

Monitoring and Assessment - 2022

Woodville Primary School (5049)



WOODVILLE
PRIMARY SCHOOL

Submitted for review by Jodi Binion (School Principal) on 22 February, 2022 at 01:49 PM

Endorsed by Brent Richards (Senior Education Improvement Leader) on 24 May, 2022 at 06:40 AM

Endorsed by Emma Prespanoski (School Council President) on 25 May, 2022 at 10:40 AM

Term 2 Monitoring submitted by Sharni Wallace (School Principal) on 25 July, 2022 at 03:03 PM

Monitoring and Assessment - 2022

Mid-year monitoring

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	Focus on Reading , Writing, Numeracy - Number and Algebra - 1.5 levels of growth against Victorian Curriculum in 2022 .8 Mental Health Wellbeing CoOrdinator - BE You Tracker and increase staff capacity to respond to students wellbeing needs.
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> • Increase focus on numeracy data analysis at whole school level - reinforce at PLC meetings • Maintain PLC structures to support collaboration and strengthen teacher practice and knowledge • Employ and engage a Numeracy Consultant to continue building the capacity of teaching and Educational Support staff. • Students provided with multiple opportunities to work on newly acquired skills at their level using differentiated curriculum support by resources, e.g. technology, visual/concrete aides/staff. • Learning Specialist to drive extension/top 2 bands (Semester 1 Yr 3&5, Semester 2 Yr 2&4, Tutor Learning Initiative (TLI) & to assist teams with planning and provide Professional Learning for staff. • Further program support; Phonological Awareness - P-2, Language Support/EAL - P-2, EAL Specialist Years 1-6, Getting Ready in Numeracy (GRIN) - Year 3 Semester 1 Year 2 Semester 2 • Continue to ensure IEPs are set for students 12months above or 6 months below expected level. • Differentiation will continue to be a priority ensuring all students work within their ZPD. • Students co-create SMARTS Goals (displayed on the visible learning wall) with their teacher/tutor.
Outcomes	<ul style="list-style-type: none"> • PLCs meet engaging in reflective practice, evaluate, plan, and learn • 12 months growth in Literacy and Numeracy • Maintain/increase students in top 2 bands for Literacy/Numeracy against like schools/state • Students successfully achieving goals set in IEP (12 months below and above expected level) • Teacher Judgement - less variance through professional conversation/teachers knowing the curriculum/PLC and data meetings and the triangulation of data.

	<ul style="list-style-type: none"> • Students know how lessons are structured, and how this supports their learning • Teachers accurately and confidently identify student learning needs • Students experience success and show improved number sense • Students in need of support identified and supported. These students will participate in GRIN. • Teachers know how to create and deliver math content at point of student need • Teachers write effective and measurable IEPs and make appropriate adjustments for students. • Once students have achieved SMARTS Goals new goals are set and communicated home.
Success Indicators	Reading Fountas and Pinnel data. English online interview, PAT, Essential Assessment, OnDemand, Essential Sight words Writing - moderated writing samples, Essential Spelling, Naplan extension word list/Tier 3 topic specific vocabulary.
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> 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
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Key Improvement Strategies' focus too broad / too ambitious <input checked="" type="checkbox"/> Workforce capability i.e. in use of data and evidence <input checked="" type="checkbox"/> Other GRIN has not begun due to staffing shortages. Tutoring program effected slightly due to staffing shortages.

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * Numeracy Consultant has been employed one day per week. First semester built the capacity of Year 3/4 teachers and second semester will support Year 1/2 teachers. Growth in Numeracy evident in teacher planning documents and work programs. Numeracy Consultant worked closely with Year 1/2 & 3/4 staff during Professional Practice Day in Term 2. * PLC cycle has improved and refined support via data meeting on Monday afternoon. This has targeted teaching for student individual needs. * Greater growth in technology use. * Extension provided for student in VHAP, robotics and Cambridge testing to accommodate students within the top band. * All staff have increase understanding of the development and implementation of IEPs participating in whole staff professional learning. * Students participating in TLI and intervention programs staff identify growth in reading. Where growth has not been achieved has resulted from student absences or students who have diagnosed learning difficulties. * SMARTS are displayed on students desk and families aware with copies sent home to families. * EAL groups have been extended to the tutoring program to compliment EAL teaching program time lost due to teaching responsibilities. 			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * Second Semester, amend IEP target group for students 12 month above and 12 months below. Identified students 6 months below needs are catered via a differentiated program. Learning Specialists to update staff with change to target group via email by Term 3, week 3. Time allocated for learning specialists to analyse data and review IEPs are alive in work programs the correlation between IEPs and SMARTS. * REAL Robotics education will continue as an extension program in Semester 2. * VHAP caters for new students each Term. * To continue using all instructional models. Aspect that tends to drop off is the reflection feedback usually conducted during student eating time. Exit ticket to be utilised on a regular basis. Instructional models are successfully implemented during sessions 1 and 3 as sessions are longer. * Responsive Teaching indicated that learning needs to be reviewed from previous day. Experienced teacher do this action out of practice, for new teachers this needs to be included in the instructional models. Questioning in planning needs to be explicit developing deeper levels. * Numeracy consultant to continue planning with teams in semester 2. * Consideration of data to determine focus for tutoring program be literacy or numeracy in second semester. * Whole school professional learning re: Compass and development of new reporting system with focus on the Victorian Curriculum. 			
<p>OPTIONAL: Upload Evidence</p>				
<p>Activities and Milestones</p>	<p>Activity</p>	<p>Who</p>	<p>When</p>	<p>Percentage complete</p>

Activity 1	Tutor Learning Initiative	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 2	Mental Health and Wellbeing CoOrdinator	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Phonological Awareness	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	50%
Activity 4	Language Support	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	50%
Activity 5	English as an Additional Language	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%
Activity 6	Getting Ready in Numeracy	<input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%
Activity 7	Literacy Consultant	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 8	Numeracy Consultant	☑ Teacher(s)	from: Term 1 to: Term 4	50%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<ul style="list-style-type: none"> • Continue to consult with SSS (on a fortnightly basis) and mental health role out. • Continue to fund a Wellbeing Officer x3 days per week capacity across the school • Maintain Wellbeing Team with representation from across the school: Mental Health Co-ordinator (pilot program), Chaplain, & Leadership team. • Continue to use the Zones of Regulations to understand emotions and to self-regulate. • Maintain resourcing for the implementation of School Wide Positive Behaviour Support (SWPBS), Respectful Relationships (RRR) curriculum and Better Buddie (BB)s. • Wellbeing Team to investigate opportunities in the Mental Health Menu that may be suitable for our students and staff. • Invite Understanding Poverty Trainer to provide a whole staff PL session refresher. • Develop processes and practices linking wellbeing, disability inclusion reforms and the Resilience Project at a whole school Professional Learning level and components of Berry Street. • X2 day per week Chaplain supports students. • Koorie Education Support for targeted students in both literacy and numeracy. • Revisit the Be You Tracker, termly. • Students access to engage in the Tutoring Learning Initiative for vulnerable students. • Engage with charities, such as Food Bank and The One Box to support students (breakfast and lunch) at school and families in need. • Engaging with State Schools Relief. • Provide after school clubs to support and extend students (homework, STEM and Japanese club). • PL and preparation for staff In IEP development and for the Disability Inclusion changes for 2023 			
Outcomes	<ul style="list-style-type: none"> • Staff support reluctant students' attendance and form plans where appropriate. • Fortnightly meeting with SSS. • All students requiring IEPs explicitly documented and discussed with students and family. • Increased teacher capacity in Mental Health and Wellbeing initiatives - identify student wellbeing needs - act accordingly to support students. • Students own ability to recognise their personal wellbeing needs and use learnt strategies to self-regulate and employ strategies learnt. 			

	<ul style="list-style-type: none"> • SWPBS, RRR and BB documented in planning and implemented on a need's basis. • All staff provide students the opportunity for greeting circles and brain breaks daily. • Staff consolidate and embrace the implementation and practices of Understanding Poverty through daily practice and conversations amending where circumstances present. • Staff implement and model consistent routines and processes using SWPBS model • Provide staff Wellbeing Professional Learning. (PL). • Staff continue to consolidate their knowledge with support of Understanding Poverty text. • Chaplain to continue supporting vulnerable students. • Funding used to support Koorie students • Students access wellbeing centre or library during second lunch when required. • Teacher uses the 'Be You' tracker to monitor students wellbeing and seek support/advice. • Investigate, Mental Health Menu preparing for launch of school mental health fund and Menu. • MHWC attend local Network community of practice regularly. • Providing vulnerable students with uniform items or other material needs.
Success Indicators	AToss Years 4-6, Student Wellbeing check in survey P-3, various Wellbeing survey, Parent survey, Be You Tracker and SSS. SSG meeting with families on a regular basis.
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> 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
Barriers	<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence

<ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * SSS support up and running on track engaging with fortnightly meetings. * All staff have completed professional learning in the area of IEPs. IEPs are up and running for all students who require an IEP. Staff are now at the stage of updating progress and identifying further students who require an IEP for second semester. 12 months above and 12 months below. * Chaplaincy program operating x2 days per week engaging with students and families. A timetable has been put into place to further monitor and track students involved. Program to commence Term 3 catering for girls building self-esteem and confidence. * Despite staffing shortages, the Tutoring program continued to support our most vulnerable students and has managed to operate with minimal disruptions (approximately 5% disruption). * Homework, STEM and Japanese clubs have operated on a regular basis and have a strong attendance rate supporting students. * Food bank and The one box functioning weekly in support of family needs. Breakfast club to commence Term 3 and relocate to the PE area due to building works. * Berry Street: Greeting circle have been embedded across all classrooms. * Mental health/Wellbeing Survey completed by staff to track wellbeing and engagement with identified wellbeing areas - feedback reviewed and will guide future planning. * Better Buddies Social skills program up and running term two and all classes/students engaged within the program. Respectful Relationship curriculum/program continue to run on a fortnightly basis. * Zones of Regulation is being utilised in various capacities according to the year level.
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * To engage further with the Understanding Poverty trainer with relation to implementing a refresher for staff. * CUST will be implement for staff during Term 4 Curriculum Day. * Professional Learning for Staff Compass * Professional Learning for staff who are to engage with Respectful Relationship Training. * Professional Learning for senior school staff to complete Gender Identity Training. Open training up to whole school. * Continue whole school approach to SWPBS. * Revisit the Be You Tracker investigating the year. * Investigate Resilience Project capacity to engage onsite rather than implement via WebEx. * Disability Inclusion Professional learning including engagement with SSS to further explicitly train staff recording IEPs. * Seasons For Growth to be offered to some students in term three. * Friendship group for senior school students to be facilitated by the schools Chaplain.

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Chaplain	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	50%
Activity 2	Mental Health and Wellbeing Coordinator	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Koorie Education Support- Literacy and Numeracy	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	25%
Goal 2	Improve the learning growth of every student in literacy and numeracy			
12 Month Target 2.1	For 80 per cent of students in the middle to high growth bands for writing, reading and numeracy.			
12 Month Target 2.2	For every student to have at least one level of relevant growth of the Victorian Curriculum in English and Mathematics over the course of 2022.			
12 Month Target 2.3	The percentage of students in the top two bands of NAPLAN in reading, writing and numeracy in year 3 and 5 to be at or above 20 per cent.			
12 Month Target 2.4	For 80 per cent of students in the middle to high growth bands for writing, reading and numeracy.			
KIS 2.a Building practice excellence	Develop and consistently implement an instructional model that includes High Impact Teaching Strategies in all curriculum areas			

<p>Actions</p>	<ul style="list-style-type: none"> • Ensure consistent understanding of and high-quality implementation of the Woodville Primary School Instructional model. • Professional Reading Rosenshine's Principles in Action, Tom Sherrington. Whole staff discussion. • Mentor and Graduate teachers engage in Career Start Department of Education Initiative • Graduate teachers engaged with formal and informal mentoring, including time allocated for lesson observations and networking opportunities. • Continue to use our whole school Instructional Models for all curriculum areas. • Leading Teachers/Coaches to model Instructional Models • Peer observations, observing and learning from others including the Numeracy Consultant. • Professional Learning- HITS (key areas- e.g. Feedback) • Utilise office 365 to support collaborative planning and the storing of school documentation • Continue to implement the tutoring program across Years 1-6 • Staff engage with Professional reading – Responsive Teaching cognitive science and formative assessment in practice, Harry Fletcher-Wood. • Learning Specialists – monitoring work programs and IEPs. • Department of Education identifies and informs school of students to engage and provide curriculum extension in the high abilities initiative (VHAP) and student excellence program. • Enrol students in the gifted and talented student assessment trial.
<p>Outcomes</p>	<p>Students will</p> <ul style="list-style-type: none"> • Be able to articulate the 'usual' structure of lessons. <p>Teachers will</p> <ul style="list-style-type: none"> • Understand the structure of the pedagogical model • Understand how to apply the pedagogical model. • Understand how to apply the pedagogical model in a way that supports Woodville's literacy and numeracy focus. • Improve peer coaching skills, with a focus on the teaching of literacy and numeracy across the curriculum. • Consistently use the pedagogical model to plan and deliver lessons • Use common language used in PLCs linked to HITS. • Observed common language/behaviours of students understanding of Instructional Model, for example, 'Reflection' and their own expectation/role within the Instructional Model. • Staff use allocated planning time weekly (Wednesday) to collaboratively plan, and save documents on to the school office 365 platform to be accessible to all and completed by Thursday 5:00pm • Select students successfully participate in extension programs demonstrating learning growth. • Mentor teachers fully supporting graduate teachers with their learning and development creating positive graduate experiences of induction into their teaching profession. • All teachers read book, participate in book chats, and present written reflections. • Increased teacher capacity, understanding when planning for all learning levels and needs. <p>Leaders will</p>

	<ul style="list-style-type: none"> • Use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers. • Invite teachers to observe their classes. • Enhance their skills in coaching numeracy through engaging with consultant develop their own peer coaching skills.
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> • Leader notes from conversations with students during learning walks/observations. <p>Teachers:</p> <ul style="list-style-type: none"> • Lesson plans and term plans • Notes from peer coaching observations, consultant coaching sessions. • Shared language across teachers, students, and all staff • Work programs reflect the language expected/HITS • Term Planning and Unit Planning reflect whole school expectations/HITS • School Staff Survey data- collective efficacy • Increase in pedagogical knowledge and understanding of HITS • Increased student engagement/AToSS data <p>Leaders:</p> <ul style="list-style-type: none"> • Notes from leadership meetings reflecting on progress • SIT meeting notes; lesson plans and observation notes. • Notes from peer coaching.
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
Barriers	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence

<ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Other Due to current circumstances COVID and Flu high student absences. Difficult to organise catch up in learning missed. Students gaps in learning and pre and post data collection.			
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * All staff had participated in professional reading 'Rosenshine - Principles in action' and leaders participated in Professional Learning 'Responsive Teaching'. * Graduate teachers engaging in the Career Start Program and participating with mentor teachers. * Instructional Model displayed in all classrooms and referred to daily. * Learning Specialist monitoring IEPs and providing staff with feedback. * Continue to engage with numeracy consultant semester one with Year 3/4 Team. * Tutoring program continued for reading semester 1 and 2. * VHAP continuing with student regularly attending sessions. * x1 leading teacher gained position at another school. * Due to staffing Leading teachers were placed back in the classroom. * Time constraints for Learning Specialist reduced to one hour out of classroom, SIT meeting one hour of time. 			
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * Peer observations planning at discussion stage. * Numeracy consultant working with Year 1/2 team Semester two. * Updating IEPs for student who have been identified as requiring one. * Numeracy extension focus for semester 2 tutoring program introduced and implemented. * Student talented gifted and assessment program to be conducted September/October. * Compass introduced and sections rolled out. Development of what is reported (Achievement Standards) against the curriculum and relationship to key aspects taught (Content Descriptors/Elaborations) all transferred into I can Statements. 			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Leading Teachers/Coaches	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1	25%

			to: Term 4	
Activity 2	Learning Specialists	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	50%
Activity 3	Career Start - Department of Education initiative	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	50%
KIS 2.b Evaluating impact on learning	Implement through the Professional Learning Community Process a teacher inquiry model to evaluate the impact of teaching on student learning			
Actions	<ul style="list-style-type: none"> • Implement Professional Learning Communities to a high standard at Woodville Primary School. • Embed PLC initiative actions throughout whole school continuing to build capacity of staff lead a PLC. • Prioritise data (weekly) to improve data analysis and PLC discussion planning of differentiated curriculum at individual levels. • Increase teacher capacity to participate in 'challenging conversations' and to build trust in order to participate in professional conversations in PLCs • Maintain meeting protocols/non-negotiables ensuring professional conversations are adhered to & revisit termly. • Team Leaders/Leading Teachers engage in PL of Responsive Teaching Leadership Program. • Professional Learning for all staff with FISO 2.0 			
Outcomes	<p>Teachers will:</p> <ul style="list-style-type: none"> • understand the characteristics of high-quality PLCs. • engage in regular conversations about student learning in numeracy. • use PLC time to evaluate the impact of teaching on student outcomes in literacy and numeracy. • give and receive feedback. <p>Leaders will:</p> <ul style="list-style-type: none"> • communicate high expectations about the PLC program • use multiple sources of evidence to track implementation of PLCs including barriers and enablers. • model how to give and receive feedback with staff. • prioritise strategic resourcing of PLCs. 			

	<p>PLC leaders continue to develop their understanding of PLC expectations and protocols</p> <ul style="list-style-type: none"> • PLC members all actively participate in PLCs • Curriculum planners and assessment documents are reflective of differentiation. • Whole staff read Responsive Teaching Leadership Program (RTLTP)- Bronwyn Rylie-Jones (Network PL) and RTL group provide professional learning • Staff are familiar with FISO 2.0.
Success Indicators	<p>Teacher:</p> <ul style="list-style-type: none"> • PLC notes/minutes using new template • evidence used within PLCs to evaluate impact of teaching on student outcomes. • use staff survey data for factors, for example, discuss problems of practice; timetabled meetings to support collaboration; monitor effectiveness using data; use evidence to inform teaching practice to improve by 5% • growth and progress of students against Visible Learning Walls, and their individual SMARTS goals <p>Leaders:</p> <ul style="list-style-type: none"> • minutes/agendas/presentations from staff meetings • survey data, observations or other evidence related to PLC implementation notes/records of conversations where feedback has been given/recorded (PDP conversations); financial and organisational documents. • PLC minutes reflect professional conversations and data discussions • Data trackers and Strategic Groups are established based on PLC discussions • Evidence of participation in PLC Communities of Practice • Use of revised templates for PLCs (including Agenda) • Data meeting minutes (weekly)
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change

	<input checked="" type="checkbox"/> Other Leading Teacher changing schools, role only operational for Term 1.			
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence			
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * Responsive teaching continuing. * Weekly Data meeting and planning meeting. * Team Leaders initiating and building capacity of teams to ensure all members become experts. * PLC schedule produced by leading teacher to align focus for meetings. 			
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * FISO 2.0 continuation of roll out. * Professional Learning for all staff continuing and reporting back to whole staff learnings. 			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	PLC Leaders	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	50%
Activity 2	Leadership	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	50%
Activity 3	PLC members- teaching staff	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Responsive Teaching Leadership Program	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	50%
KIS 2.c Building practice excellence	Build teacher capabilities to differentiate teaching to ensure challenge and improved learning outcomes for every student			
Actions	<ul style="list-style-type: none"> • Professional Reading- Differentiation textbook • Learning Specialists - monitoring work programs and IEPs • All teachers/staff 			
Outcomes	<ul style="list-style-type: none"> • Increased teacher capacity and understanding when planning for all learning levels and needs 			
Success Indicators	<ul style="list-style-type: none"> • Work programs • IEPs • Professional Feedback • Student growth 			

	<ul style="list-style-type: none"> • NAPLAN data • Data- Literacy and Numeracy
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * Learning Specialists - time provided to review Individual Education Plans. * Team Leaders - provided time weekly to check weekly work programs for differentiation and give feedback to staff

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * Staff professional reading - The Differentiated Classroom - Carol Ann Tomlinson (Learning Specialists to facilitate the reading and Professional Learning for all staff) * Learning Specialists analyse mid-term data to inform staff as to which students need an IEP * Learning Specialists continue to monitor IEP's and provide feedback (via email) to staff. 			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Learning Specialists	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	50%
Activity 2	All Staff	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	50%
Goal 3	To improve student voice, agency and leadership outcomes school wide.			
12 Month Target 3.1	AToSS - Stimulating Learning will be greater than 95 per cent.			
12 Month Target 3.2	AToSS - Student Voice and Agency will be greater than 90 per cent.			
12 Month Target 3.3	The average number of student absences will be at or less than 14 days (COVID quarantine exempt).			
KIS 3.a	Enabling authentic student voice to provide opportunities for students to collaborate and make decisions around their learning			

Empowering students and building school pride	
Actions	<ul style="list-style-type: none"> • Develop a whole-school understanding of what student agency in learning looks like • Identify opportunities to activate student agency in learning, for example, visible learning walls, SMARTS goals and 3 Way Interviews.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> • Be able to identify specific examples of agency in learning in their classes • Set and track progress against individual learning goals and can articulate the strategies they need to achieve that learning. • Formally contribute to curriculum planning through SRC. <p>Teachers will:</p> <ul style="list-style-type: none"> • Be able to articulate what student agency in learning looks like both generally and within their specific subject areas. • Explicitly teach students to set and track progress against individual learning goals via teachers conference with students to ensure students understand their future learning 'where to next'. • Work in subject teams to explicitly integrate opportunities for student agency within the whole-school curriculum plan, including seeking feedback from SRC. <p>Leaders will:</p> <ul style="list-style-type: none"> • Be able to clearly articulate what student agency looks like at Woodville Primary School. • Ensure students are consulted as key stakeholders in whole-school curriculum planning on an ongoing basis • Regularly observe lessons to monitor implementation progress. • Celebrating success and achievements.
Success Indicators	<p>Students:</p> <ul style="list-style-type: none"> • SRC feedback/minutes/agendas • individual learning goal records <p>Teachers:</p> <ul style="list-style-type: none"> • PDP notes reflecting on progress in implementing agency in learning. • Lesson and curriculum plans. • Notes from consultation with SRC. <p>Leaders:</p> <ul style="list-style-type: none"> • Minutes from staff meetings • Professional Learning presentations on student agency • Agendas/minutes from SRC meetings • notes from classroom observations.

<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Key Improvement Strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change ✓ Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * Co conferencing new SMARTS goals with students. Celebrating achievements with families. * Review vitality of Visible learning walls alongside SMARTS (double handling/alignment?). Goals are tracked on 365 continually updated by staff. * Students have SMARTS displayed on tables and regularly revisit prior to each lesson and during conferencing. * Students are given the opportunity for ownership of their own learning, for example, topic and feedback. * SRC representatives elected and operates on a weekly basis via teacher following student leadership program.
<p>Future planning</p>	<ul style="list-style-type: none"> * Further Professional Learning to fine tune more investigations around student voice and agency. Continue discussions of voice and agency. * PLC incorporates voice and agency in the planner template.

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * Students demonstrate learning concepts using preferred learning style (Gardeners - multiple intelligences). * Allowing students to apply voice and agency in their learning across the curriculum and this will be evident in planning documents. * Ensure all staff are aware of the SMARTS process co-conference, set, communicate, display, achieve and revise SMARTS. Discussion termly and in PLC meetings. 			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Visible Learning (including SMARTS and interviews)	☑ All Staff	from: Term 1 to: Term 4	50%
KIS 3.b Empowering students and building school pride		To develop through the professional development cycle, an understanding and implementation of student voice and agency in the classroom		
Actions	<ul style="list-style-type: none"> * Professional Learning - Curriculum Day 'Student Voice and Agency' with Martin Jones * Professional Reading text 			
Outcomes	<ul style="list-style-type: none"> * Increased teacher knowledge and skills evidence in areas of Student Voice and Agency consistently implemented in every classroom and/or program. * Professional Learning book chat. 			
Success Indicators	<ul style="list-style-type: none"> * AtoSS data * Parent Opinion Survey * Staff Survey * Student understanding and shared language evident through classroom discussions/conferencing * Professional Learning reflection notes and book chat. 			

<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> 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)
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>Unable to reschedule Martin due to COVID circumstances.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * Co conferencing with students regularly SMARTS goals with students. Celebrating achievements with families. * Students are given the opportunity for ownership of their own learning, for example, topic and feedback.
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * Investigate Martin Jones for 2023. * Further Professional Learning to fine tune more investigations around student voice and agency. Continue discussions of voice and agency. * PLC incorporates voice and agency in the planner template. * Students demonstrate learning concepts using preferred learning style (Gardeners - multiple intelligences). * Allowing students to apply voice and agency in their learning across the curriculum and this will be evident in planning documents.

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Martin Jones - Professional Learning	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
KIS 3.c Parents and carers as partners	Strengthen partnerships with parents and the community to support student's learning at school and at home			
Actions	<ul style="list-style-type: none"> * School Council and Sub Committees. * Parent Teacher Interviews, including 3-Way Interviews. * Whole School communication platforms via newsletters, phone calls, Compass * Reporting - formal written reports 			
Outcomes	<ul style="list-style-type: none"> * IEPs * SSGs * Curriculum Information nights * Family Events, for example, Literacy and Numeracy Night, STEM night, ART show, Christmas Carols * SMARTS * Informal Communication measures. 			
Success Indicators	<ul style="list-style-type: none"> * Parent Survey * AToSS data * Staff Survey * Attendance at community events. 			
Delivery of the annual actions for this KIS	Completed			

<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Sufficient budget ✓ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ✓ Sufficient time allocated ✓ Key Improvement Strategies are able to be implemented ✓ Improvement efforts are well focussed (the school was able to prioritise well) ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change ✓ Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<ul style="list-style-type: none"> * Adhering to COVID restrictions opened events to the community where permitted. * Term 2 celebration sausage sizzle for community event. * Newsletter to the community continues on a fortnightly basis. * Website updated and refreshed. * Parent/Carer family interviews conducted. * Attitudes to school survey completed by year 4-6 students. * Education week parade invited families to come onsite and view the parade.
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> 	<ul style="list-style-type: none"> * Community information night for all year levels aim to continue 2023. * Compass rolled out. * Teams volunteering to opt in for Compass new reporting format system. * Staff and Parent opinion survey to come. * Future community events - Cheer Toastie Truck during Book week.

<ul style="list-style-type: none"> • <i>What support is required?</i> 	* Parent/Carer volunteer year 3/4 cooking program (Garden Kitchen program).			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Whole School Community Platforms	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 3 to: Term 4	50%

Monitoring and Self-assessment - 2022

SEIL Feedback