in order to identify and meet students' individual needs in numeracy and literacy. - Develop a multi-tiered response to meet students' individual learning needs, including the EAL and Tutoring programs. - Provide whole-school professional learning designed to improve the effectiveness of our literacy and numeracy teaching. - Refine and embed the Professional Learning Community (PLC) process
Delivery of the annual actions for this KIS	Completed
Outcomes	<ul style="list-style-type: none"> - Teachers will implement differentiated teaching and learning to meet individual student needs - Tutors and other support staff will provide targeted academic support to students - Teachers will have up to date knowledge about effective practice in literacy and numeracy instruction - Teachers will demonstrate understanding and effective use of the PLC process.
Success indicators	<ul style="list-style-type: none"> - All students making one year's progression with 25% at high relative growth in numeracy - All students making one year's progression with 25% at high relative growth in literacy - Students making appropriate progress against their Individual Education Plans

	<ul style="list-style-type: none"> - Student outcomes have improved as a result of embedding the PLC process and whole-school professional development. - Improvement in the staff opinion survey results in the area of Collective efficacy.
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
Commentary on progress <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	
Future planning	

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Literacy - Provide coaching and professional development for Foundation, Year One and Year Two and tutor program in systemic phonics. - Revise school-wide Scope and Sequence of spelling. - Develop units of spelling work for Years 3 - 6. - Improve implementation of assessment tools through school-wide professional learning sessions. - Continue to build writing pedagogy through school-wide professional learning sessions. - Monitor and reward home reading program. - Trial Storytools, online resource, for	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	0%

	<p>creative writing program in Years 5,6.</p> <ul style="list-style-type: none"> - Engage parents through workshops in home reading practices. - Conduct PLCs to improve literacy classroom practice. 			
Activity 2	<p>Numeracy</p> <ul style="list-style-type: none"> - Continue fortnightly work with a Mathematics Consultant from Monash University, with a specific focus on 3-4 students in 2023. <p>to provide whole-school professional learning designed to improve the effectiveness of numeracy teaching.</p> <ul style="list-style-type: none"> - Improve teacher data literacy, particularly in the F-3 area of the Maths Assessment Interview (Maths Online) and growth-point data. - Provide differentiated instruction in classrooms and in support/extension programs, based on accurate assessment of student learning needs. - Learning Specialist to work collaboratively with the Maths Consultant to provide modelling, coaching and feedback to teachers. - Provide time and other resources to enable teachers to improve their instructional practice. - Conduct PLCs focusing on numeracy concepts. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	0%
Activity 3	<p>Tutoring Program</p> <ul style="list-style-type: none"> - Refine delivery of Tutor Program through PLCs. - Refine delivery of phonics through delivery of professional learning, 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

	<p>modeling and staff observations by with phonics consultant.</p> <ul style="list-style-type: none"> - Investigate greater inclusion of writing in Tutor Program. - Improve home-school communication with parents of students in Tutor Program through regular phone calls, small group workshops and email. 			
Activity 4	<p>Professional Learning Community (PLC)</p> <ul style="list-style-type: none"> - Continue to embed the Inquiry Model through PLC. - Improve teacher data literacy, to identify 'crumbs' for tracking growth. - Continue to utilise professional readings and experts (consultants) to develop teaching practice. - Provide opportunities for cohort teams to share their PLC findings each term. - Develop structures and processes to ensure that peer observation is implemented to support the curriculum inquiry. - PLC teams to use norms and protocols to support teachers to efficiently analyse data, undertake professional readings and further develop a culture of collaboration and critical thinking. - Provide induction and training opportunities for new staff. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> All staff 	<p>from: Term 1 to: Term 4</p>	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Establish a multi-tiered response to model to support students' mental health - Embed positive mental health approaches to staff professional practice 			

Delivery of the annual actions for this KIS				
Outcomes	<ul style="list-style-type: none"> - Staff will learn a range of strategies and supports to reduce student absenteeism and educational disengagement. - Behaviour management plans will be written, shared and revisited. - Staff will use trauma-informed practice as a guiding framework when managing challenging student behaviour. - Students will show increased agency by developing their own safety plans to improve emotional regulation. 			
Success indicators	<ul style="list-style-type: none"> - Attendance and engagement data generated during the Side By Side pilot. - Less suspensions and classroom exclusion. - Social Emotional Learning planners across the school will reflect the language of Berry Street Education Model. - Stickers will be visible and tracked across the school. - Safety plans will be developed individually and kept in the classroom. - Progress in behaviour management plans throughout the year 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ services of a psychologist 2 days per week. <ul style="list-style-type: none"> - Work with student to provide counselling - Work with management to provide assessments for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal 	from: Term 1 to: Term 4	-1%
Activity 2	Employ the services of a speech pathologist.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal 	from: Term 1	-1%

	<ul style="list-style-type: none"> - To screen students for INtellectual Disability - To work with students with speech needs. - To Train and work with staff to improve Literacy practice. 	<input checked="" type="checkbox"/> Wellbeing team	to: Term 4	
Activity 3	Respectful Relationships <ul style="list-style-type: none"> - Continue implementation of Respectful Relationships curriculum - Broader celebration of whole school events recognising Female achievement and acknowledging the impact of gendered violence on students. 	<input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	-1%
Activity 4	Homework Club <ul style="list-style-type: none"> - Restart and implement homework club in the school to support all students with a focus on EAL students. 	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	-1%
Activity 5	Free Fruit Program <ul style="list-style-type: none"> - Ensure fresh fruit and lunches are available to all students every day. 	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 6	NAIDOC Week <ul style="list-style-type: none"> - Continue to celebrate NAIDOC week as a school - Launch Indiegnous garden and safe space 	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2023

Mid-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	From term 1 to 4: All students will progress by one year with 25% progressing at high relative growth.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Build staff capacity in assessment and differentiation in order to identify and meet students' individual needs in numeracy and literacy. - Develop a multi-tiered response to meet students' individual learning needs, including the EAL and Tutoring programs. - Provide whole-school professional learning designed to improve the effectiveness of our literacy and numeracy teaching. - Refine and embed the Professional Learning Community (PLC) process
Delivery of the annual actions for this KIS	Completed
Outcomes	<ul style="list-style-type: none"> - Teachers will implement differentiated teaching and learning to meet individual student needs - Tutors and other support staff will provide targeted academic support to students - Teachers will have up to date knowledge about effective practice in literacy and numeracy instruction - Teachers will demonstrate understanding and effective use of the PLC process.
Success indicators	<ul style="list-style-type: none"> - All students making one year's progression with 25% at high relative growth in numeracy - All students making one year's progression with 25% at high relative growth in literacy - Students making appropriate progress against their Individual Education Plans

	<ul style="list-style-type: none"> - Student outcomes have improved as a result of embedding the PLC process and whole-school professional development. - Improvement in the staff opinion survey results in the area of Collective efficacy.
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Change in school context i.e., SFOE, enrolment
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>The Koori program has been implemented and extended. The PLC program is now embedded throughout the school. The assessment tools are being refined. Teaching programs and practice are showing greater differentiation. The P-2 phonics program is being implemented along with the appropriate professional learning.</p>

<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	Continuing to trial new assessment tools. Making staffing stability a priority. The school is embedding the phonics program.			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Literacy</p> <ul style="list-style-type: none"> - Provide coaching and professional development for Foundation, Year One and Year Two and tutor program in systemic phonics. - Revise school-wide Scope and Sequence of spelling. - Develop units of spelling work for Years 3 - 6. - Improve implementation of assessment tools through school-wide professional learning sessions. - Continue to build writing pedagogy through school-wide professional 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> All staff 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>learning sessions.</p> <ul style="list-style-type: none"> - Monitor and reward home reading program. - Trial Storytools, online resource, for creative writing program in Years 5,6. - Engage parents through workshops in home reading practices. - Conduct PLCs to improve literacy classroom practice. 			
Activity 2	<p>Numeracy</p> <ul style="list-style-type: none"> - Continue fortnightly work with a Mathematics Consultant from Monash University, with a specific focus on 3-4 students in 2023. <p>to provide whole-school professional learning designed to improve the effectiveness of numeracy teaching.</p> <ul style="list-style-type: none"> - Improve teacher data literacy, particularly in the F-3 area of the Maths Assessment Interview (Maths Online) and growth-point data. - Provide differentiated instruction in classrooms and in support/extension programs, based on accurate assessment of student learning needs. - Learning Specialist to work collaboratively with the Maths Consultant to provide modelling, coaching and feedback to teachers. - Provide time and other resources to enable teachers to improve their instructional practice. - Conduct PLCs focusing on numeracy concepts. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	-1%

Activity 3	<p>Tutoring Program</p> <ul style="list-style-type: none"> - Refine delivery of Tutor Program through PLCs. - Refine delivery of phonics through delivery of professional learning, modeling and staff observations by with phonics consultant. - Investigate greater inclusion of writing in Tutor Program. - Improve home-school communication with parents of students in Tutor Program through regular phone calls, small group workshops and email. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	-1%
Activity 4	<p>Professional Learning Community (PLC)</p> <ul style="list-style-type: none"> - Continue to embed the Inquiry Model through PLC. - Improve teacher data literacy, to identify 'crumbs' for tracking growth. - Continue to utilise professional readings and experts (consultants) to develop teaching practice. - Provide opportunities for cohort teams to share their PLC findings each term. - Develop structures and processes to ensure that peer observation is implemented to support the curriculum inquiry. - PLC teams to use norms and protocols to support teachers to efficiently analyse data, undertake professional readings and further develop a culture of collaboration and critical thinking. - Provide induction and training opportunities for new staff. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> All staff 	from: Term 1 to: Term 4	-1%
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2023 Dimension	
Actions	<ul style="list-style-type: none"> - Establish a multi-tiered response to model to support students' mental health - Embed positive mental health approaches to staff professional practice
Delivery of the annual actions for this KIS	Completed
Outcomes	<ul style="list-style-type: none"> - Staff will learn a range of strategies and supports to reduce student absenteeism and educational disengagement. - Behaviour management plans will be written, shared and revisited. - Staff will use trauma-informed practice as a guiding framework when managing challenging student behaviour. - Students will show increased agency by developing their own safety plans to improve emotional regulation.
Success indicators	<ul style="list-style-type: none"> - Attendance and engagement data generated during the Side By Side pilot. - Less suspensions and classroom exclusion. - Social Emotional Learning planners across the school will reflect the language of Berry Street Education Model. - Stickers will be visible and tracked across the school. - Safety plans will be developed individually and kept in the classroom. - Progress in behaviour management plans throughout the year
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Change in school context i.e., SFOE, enrolment

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>New staff members have been trained in the Berry Street Education Model and whole school training around the sticker program has been done. Journey of Hope, MALPA and Side by Side programs are supporting the families and staff in regard to student welfare, emotional intelligence and cultural awareness. Attendance levels have improved since last year.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 	<p>The school will continue to work with our families using the existing programs and the Respectful Relationships program has been re-structured to complement the school's health program. We will be expanding the school's counselling program.</p>			
<p>OPTIONAL: Upload evidence</p>				
<p>Activities</p>	<p>Activity</p>	<p>Who</p>	<p>When</p>	<p>Percentage complete</p>

Activity 1	Employ services of a psychologist 2 days per week. - Work with student to provide counselling - Work with management to provide assessments for students.	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Employ the services of a speech pathologist. - To screen students for Intellectual Disability - To work with students with speech needs. - To Train and work with staff to improve Literacy practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Respectful Relationships - Continue implementation of Respectful Relationships curriculum - Broader celebration of whole school events recognising Female achievement and acknowledging the impact of gendered violence on students.	<input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	-1%
Activity 4	Homework Club - Restart and implement homework club in the school to support all students with a focus on EAL students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	-1%
Activity 5	Free Fruit Program - Ensure fresh fruit and lunches are available to all students every day.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 6	NAIDOC Week - Continue to celebrate NAIDOC week	<input checked="" type="checkbox"/> Assistant principal	from: Term 1	-1%

	as a school - Launch Indiegnous garden and safe space		to: Term 4	
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Monitoring and assessment - 2023

Term 3 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	From term 1 to 4: All students will progress by one year with 25% progressing at high relative growth.
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Build staff capacity in assessment and differentiation in order to identify and meet students' individual needs in numeracy and literacy. - Develop a multi-tiered response to meet students' individual learning needs, including the EAL and Tutoring programs. - Provide whole-school professional learning designed to improve the effectiveness of our literacy and numeracy teaching. - Refine and embed the Professional Learning Community (PLC) process
Delivery of the annual actions for this KIS	Completed
Outcomes	<ul style="list-style-type: none"> - Teachers will implement differentiated teaching and learning to meet individual student needs - Tutors and other support staff will provide targeted academic support to students - Teachers will have up to date knowledge about effective practice in literacy and numeracy instruction - Teachers will demonstrate understanding and effective use of the PLC process.
Success indicators	<ul style="list-style-type: none"> - All students making one year's progression with 25% at high relative growth in numeracy - All students making one year's progression with 25% at high relative growth in literacy - Students making appropriate progress against their Individual Education Plans

	<ul style="list-style-type: none"> - Student outcomes have improved as a result of embedding the PLC process and whole-school professional development. - Improvement in the staff opinion survey results in the area of Collective efficacy.
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
Commentary on progress <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	
Future planning	

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Literacy - Provide coaching and professional development for Foundation, Year One and Year Two and tutor program in systemic phonics. - Revise school-wide Scope and Sequence of spelling. - Develop units of spelling work for Years 3 - 6. - Improve implementation of assessment tools through school-wide professional learning sessions. - Continue to build writing pedagogy through school-wide professional learning sessions. - Monitor and reward home reading program. - Trial Storytools, online resource, for	<input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%

	<p>creative writing program in Years 5,6.</p> <ul style="list-style-type: none"> - Engage parents through workshops in home reading practices. - Conduct PLCs to improve literacy classroom practice. 			
Activity 2	<p>Numeracy</p> <ul style="list-style-type: none"> - Continue fortnightly work with a Mathematics Consultant from Monash University, with a specific focus on 3-4 students in 2023. <p>to provide whole-school professional learning designed to improve the effectiveness of numeracy teaching.</p> <ul style="list-style-type: none"> - Improve teacher data literacy, particularly in the F-3 area of the Maths Assessment Interview (Maths Online) and growth-point data. - Provide differentiated instruction in classrooms and in support/extension programs, based on accurate assessment of student learning needs. - Learning Specialist to work collaboratively with the Maths Consultant to provide modelling, coaching and feedback to teachers. - Provide time and other resources to enable teachers to improve their instructional practice. - Conduct PLCs focusing on numeracy concepts. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	-1%
Activity 3	<p>Tutoring Program</p> <ul style="list-style-type: none"> - Refine delivery of Tutor Program through PLCs. - Refine delivery of phonics through delivery of professional learning, 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	-1%

	<p>modeling and staff observations by with phonics consultant.</p> <ul style="list-style-type: none"> - Investigate greater inclusion of writing in Tutor Program. - Improve home-school communication with parents of students in Tutor Program through regular phone calls, small group workshops and email. 			
Activity 4	<p>Professional Learning Community (PLC)</p> <ul style="list-style-type: none"> - Continue to embed the Inquiry Model through PLC. - Improve teacher data literacy, to identify 'crumbs' for tracking growth. - Continue to utilise professional readings and experts (consultants) to develop teaching practice. - Provide opportunities for cohort teams to share their PLC findings each term. - Develop structures and processes to ensure that peer observation is implemented to support the curriculum inquiry. - PLC teams to use norms and protocols to support teachers to efficiently analyse data, undertake professional readings and further develop a culture of collaboration and critical thinking. - Provide induction and training opportunities for new staff. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> All staff 	<p>from: Term 1 to: Term 4</p>	-1%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Establish a multi-tiered response to model to support students' mental health - Embed positive mental health approaches to staff professional practice 			

Delivery of the annual actions for this KIS	Completed
Outcomes	<ul style="list-style-type: none"> - Staff will learn a range of strategies and supports to reduce student absenteeism and educational disengagement. - Behaviour management plans will be written, shared and revisited. - Staff will use trauma-informed practice as a guiding framework when managing challenging student behaviour. - Students will show increased agency by developing their own safety plans to improve emotional regulation.
Success indicators	<ul style="list-style-type: none"> - Attendance and engagement data generated during the Side By Side pilot. - Less suspensions and classroom exclusion. - Social Emotional Learning planners across the school will reflect the language of Berry Street Education Model. - Stickers will be visible and tracked across the school. - Safety plans will be developed individually and kept in the classroom. - Progress in behaviour management plans throughout the year
Enablers <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 	
Barriers <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 	
Commentary on progress <ul style="list-style-type: none"> • <i>Drawing on the relevant success indicators identified above, comment on your progress</i> 	

<p><i>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>What adjustments or additions will you make to your AIP to document these next steps?</i> 				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Employ services of a psychologist 2 days per week.</p> <ul style="list-style-type: none"> - Work with student to provide counselling - Work with management to provide assessments for students. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal 	<p>from: Term 1 to: Term 4</p>	<p>-1%</p>

Activity 2	Employ the services of a speech pathologist. - To screen students for INtellectual Disability - To work with students with speech needs. - To Train and work with staff to improve Literacy practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 3	Respectful Relationships - Continue implementation of Respectful Relationships curriculum - Broader celebration of whole school events recognising Female achievement and acknowledging the impact of gendered violence on students.	<input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	-1%
Activity 4	Homework Club - Restart and implement homework club in the school to support all students with a focus on EAL students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	-1%
Activity 5	Free Fruit Program - Ensure fresh fruit and lunches are available to all students every day.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 6	NAIDOC Week - Continue to celebrate NAIDOC week as a school - Launch Indiegnous garden and safe space	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2023

End-of-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12-month target 1.1 target	From term 1 to 4: All students will progress by one year with 25% progressing at high relative growth.
Has this 12-month target been met	Not Able To Assess Due To NAPLAN Changes
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Build staff capacity in assessment and differentiation in order to identify and meet students' individual needs in numeracy and literacy. - Develop a multi-tiered response to meet students' individual learning needs, including the EAL and Tutoring programs. - Provide whole-school professional learning designed to improve the effectiveness of our literacy and numeracy teaching. - Refine and embed the Professional Learning Community (PLC) process
Delivery of the annual actions for this KIS	Completed
Outcomes	<ul style="list-style-type: none"> - Teachers will implement differentiated teaching and learning to meet individual student needs - Tutors and other support staff will provide targeted academic support to students - Teachers will have up to date knowledge about effective practice in literacy and numeracy instruction - Teachers will demonstrate understanding and effective use of the PLC process.

Success indicators	<ul style="list-style-type: none"> - All students making one year's progression with 25% at high relative growth in numeracy - All students making one year's progression with 25% at high relative growth in literacy - Students making appropriate progress against their Individual Education Plans - Student outcomes have improved as a result of embedding the PLC process and whole-school professional development. - Improvement in the staff opinion survey results in the area of Collective efficacy.
Reflection on progress	<p>We have met the indicators for Literacy and Numeracy. With the changing of classification of NAPLAN data, we don't have an accurate/comparable reading of students making "relative high growth". We have used PAT results to track student improvement and this data indicates that 25% of students are making 'high' growth.</p> <p>Greater of consistency of the PLC process has been a key driver of improved practise in both Literacy and Numeracy. The use of consultants in Numeracy has improved teacher practise and reduced variability across the school. The use of consultants in the junior years as meant that we have a strong foundation to build upon for sustained improvement.</p>
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key improvement strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e., change in leadership, understaffed, staff absence
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Literacy</p> <ul style="list-style-type: none"> - Provide coaching and professional development for Foundation, Year One and Year Two and tutor program in systemic phonics. - Revise school-wide Scope and Sequence of spelling. - Develop units of spelling work for Years 3 - 6. - Improve implementation of assessment tools through school-wide professional learning sessions. - Continue to build writing pedagogy through school-wide professional learning sessions. - Monitor and reward home reading program. - Trial Storytools, online resource, for creative writing program in Years 5,6. - Engage parents through workshops in home reading practices. - Conduct PLCs to improve literacy classroom practice. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Literacy leader <input checked="" type="checkbox"/> All staff 	<p>from: Term 1 to: Term 4</p>	<p>100%</p>
Activity 2	<p>Numeracy</p> <ul style="list-style-type: none"> - Continue fortnightly work with a Mathematics Consultant from Monash University, with a specific focus on 3-4 students in 2023. <p>to provide whole-school professional learning designed to improve the effectiveness of numeracy teaching.</p> <ul style="list-style-type: none"> - Improve teacher data literacy, particularly in the F-3 area of the Maths 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> School improvement team 	<p>from: Term 1 to: Term 4</p>	<p>100%</p>

	<p>Assessment Interview (Maths Online) and growth-point data.</p> <ul style="list-style-type: none"> - Provide differentiated instruction in classrooms and in support/extension programs, based on accurate assessment of student learning needs. - Learning Specialist to work collaboratively with the Maths Consultant to provide modelling, coaching and feedback to teachers. - Provide time and other resources to enable teachers to improve their instructional practice. - Conduct PLCs focusing on numeracy concepts. 			
Activity 3	<p>Tutoring Program</p> <ul style="list-style-type: none"> - Refine delivery of Tutor Program through PLCs. - Refine delivery of phonics through delivery of professional learning, modeling and staff observations by with phonics consultant. - Investigate greater inclusion of writing in Tutor Program. - Improve home-school communication with parents of students in Tutor Program through regular phone calls, small group workshops and email. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	50%
Activity 4	<p>Professional Learning Community (PLC)</p> <ul style="list-style-type: none"> - Continue to embed the Inquiry Model through PLC. - Improve teacher data literacy, to identify 'crumbs' for tracking growth. - Continue to utilise professional readings and experts (consultants) to 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> All staff 	<p>from: Term 1 to: Term 4</p>	100%

	<p>develop teaching practice.</p> <ul style="list-style-type: none"> - Provide opportunities for cohort teams to share their PLC findings each term. - Develop structures and processes to ensure that peer observation is implemented to support the curriculum inquiry. - PLC teams to use norms and protocols to support teachers to efficiently analyse data, undertake professional readings and further develop a culture of collaboration and critical thinking. - Provide induction and training opportunities for new staff. 			
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> - Establish a multi-tiered response to model to support students' mental health - Embed positive mental health approaches to staff professional practice 			
Delivery of the annual actions for this KIS	Completed			
Outcomes	<ul style="list-style-type: none"> - Staff will learn a range of strategies and supports to reduce student absenteeism and educational disengagement. - Behaviour management plans will be written, shared and revisited. - Staff will use trauma-informed practice as a guiding framework when managing challenging student behaviour. - Students will show increased agency by developing their own safety plans to improve emotional regulation. 			
Success indicators	<ul style="list-style-type: none"> - Attendance and engagement data generated during the Side By Side pilot. - Less suspensions and classroom exclusion. - Social Emotional Learning planners across the school will reflect the language of Berry Street Education Model. - Stickers will be visible and tracked across the school. - Safety plans will be developed individually and kept in the classroom. - Progress in behaviour management plans throughout the year 			

<p>Reflection on progress</p>	<ul style="list-style-type: none"> - Attendance and engagement data generated during the Side By Side pilot. Side by side has been effective in improving student attendance in families engaged in the program. We have had fewer students with chronic levels of absenteeism which has improved overall data. The side by side data has revealed a drop in the level of absenteeism in the families involved in the program. Our school data reveals we have 12 students (5%) who have yet to miss a school day this year (up from 10 (3%) last year. 49% of our students have missed less than 10 days school as opposed to only 37% last year. - Less suspensions and classroom exclusion. Suspensions have significantly decreased over the last few years. We are using more internal processes and supportive and proactive measures to improve student discipline. There have been less than ten suspensions this school year. - Social Emotional Learning planners across the school will reflect the language of Berry Street Education Model. The introduction of the Health program has been a huge success. This has ensured that we are focusing more on his aspect of the curriculum in a consistent way across the school. This has embedded the Respectful relationship program into the classrooms. Staff are consistent in the way they use the Berry Street approach to behaviour. This is also occurring in classroom SEL programs. There has been a greater focus in teams on planning for and setting aside time for SEL lessons. - Stickers will be visible and tracked across the school. Staff are reminded about sticker use as a positive reward and incentive for students. This is an effective way of reinforcing school values and redirecting student behaviour. - Safety (Ready to Learn) plans will be developed individually and kept in the classroom. Ready to Learn plans are present in the school but not consistently throughout the school. We will focus on this next year. - Progress in behaviour management plans throughout the year Behaviour management plans have been reviewed and created where needed. Staff PD has focused on ensuring this is embedded in our school processes.
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting/supported the delivery of this KIS? 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Budget constraints <input checked="" type="checkbox"/> Unable to access support

<ul style="list-style-type: none"> • What barriers are impeding/impeded the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Employ services of a psychologist 2 days per week. - Work with student to provide counselling - Work with management to provide assessments for students.	<input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	75%
Activity 2	Employ the services of a speech pathologist. - To screen students for INtellectual Disability - To work with students with speech needs. - To Train and work with staff to improve Literacy practice.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	100%
Activity 3	Respectful Relationships - Continue implementation of Respectful Relationships curriculum - Broader celebration of whole school events recognising Female achievement and acknowledging the impact of gendered violence on students.	<input checked="" type="checkbox"/> Respectful relationships implementation team	from: Term 1 to: Term 4	100%

Activity 4	Homework Club - Restart and implement homework club in the school to support all students with a focus on EAL students.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 4	100%
Activity 5	Free Fruit Program - Ensure fresh fruit and lunches are available to all students every day.	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	100%
Activity 6	NAIDOC Week - Continue to celebrate NAIDOC week as a school - Launch Indiegenuous garden and safe space	<input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	100%

Future planning	<p>Ready to Learn Plans. The school will start the year with time allocated to have ready to learn plans established much earlier in the year for students and staff. We will engage with Berry Street training to achieve this. We will train up new staff in Berry Street trauma informed practice. Next year is an opportunity to review and amend the sticker program. We need to go back to reviewing the sticker program and ensuring there is more consistency across the school. Continue with school funded Psychologist and Speech Therapist support for the school. We will continue to focus on unexplained absences throughout the school. We will reinforce processes for contacting families, working with side by side and supporting families to bypass any barriers to school attendance. The use of compass has and will continue to be an effective way to contact families quickly and keep greater track of student attendance. Continue to implement the Respectful Relationship Scope and sequence both in classrooms and the health program. We will continue to promote and celebrate International Women's Day and celebrate the role Women play in our community. We will continue to support children and families through the provision of fresh fruit and sandwiches. Breakfast club will continue along with Homework club. We will continue to grow as a culturally safe school. We will celebrate NAIDOC week and other significant dates on the First Nations calendar. We will engage in the Yarning conference again in 2024. We will work with our Somali Aide to engage Somali families and work on developing our connection with the Islamic community.</p>
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Monitoring and Self-assessment - 2023

SEIL Feedback