

Monitoring and Assessment - 2021

Coldstream Primary School (5127)



Submitted for review by Phillippa Adgemis (School Principal) on 16 February, 2021 at 08:48 AM

Endorsed by Deidre Deklijn (Senior Education Improvement Leader) on 16 February, 2021 at 08:51 AM

Endorsed by Kazz Van Der Meer (School Council President) on 30 April, 2021 at 01:26 PM

Term 1 Monitoring submitted by Phillippa Adgemis (School Principal) on 29 April, 2021 at 04:28 PM

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>Year 5 Reading 50% in top 2 bands. Year 5 Writing 30% in top 2 bands. Year 5 Spelling 30% in top 2 bands.</p> <p>Year 5 Reading 12% in bottom 2 bands. Year 5 Writing 12% in bottom 2 bands. Year 5 Spelling 12% in bottom 2 bands.</p> <p>Year 3 Reading 40% in top 2 bands. Year 3 Writing 30% in top 2 bands. Year 3 Spelling 30% in top 2 bands.</p> <p>Year 3 Reading 0% in bottom 2 bands. Year 3 Writing 0% in bottom 2 bands. Year 3 Spelling 0% in bottom 2 bands.</p> <p>Year 5 Numeracy Top 2 bands 40% Year 5 Numeracy Bottom 2 bands 12%</p> <p>Year 3 Numeracy Top 2 bands 30% Year 3 Numeracy Bottom 2 bands 0%</p> <p>Collective focus on Teaching and Learning 98% Collective efficacy 80% Collective responsibility 98%</p> <p>0% inconsistencies after the NAPLAN data is unpacked and item analyses completed. Students who do not perform well to be discussed in terms of their response to testing. Students will:</p>

	<ul style="list-style-type: none"> - Maintain or improve student opinion survey results in the areas of 'effective teaching time' 'differentiated learning challenge' , 'engagement', SV&A - show at least 12 months' growth in F & P, Essential Assessments, PAT and moderated writing assessments. - Identified children 'back on track' of their expected pre-Covid learning trajectory using assessment tools agreed upon - TLI students will demonstrate more than 12 months' growth in Essential Assessments, MOI, PAT, moderated writing assessments, Reading M100W and Letter ID as dictated by pre-data collection. -hold and carry out a variety of leadership roles and use their student voice to lead to innovations in the school. -have a democratic voice in the running of the community in which they learn and co-design leadership opportunities - exercise authentic agency in their own learning -show improved behaviour and be able to articulate and demonstrate school wide behaviour values and expectations. -demonstrate behaviours expected in a SWPB school. -be able to articulate behaviours expected in a SWPB school. <p>improved outcomes via the PLC kindness surveys</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continue the development of cycles of inquiry, driven by the PLC model, to build shared and collective efficacy around systematic, ongoing, data-driven growth in teaching and learning.</p> <p>{Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA) (EIL)</p> <p>Implement the TLI program to increase growth of target students to more than 'expected growth'.</p>
Outcomes	<p>Principals will:</p> <ul style="list-style-type: none"> -continue to work as the SSA Principal Community of Practice -provide opportunities for continued leadership development of the Literacy and Mathematics Leaders -enable cycles of inquiry and the timely, systematic analysis of whole school data and SSA data -provide opportunities to engage in learning walks (within and across network schools), lesson observations and provide feedback -lead the implementation of the Tutor Program based on the school context and student need. <p>Curriculum Leaders will:</p> <ul style="list-style-type: none"> -continue to develop whole school assessment practices aligned to NEVR model -make links to the whole school instructional model and HITS with new and existing approaches -engage in learning walks, lesson observations and provide feedback -work with other leaders in the SSA to engage teachers across the community of practice in professional learning opportunities

	<p>including moderation</p> <ul style="list-style-type: none"> -facilitate PLC cycles of inquiry in the area of English and Mathematics -provide professional development, resources and readings to support the learning of their peers -continue to develop their own professional knowledge and skill in teaching and learning. <p>Tutor will:</p> <ul style="list-style-type: none"> -deliver program devised by teachers to increase the learning growth of target students. -liaise with teachers at all stages to ensure that programming is aimed at the proximal zone of each child. -maintain records for SIT analysis <p>Teachers will:</p> <ul style="list-style-type: none"> -engage in school based and SSA PLC cycles of inquiry -analyse and track student achievement data using school assessment schedules at class level, school level and across SSA schools -design authentic, evidence based learning interventions, including HITS -provide regular feedback to students on their learning and progress <p>Students will:</p> <ul style="list-style-type: none"> -be able to take ownership of and reflect on their learning -articulate personal learning goals and how they are working to achieve them
Success Indicators	<p>Teachers will:</p> <ul style="list-style-type: none"> have improved teacher efficacy <p>Tutor will:</p> <ul style="list-style-type: none"> -increase the learning growth of students beyone 'expected growth'. -maintain records for SIT scrutiny <p>Students will:</p> <ul style="list-style-type: none"> - Maintain or improve student opinion survey results in the areas of 'effective teaching time' and 'differentiated learning challenge'. - show at least 12 months' growth in F & P, Essential Assessments, PAT and moderated writing assessments. - Identified children 'back on track' of their expected pre-Covid learning trajectory using assessment tools agreed upon - TLI students will demonstrate more than 12 months' growth in Essential Assessments, MOI, PAT, moderated writing assessments, Reading M100W and Letter ID as dictated by pre-data collection.
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> 	
<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> 	
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	
<p>OPTIONAL: Upload Evidence</p>	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Document whole school approaches	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	50%
Activity 2	Provide professional development and leadership opportunities for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
Activity 3	Analysis of student data to identify target groups for intervention and extension through Tutor Program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	75%
Activity 4	Complete PLC Cycles of Inquiry (within and across schools)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 5	Implement Tutor Program and track student progress	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	25%
Activity 6	Learning walks, peer observations and provide feedback	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	25%

		<input checked="" type="checkbox"/> Teacher(s)		
Activity 7	Develop School Improvement Team planner and related meeting schedule aligned with school priorities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	75%
Activity 8	Review and implement school assessment schedule, aligned with NEVR model	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	25%
Activity 9	Participate in the Lilydale Network and Small Schools Alliance Community of Practice	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	Use SWPB and Amplify to develop Student Voice and Agency to facilitate students being motivated, collaborative, engaged and productive. Maintain a safe, supportive and inclusive learning environment.			
Outcomes	Leaders will: - lead the SWPB Annual Action Plan - the SWPBS team and meet regularly with the SWPBS coach - continue to provide professional learning to support student voice and agency and support student led innovations in the school. -Implement SWPB Annual Action Plan -introduce whole school positive behaviour reward system -collate and analyse behaviour data and identify areas for whole school focus and complete annual action plan. -conduct SAS (School-Wide System Summary) and Tier 1 Fidelity inventory			

	<ul style="list-style-type: none"> -work through elements of Amplify to focus on Student Voice and Agency <p>Teachers Will:</p> <ul style="list-style-type: none"> -implement whole SWPB reward system -apply minor/major behaviour sequence of responses -regularly refer to and explicitly teach expected behaviours from the school behaviour matrix -empower students to have a democratic voice in the running of the community in which they learn -co- design opportunities for students to exercise authentic agency in their own learning -co-design leadership opportunities and build a sense of school pride and connectedness -regularly meet to focus on SWPB roll out in the school -actively promote SWPB values and program -develop and implement token system -participate in SWPB PLC <p>Students Will:</p> <ul style="list-style-type: none"> -hold and carry out a variety of leadership roles and use their student voice to lead to innovations in the school. -have a democratic voice in the running of the community in which they learn and co-design leadership opportunities - exercise authentic agency in their own learning -show improved behaviour and be able to articulate and demonstrate school wide behaviour values and expectations.
<p>Success Indicators</p>	<ul style="list-style-type: none"> -CPS will achieve Tier 1 Fidelity -An enhanced sense of school pride and connectedness -improved Student Agency AToSS data. <p>Student voice and agency 80%</p> <p>High expectations for success 97%</p> <p>Motivation and interest 80%</p> <p>Effective teaching practice variables 95%</p> <p>Student motivation and support 88%</p> <p>Stimulating learning 85%</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -evaluate with regional staff the process of SWPB at CPS -make SWPB visible in the school -plan SWPB implementation for 2022 -report findings of SWPB PLC to support implementation to the community

	<p>Teachers will:</p> <ul style="list-style-type: none"> -regularly report on SWPB success and possible adjustments and refinements -actively promote SWPB values and program in displays, liaison with parents and modelling - implement token system -participate in SWPB PLC evaluation <p>Students will:</p> <ul style="list-style-type: none"> -demonstrate behaviours expected in a SWPB school. -be able to articulate behaviours expected in a SWPB school. <p>improved outcomes via the PLC kindnesssurveys and ongoing assessment sheets.</p>
<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> 	
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> 	

• <i>What is the evidence?</i>				
Future planning • <i>What action will be taken next?</i> • <i>What support is required?</i>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Report Progress to SC	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	25%
Activity 2	Conduct SWPBS meetings including the analysis of whole school behaviour data	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%
Activity 3	Provide Professional Learning to support teacher understanding of Student Voice and Agency	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	25%
Activity 4	Implement whole school reward system	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1	50%

			to: Term 1	
Activity 5	Complete required action plan and related assessment tools to track progress of students on Sentral.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	25%
Activity 6	Conduct regular lessons to teach positive behaviours of the matrix	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 7	Meet regularly with SWPBS coach	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	25%
Activity 8	Provide professional development on Tier 1 practices	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Increase the active engagement of every student in their learning Explore effective communication to strengthen the relationship with parents and establish an agreed approach to sharing and obtaining feedback on student learning from students and parents.			
Outcomes	Principal will: -seek best practice in parent communication -seek parent opinions in parent communication about their children's learning.			

	<ul style="list-style-type: none"> -continue to facilitate and run Playgroup -maintain Coldstream Education Precinct connections and opportunities -maintain allied health connections. <p>Leaders will:</p> <ul style="list-style-type: none"> -support parents/carers to utilise technology more readily to communicate and engage with the school -explore Sentral's continuous reporting -facilitate the migration to Sentral. -support roll out of Sentral to parents. -explore Sentral's capacity to keep parents informed of their children's learning and assessment <p>Teachers will:</p> <ul style="list-style-type: none"> -participate in professional development in continuous reporting -trial Sentral's messaging to parents functionality. - actively welcome parents into classroom for 3-Way Interviews and as parent helpers. <p>Students will:</p> <ul style="list-style-type: none"> -participate more actively in the home/school partnership -negotiate the curriculum with their teachers -show improved engagement in the curriculum <p>Parents/carers will:</p> <ul style="list-style-type: none"> - engage with school and community events - continue to complete parent surveys - engage with and respond to teachers via Sentral
Success Indicators	<p>Principal will:</p> <ul style="list-style-type: none"> - have evidence of the school's community engagement -monitor Playgroup numbers and the needs of the parents -retain evidence of community involvement. <p>Leaders will:</p> <ul style="list-style-type: none"> -support staff implement reporting system -lead the integration of the 'I can statements' into Sentral -be able to demonstrate success of the attendance module -will plan the complete implementation of Sentral

	<p>Teachers will:</p> <ul style="list-style-type: none"> - communicate regularly with parents about their children's learning to promote positive home-school relationships - actively engage with parents about their children' learning. <p>Students will:</p> <ul style="list-style-type: none"> - show improved Student Voice and Agency measures in AToSS. - show improved engagement in the curriculum AToSS <p>Parents will:</p> <ul style="list-style-type: none"> - continue to show active engagement with their children's learning in the Parent Opinion and other surveys eg Report Day surveys.
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> 	
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> 	

• <i>What is the evidence?</i>				
Future planning • <i>What action will be taken next?</i> • <i>What support is required?</i>				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continue to engage with Education Precinct and facilitate Playgroup	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	75%
Activity 2	Continue to engage with allied health and NDIS workers as part of Care Teams.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 3	Koorie champion to provide Aboriginal perspectives.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	50%

Activity 4	Explore Sentral's capabilities in fostering engagement of parents in their children's learning and assessment.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	25%
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Monitoring and Assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>Year 5 Reading 50% in top 2 bands. Year 5 Writing 30% in top 2 bands. Year 5 Spelling 30% in top 2 bands.</p> <p>Year 5 Reading 12% in bottom 2 bands. Year 5 Writing 12% in bottom 2 bands. Year 5 Spelling 12% in bottom 2 bands.</p> <p>Year 3 Reading 40% in top 2 bands. Year 3 Writing 30% in top 2 bands. Year 3 Spelling 30% in top 2 bands.</p> <p>Year 3 Reading 0% in bottom 2 bands. Year 3 Writing 0% in bottom 2 bands. Year 3 Spelling 0% in bottom 2 bands.</p> <p>Year 5 Numeracy Top 2 bands 40% Year 5 Numeracy Bottom 2 bands 12%</p> <p>Year 3 Numeracy Top 2 bands 30% Year 3 Numeracy Bottom 2 bands 0%</p> <p>Collective focus on Teaching and Learning 98% Collective efficacy 80% Collective responsibility 98%</p> <p>0% inconsistencies after the NAPLAN data is unpacked and item analyses completed. Students who do not perform well to be discussed in terms of their response to testing. Students will:</p>

	<ul style="list-style-type: none"> - Maintain or improve student opinion survey results in the areas of 'effective teaching time' 'differentiated learning challenge' , 'engagement', SV&A - show at least 12 months' growth in F & P, Essential Assessments, PAT and moderated writing assessments. - Identified children 'back on track' of their expected pre-Covid learning trajectory using assessment tools agreed upon - TLI students will demonstrate more than 12 months' growth in Essential Assessments, MOI, PAT, moderated writing assessments, Reading M100W and Letter ID as dictated by pre-data collection. -hold and carry out a variety of leadership roles and use their student voice to lead to innovations in the school. -have a democratic voice in the running of the community in which they learn and co-design leadership opportunities - exercise authentic agency in their own learning -show improved behaviour and be able to articulate and demonstrate school wide behaviour values and expectations. -demonstrate behaviours expected in a SWPB school. -be able to articulate behaviours expected in a SWPB school. <p>improved outcomes via the PLC kindness surveys</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continue the development of cycles of inquiry, driven by the PLC model, to build shared and collective efficacy around systematic, ongoing, data-driven growth in teaching and learning.</p> <p>{Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA) (EIL)</p> <p>Implement the TLI program to increase growth of target students to more than 'expected growth'.</p>
Outcomes	<p>Principals will:</p> <ul style="list-style-type: none"> -continue to work as the SSA Principal Community of Practice -provide opportunities for continued leadership development of the Literacy and Mathematics Leaders -enable cycles of inquiry and the timely, systematic analysis of whole school data and SSA data -provide opportunities to engage in learning walks (within and across network schools), lesson observations and provide feedback -lead the implementation of the Tutor Program based on the school context and student need. <p>Curriculum Leaders will:</p> <ul style="list-style-type: none"> -continue to develop whole school assessment practices aligned to NEVR model -make links to the whole school instructional model and HITS with new and existing approaches -engage in learning walks, lesson observations and provide feedback -work with other leaders in the SSA to engage teachers across the community of practice in professional learning opportunities

	<p>including moderation</p> <ul style="list-style-type: none"> -facilitate PLC cycles of inquiry in the area of English and Mathematics -provide professional development, resources and readings to support the learning of their peers -continue to develop their own professional knowledge and skill in teaching and learning. <p>Tutor will:</p> <ul style="list-style-type: none"> -deliver program devised by teachers to increase the learning growth of target students. -liaise with teachers at all stages to ensure that programming is aimed at the proximal zone of each child. -maintain records for SIT analysis <p>Teachers will:</p> <ul style="list-style-type: none"> -engage in school based and SSA PLC cycles of inquiry -analyse and track student achievement data using school assessment schedules at class level, school level and across SSA schools -design authentic, evidence based learning interventions, including HITS -provide regular feedback to students on their learning and progress <p>Students will:</p> <ul style="list-style-type: none"> -be able to take ownership of and reflect on their learning -articulate personal learning goals and how they are working to achieve them
Success Indicators	<p>Teachers will:</p> <ul style="list-style-type: none"> have improved teacher efficacy <p>Tutor will:</p> <ul style="list-style-type: none"> -increase the learning growth of students beyone 'expected growth'. -maintain records for SIT scrutiny <p>Students will:</p> <ul style="list-style-type: none"> - Maintain or improve student opinion survey results in the areas of 'effective teaching time' and 'differentiated learning challenge'. - show at least 12 months' growth in F & P, Essential Assessments, PAT and moderated writing assessments. - Identified children 'back on track' of their expected pre-Covid learning trajectory using assessment tools agreed upon - TLI students will demonstrate more than 12 months' growth in Essential Assessments, MOI, PAT, moderated writing assessments, Reading M100W and Letter ID as dictated by pre-data collection.
Delivery of the annual actions for this KIS	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Document whole school approaches	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Provide professional development and leadership opportunities for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Analysis of student data to identify target groups for intervention and extension through Tutor Program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 4	Complete PLC Cycles of Inquiry (within and across schools)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 5	Implement Tutor Program and track student progress	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 6	Learning walks, peer observations and provide feedback	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Develop School Improvement Team planner and related meeting schedule aligned with school priorities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 8	Review and implement school assessment schedule, aligned with NEVR model	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 9	Participate in the Lilydale Network and Small Schools Alliance Community of Practice	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			

Actions	<p>Use SWPB and Amplify to develop Student Voice and Agency to facilitate students being motivated, collaborative, engaged and productive.</p> <p>Maintain a safe, supportive and inclusive learning environment.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - lead the SWPB Annual Action Plan - the SWPBS team and meet regularly with the SWPBS coach - continue to provide professional learning to support student voice and agency and support student led innovations in the school. -Implement SWPB Annual Action Plan -introduce whole school positive behaviour reward system -collate and analyse behaviour data and identify areas for whole school focus and complete annual action plan. -conduct SAS (School-Wide System Summary) and Tier 1 Fidelity inventory -work through elements of Amplify to focus on Student Voice and Agency <p>Teachers Will:</p> <ul style="list-style-type: none"> -implement whole SWPB reward system -apply minor/major behaviour sequence of responses -regularly refer to and explicitly teach expected behaviours from the school behaviour matrix -empower students to have a democratic voice in the running of the community in which they learn -co- design opportunities for students to exercise authentic agency in their own learning -co-design leadership opportunities and build a sense of school pride and connectedness -regularly meet to focus on SWPB roll out in the school -actively promote SWPB values and program -develop and implement token system -participate in SWPB PLC <p>Students Will:</p> <ul style="list-style-type: none"> -hold and carry out a variety of leadership roles and use their student voice to lead to innovations in the school. -have a democratic voice in the running of the community in which they learn and co-design leadership opportunities - exercise authentic agency in their own learning -show improved behaviour and be able to articulate and demonstrate school wide behaviour values and expectations.
Success Indicators	<ul style="list-style-type: none"> -CPS will achieve Tier 1 Fidelity -An enhanced sense of school pride and connectedness -improved Student Agency AToSS data. <p>Student voice and agency 80%</p>

	<p>High expectations for success 97%</p> <p>Motivation and interest 80%</p> <p>Effective teaching practice variables 95%</p> <p>Student motivation and support 88%</p> <p>Stimulating learning 85%</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -evaluate with regional staff the process of SWPB at CPS -make SWPB visible in the school -plan SWPB implementation for 2022 -report findings of SWPB PLC to support implementation to the community <p>Teachers will:</p> <ul style="list-style-type: none"> -regularly report on SWPB success and possible adjustments and refinements -actively promote SWPB values and program in displays, liaison with parents and modelling - implement token system -participate in SWPB PLC evaluation <p>Students will:</p> <ul style="list-style-type: none"> -demonstrate behaviours expected in a SWPB school. -be able to articulate behaviours expected in a SWPB school. <p>improved outcomes via the PLC kindnesssurveys and ongoing assessment sheets.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Provide professional development on Tier 1 practices	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Report Progress to SC	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 3	Conduct SWPBS meetings including the analysis of whole school behaviour data	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Provide Professional Learning to support teacher understanding of Student Voice and Agency	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 5	Implement whole school reward system	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	0%
Activity 6	Complete required action plan and related assessment tools to track progress of students on Sentral.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 7	Conduct regular lessons to teach positive behaviours of the matrix	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Meet regularly with SWPBS coach	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Increase the active engagement of every student in their learning Explore effective communication to strengthen the relationship with parents and establish an agreed approach to sharing and obtaining feedback on student learning from students and parents.			
Outcomes	<p>Principal will:</p> <ul style="list-style-type: none"> -seek best practice in parent communication -seek parent opinions in parent communication about their children's learning. -continue to facilitate and run Playgroup -maintain Coldstream Education Precinct connections and opportunities -maintain allied health connections. <p>Leaders will:</p> <ul style="list-style-type: none"> -support parents/carers to utilise technology more readily to communicate and engage with the school -explore Sentral's continuous reporting -facilitate the migration to Sentral. -support roll out of Sentral to parents. -explore Sentral's capacity to keep parents informed of their children's learning and assessment <p>Teachers will:</p> <ul style="list-style-type: none"> -participate in professional development in continuous reporting -trial Sentral's messaging to parents functionality. - actively welcome parents into classroom for 3-Way Interviews and as parent helpers. 			

	<p>Students will:</p> <ul style="list-style-type: none"> -participate more actively in the home/school partnership -negotiate the curriculum with their teachers -show improved engagement in the curriculum <p>Parents/carers will:</p> <ul style="list-style-type: none"> - engage with school and community events - continue to complete parent surveys - engage with and respond to teachers via Sentral
<p>Success Indicators</p>	<p>Principal will:</p> <ul style="list-style-type: none"> - have evidence of the school's community engagement -monitor Playgroup numbers and the needs of the parents -retain evidence of community involvement. <p>Leaders will:</p> <ul style="list-style-type: none"> -support staff implement reporting system -lead the integration of the 'I can statements' into Sentral -be able to demonstrate success of the attendance module -will plan the complete implementation of Sentral <p>Teachers will:</p> <ul style="list-style-type: none"> - communicate regularly with parents about their children's learning to promote positive home-school relationships -actively engage with parents about their children' learning. <p>Students will:</p> <ul style="list-style-type: none"> - show improved Student Voice and Agency measures in AToSS. - show improved engagement in the curriculum AToSS <p>Parents will:</p> <ul style="list-style-type: none"> - continue to show active engagement with their children's learning in the Parent Opinion and other surveys eg Report Day surveys.
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continue to engage with Education Precinct and facilitate Playgroup	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Continue to engage with allied health and NDIS workers as part of Care Teams.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Explore Sentral's capabilities in fostering engagement of parents in their children's learning and assessment.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 4	Koorie champion to provide Aboriginal perspectives.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>Year 5 Reading 50% in top 2 bands. Year 5 Writing 30% in top 2 bands. Year 5 Spelling 30% in top 2 bands.</p> <p>Year 5 Reading 12% in bottom 2 bands. Year 5 Writing 12% in bottom 2 bands. Year 5 Spelling 12% in bottom 2 bands.</p> <p>Year 3 Reading 40% in top 2 bands. Year 3 Writing 30% in top 2 bands. Year 3 Spelling 30% in top 2 bands.</p> <p>Year 3 Reading 0% in bottom 2 bands. Year 3 Writing 0% in bottom 2 bands. Year 3 Spelling 0% in bottom 2 bands.</p> <p>Year 5 Numeracy Top 2 bands 40% Year 5 Numeracy Bottom 2 bands 12%</p> <p>Year 3 Numeracy Top 2 bands 30% Year 3 Numeracy Bottom 2 bands 0%</p> <p>Collective focus on Teaching and Learning 98% Collective efficacy 80% Collective responsibility 98%</p> <p>0% inconsistencies after the NAPLAN data is unpacked and item analyses completed. Students who do not perform well to be discussed in terms of their response to testing. Students will:</p>

	<ul style="list-style-type: none"> - Maintain or improve student opinion survey results in the areas of 'effective teaching time' 'differentiated learning challenge' , 'engagement', SV&A - show at least 12 months' growth in F & P, Essential Assessments, PAT and moderated writing assessments. - Identified children 'back on track' of their expected pre-Covid learning trajectory using assessment tools agreed upon - TLI students will demonstrate more than 12 months' growth in Essential Assessments, MOI, PAT, moderated writing assessments, Reading M100W and Letter ID as dictated by pre-data collection. -hold and carry out a variety of leadership roles and use their student voice to lead to innovations in the school. -have a democratic voice in the running of the community in which they learn and co-design leadership opportunities - exercise authentic agency in their own learning -show improved behaviour and be able to articulate and demonstrate school wide behaviour values and expectations. -demonstrate behaviours expected in a SWPB school. -be able to articulate behaviours expected in a SWPB school. <p>improved outcomes via the PLC kindness surveys</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continue the development of cycles of inquiry, driven by the PLC model, to build shared and collective efficacy around systematic, ongoing, data-driven growth in teaching and learning.</p> <p>{Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA) (EIL)</p> <p>Implement the TLI program to increase growth of target students to more than 'expected growth'.</p>
Outcomes	<p>Principals will:</p> <ul style="list-style-type: none"> -continue to work as the SSA Principal Community of Practice -provide opportunities for continued leadership development of the Literacy and Mathematics Leaders -enable cycles of inquiry and the timely, systematic analysis of whole school data and SSA data -provide opportunities to engage in learning walks (within and across network schools), lesson observations and provide feedback -lead the implementation of the Tutor Program based on the school context and student need. <p>Curriculum Leaders will:</p> <ul style="list-style-type: none"> -continue to develop whole school assessment practices aligned to NEVR model -make links to the whole school instructional model and HITS with new and existing approaches -engage in learning walks, lesson observations and provide feedback -work with other leaders in the SSA to engage teachers across the community of practice in professional learning opportunities

	<p>including moderation</p> <ul style="list-style-type: none"> -facilitate PLC cycles of inquiry in the area of English and Mathematics -provide professional development, resources and readings to support the learning of their peers -continue to develop their own professional knowledge and skill in teaching and learning. <p>Tutor will:</p> <ul style="list-style-type: none"> -deliver program devised by teachers to increase the learning growth of target students. -liaise with teachers at all stages to ensure that programming is aimed at the proximal zone of each child. -maintain records for SIT analysis <p>Teachers will:</p> <ul style="list-style-type: none"> -engage in school based and SSA PLC cycles of inquiry -analyse and track student achievement data using school assessment schedules at class level, school level and across SSA schools -design authentic, evidence based learning interventions, including HITS -provide regular feedback to students on their learning and progress <p>Students will:</p> <ul style="list-style-type: none"> -be able to take ownership of and reflect on their learning -articulate personal learning goals and how they are working to achieve them
Success Indicators	<p>Teachers will:</p> <ul style="list-style-type: none"> have improved teacher efficacy <p>Tutor will:</p> <ul style="list-style-type: none"> -increase the learning growth of students beyone 'expected growth'. -maintain records for SIT scrutiny <p>Students will:</p> <ul style="list-style-type: none"> - Maintain or improve student opinion survey results in the areas of 'effective teaching time' and 'differentiated learning challenge'. - show at least 12 months' growth in F & P, Essential Assessments, PAT and moderated writing assessments. - Identified children 'back on track' of their expected pre-Covid learning trajectory using assessment tools agreed upon - TLI students will demonstrate more than 12 months' growth in Essential Assessments, MOI, PAT, moderated writing assessments, Reading M100W and Letter ID as dictated by pre-data collection.
Delivery of the annual actions for this KIS	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Document whole school approaches	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Provide professional development and leadership opportunities for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Analysis of student data to identify target groups for intervention and extension through Tutor Program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 4	Complete PLC Cycles of Inquiry (within and across schools)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 5	Implement Tutor Program and track student progress	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 6	Learning walks, peer observations and provide feedback	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Develop School Improvement Team planner and related meeting schedule aligned with school priorities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 8	Review and implement school assessment schedule, aligned with NEVR model	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 9	Participate in the Lilydale Network and Small Schools Alliance Community of Practice	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			

Actions	<p>Use SWPB and Amplify to develop Student Voice and Agency to facilitate students being motivated, collaborative, engaged and productive.</p> <p>Maintain a safe, supportive and inclusive learning environment.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - lead the SWPB Annual Action Plan - the SWPBS team and meet regularly with the SWPBS coach - continue to provide professional learning to support student voice and agency and support student led innovations in the school. <p>-Implement SWPB Annual Action Plan</p> <ul style="list-style-type: none"> -introduce whole school positive behaviour reward system -collate and analyse behaviour data and identify areas for whole school focus and complete annual action plan. -conduct SAS (School-Wide System Summary) and Tier 1 Fidelity inventory -work through elements of Amplify to focus on Student Voice and Agency <p>Teachers Will:</p> <ul style="list-style-type: none"> -implement whole SWPB reward system -apply minor/major behaviour sequence of responses -regularly refer to and explicitly teach expected behaviours from the school behaviour matrix -empower students to have a democratic voice in the running of the community in which they learn -co- design opportunities for students to exercise authentic agency in their own learning -co-design leadership opportunities and build a sense of school pride and connectedness -regularly meet to focus on SWPB roll out in the school -actively promote SWPB values and program -develop and implement token system -participate in SWPB PLC <p>Students Will:</p> <ul style="list-style-type: none"> -hold and carry out a variety of leadership roles and use their student voice to lead to innovations in the school. -have a democratic voice in the running of the community in which they learn and co-design leadership opportunities - exercise authentic agency in their own learning -show improved behaviour and be able to articulate and demonstrate school wide behaviour values and expectations.
Success Indicators	<ul style="list-style-type: none"> -CPS will achieve Tier 1 Fidelity -An enhanced sense of school pride and connectedness -improved Student Agency AToSS data. <p>Student voice and agency 80%</p>

	<p>High expectations for success 97%</p> <p>Motivation and interest 80%</p> <p>Effective teaching practice variables 95%</p> <p>Student motivation and support 88%</p> <p>Stimulating learning 85%</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -evaluate with regional staff the process of SWPB at CPS -make SWPB visible in the school -plan SWPB implementation for 2022 -report findings of SWPB PLC to support implementation to the community <p>Teachers will:</p> <ul style="list-style-type: none"> -regularly report on SWPB success and possible adjustments and refinements -actively promote SWPB values and program in displays, liaison with parents and modelling - implement token system -participate in SWPB PLC evaluation <p>Students will:</p> <ul style="list-style-type: none"> -demonstrate behaviours expected in a SWPB school. -be able to articulate behaviours expected in a SWPB school. <p>improved outcomes via the PLC kindnesssurveys and ongoing assessment sheets.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Provide professional development on Tier 1 practices	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Report Progress to SC	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 3	Conduct SWPBS meetings including the analysis of whole school behaviour data	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Provide Professional Learning to support teacher understanding of Student Voice and Agency	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 5	Implement whole school reward system	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	0%
Activity 6	Complete required action plan and related assessment tools to track progress of students on Sentral.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 7	Conduct regular lessons to teach positive behaviours of the matrix	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Meet regularly with SWPBS coach	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Increase the active engagement of every student in their learning Explore effective communication to strengthen the relationship with parents and establish an agreed approach to sharing and obtaining feedback on student learning from students and parents.			
Outcomes	<p>Principal will:</p> <ul style="list-style-type: none"> -seek best practice in parent communication -seek parent opinions in parent communication about their children's learning. -continue to facilitate and run Playgroup -maintain Coldstream Education Precinct connections and opportunities -maintain allied health connections. <p>Leaders will:</p> <ul style="list-style-type: none"> -support parents/carers to utilise technology more readily to communicate and engage with the school -explore Sentral's continuous reporting -facilitate the migration to Sentral. -support roll out of Sentral to parents. -explore Sentral's capacity to keep parents informed of their children's learning and assessment <p>Teachers will:</p> <ul style="list-style-type: none"> -participate in professional development in continuous reporting -trial Sentral's messaging to parents functionality. - actively welcome parents into classroom for 3-Way Interviews and as parent helpers. 			

	<p>Students will:</p> <ul style="list-style-type: none"> -participate more actively in the home/school partnership -negotiate the curriculum with their teachers -show improved engagement in the curriculum <p>Parents/carers will:</p> <ul style="list-style-type: none"> - engage with school and community events - continue to complete parent surveys - engage with and respond to teachers via Sentral
Success Indicators	<p>Principal will:</p> <ul style="list-style-type: none"> - have evidence of the school's community engagement -monitor Playgroup numbers and the needs of the parents -retain evidence of community involvement. <p>Leaders will:</p> <ul style="list-style-type: none"> -support staff implement reporting system -lead the integration of the 'I can statements' into Sentral -be able to demonstrate success of the attendance module -will plan the complete implementation of Sentral <p>Teachers will:</p> <ul style="list-style-type: none"> - communicate regularly with parents about their children's learning to promote positive home-school relationships -actively engage with parents about their children' learning. <p>Students will:</p> <ul style="list-style-type: none"> - show improved Student Voice and Agency measures in AToSS. - show improved engagement in the curriculum AToSS <p>Parents will:</p> <ul style="list-style-type: none"> - continue to show active engagement with their children's learning in the Parent Opinion and other surveys eg Report Day surveys.
Delivery of the annual actions for this KIS	
Enablers	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continue to engage with Education Precinct and facilitate Playgroup	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Continue to engage with allied health and NDIS workers as part of Care Teams.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Explore Sentral's capabilities in fostering engagement of parents in their children's learning and assessment.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 4	Koorie champion to provide Aboriginal perspectives.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

End-of-year monitoring

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>Year 5 Reading 50% in top 2 bands. Year 5 Writing 30% in top 2 bands. Year 5 Spelling 30% in top 2 bands.</p> <p>Year 5 Reading 12% in bottom 2 bands. Year 5 Writing 12% in bottom 2 bands. Year 5 Spelling 12% in bottom 2 bands.</p> <p>Year 3 Reading 40% in top 2 bands. Year 3 Writing 30% in top 2 bands. Year 3 Spelling 30% in top 2 bands.</p> <p>Year 3 Reading 0% in bottom 2 bands. Year 3 Writing 0% in bottom 2 bands. Year 3 Spelling 0% in bottom 2 bands.</p> <p>Year 5 Numeracy Top 2 bands 40% Year 5 Numeracy Bottom 2 bands 12%</p> <p>Year 3 Numeracy Top 2 bands 30% Year 3 Numeracy Bottom 2 bands 0%</p> <p>Collective focus on Teaching and Learning 98% Collective efficacy 80% Collective responsibility 98%</p> <p>0% inconsistencies after the NAPLAN data is unpacked and item analyses completed. Students who do not perform well to be discussed in terms of their response to testing. Students will:</p>

	<ul style="list-style-type: none"> - Maintain or improve student opinion survey results in the areas of 'effective teaching time' 'differentiated learning challenge' , 'engagement', SV&A - show at least 12 months' growth in F & P, Essential Assessments, PAT and moderated writing assessments. - Identified children 'back on track' of their expected pre-Covid learning trajectory using assessment tools agreed upon - TLI students will demonstrate more than 12 months' growth in Essential Assessments, MOI, PAT, moderated writing assessments, Reading M100W and Letter ID as dictated by pre-data collection. -hold and carry out a variety of leadership roles and use their student voice to lead to innovations in the school. -have a democratic voice in the running of the community in which they learn and co-design leadership opportunities - exercise authentic agency in their own learning -show improved behaviour and be able to articulate and demonstrate school wide behaviour values and expectations. -demonstrate behaviours expected in a SWPB school. -be able to articulate behaviours expected in a SWPB school. <p>improved outcomes via the PLC kindness surveys</p>
Has this 12 month target met	Not Met
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>Continue the development of cycles of inquiry, driven by the PLC model, to build shared and collective efficacy around systematic, ongoing, data-driven growth in teaching and learning.</p> <p>{Strengthen the capacity of individual teachers and teams to analyse and use assessment data to plan a differentiated teaching and learning program that targets the learning needs of all students (CPA) (EIL)</p> <p>Implement the TLI program to increase growth of target students to more than 'expected growth'.</p>
Outcomes	<p>Principals will:</p> <ul style="list-style-type: none"> -continue to work as the SSA Principal Community of Practice -provide opportunities for continued leadership development of the Literacy and Mathematics Leaders -enable cycles of inquiry and the timely, systematic analysis of whole school data and SSA data -provide opportunities to engage in learning walks (within and across network schools), lesson observations and provide feedback -lead the implementation of the Tutor Program based on the school context and student need. <p>Curriculum Leaders will:</p> <ul style="list-style-type: none"> -continue to develop whole school assessment practices aligned to NEVR model -make links to the whole school instructional model and HITS with new and existing approaches

	<ul style="list-style-type: none"> -engage in learning walks, lesson observations and provide feedback -work with other leaders in the SSA to engage teachers across the community of practice in professional learning opportunities including moderation -facilitate PLC cycles of inquiry in the area of English and Mathematics -provide professional development, resources and readings to support the learning of their peers -continue to develop their own professional knowledge and skill in teaching and learning. <p>Tutor will:</p> <ul style="list-style-type: none"> -deliver program devised by teachers to increase the learning growth of target students. -liaise with teachers at all stages to ensure that programming is aimed at the proximal zone of each child. -maintain records for SIT analysis <p>Teachers will:</p> <ul style="list-style-type: none"> -engage in school based and SSA PLC cycles of inquiry -analyse and track student achievement data using school assessment schedules at class level, school level and across SSA schools -design authentic, evidence based learning interventions, including HITS -provide regular feedback to students on their learning and progress <p>Students will:</p> <ul style="list-style-type: none"> -be able to take ownership of and reflect on their learning -articulate personal learning goals and how they are working to achieve them
Success Indicators	<p>Teachers will:</p> <ul style="list-style-type: none"> have improved teacher efficacy <p>Tutor will:</p> <ul style="list-style-type: none"> -increase the learning growth of students beyone 'expected growth'. -maintain records for SIT scrutiny <p>Students will:</p> <ul style="list-style-type: none"> - Maintain or improve student opinion survey results in the areas of 'effective teaching time' and 'differentiated learning challenge'. - show at least 12 months' growth in F & P, Essential Assessments, PAT and moderated writing assessments. - Identified children 'back on track' of their expected pre-Covid learning trajectory using assessment tools agreed upon - TLI students will demonstrate more than 12 months' growth in Essential Assessments, MOI, PAT, moderated writing assessments, Reading M100W and Letter ID as dictated by pre-data collection.

Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Document whole school approaches	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Provide professional development and leadership opportunities for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Analysis of student data to identify target groups for intervention and extension through Tutor Program	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 4	Complete PLC Cycles of Inquiry (within and across schools)	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%

		<input checked="" type="checkbox"/> Teacher(s)		
Activity 5	Implement Tutor Program and track student progress	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 6	Learning walks, peer observations and provide feedback	<input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Develop School Improvement Team planner and related meeting schedule aligned with school priorities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 8	Review and implement school assessment schedule, aligned with NEVR model	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 9	Participate in the Lilydale Network and Small Schools Alliance Community of Practice	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			

Actions	<p>Use SWPB and Amplify to develop Student Voice and Agency to facilitate students being motivated, collaborative, engaged and productive.</p> <p>Maintain a safe, supportive and inclusive learning environment.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - lead the SWPB Annual Action Plan - the SWPBS team and meet regularly with the SWPBS coach - continue to provide professional learning to support student voice and agency and support student led innovations in the school. -Implement SWPB Annual Action Plan -introduce whole school positive behaviour reward system -collate and analyse behaviour data and identify areas for whole school focus and complete annual action plan. -conduct SAS (School-Wide System Summary) and Tier 1 Fidelity inventory -work through elements of Amplify to focus on Student Voice and Agency <p>Teachers Will:</p> <ul style="list-style-type: none"> -implement whole SWPB reward system -apply minor/major behaviour sequence of responses -regularly refer to and explicitly teach expected behaviours from the school behaviour matrix -empower students to have a democratic voice in the running of the community in which they learn -co- design opportunities for students to exercise authentic agency in their own learning -co-design leadership opportunities and build a sense of school pride and connectedness -regularly meet to focus on SWPB roll out in the school -actively promote SWPB values and program -develop and implement token system -participate in SWPB PLC <p>Students Will:</p> <ul style="list-style-type: none"> -hold and carry out a variety of leadership roles and use their student voice to lead to innovations in the school. -have a democratic voice in the running of the community in which they learn and co-design leadership opportunities - exercise authentic agency in their own learning -show improved behaviour and be able to articulate and demonstrate school wide behaviour values and expectations.
Success Indicators	<ul style="list-style-type: none"> -CPS will achieve Tier 1 Fidelity -An enhanced sense of school pride and connectedness -improved Student Agency AToSS data. <p>Student voice and agency 80%</p>

	<p>High expectations for success 97%</p> <p>Motivation and interest 80%</p> <p>Effective teaching practice variables 95%</p> <p>Student motivation and support 88%</p> <p>Stimulating learning 85%</p> <p>Leaders will:</p> <ul style="list-style-type: none"> -evaluate with regional staff the process of SWPB at CPS -make SWPB visible in the school -plan SWPB implementation for 2022 -report findings of SWPB PLC to support implementation to the community <p>Teachers will:</p> <ul style="list-style-type: none"> -regularly report on SWPB success and possible adjustments and refinements -actively promote SWPB values and program in displays, liaison with parents and modelling - implement token system -participate in SWPB PLC evaluation <p>Students will:</p> <ul style="list-style-type: none"> -demonstrate behaviours expected in a SWPB school. -be able to articulate behaviours expected in a SWPB school. <p>improved outcomes via the PLC kindnesssurveys and ongoing assessment sheets.</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Provide professional development on Tier 1 practices	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Report Progress to SC	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 3	Conduct SWPBS meetings including the analysis of whole school behaviour data	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Provide Professional Learning to support teacher understanding of Student Voice and Agency	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 5	Implement whole school reward system	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 1	0%
Activity 6	Complete required action plan and related assessment tools to track progress of students on Sentral.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 7	Conduct regular lessons to teach positive behaviours of the matrix	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Meet regularly with SWPBS coach	<input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Increase the active engagement of every student in their learning Explore effective communication to strengthen the relationship with parents and establish an agreed approach to sharing and obtaining feedback on student learning from students and parents.			
Outcomes	<p>Principal will:</p> <ul style="list-style-type: none"> -seek best practice in parent communication -seek parent opinions in parent communication about their children's learning. -continue to facilitate and run Playgroup -maintain Coldstream Education Precinct connections and opportunities -maintain allied health connections. <p>Leaders will:</p> <ul style="list-style-type: none"> -support parents/carers to utilise technology more readily to communicate and engage with the school -explore Sentral's continuous reporting -facilitate the migration to Sentral. -support roll out of Sentral to parents. -explore Sentral's capacity to keep parents informed of their children's learning and assessment <p>Teachers will:</p> <ul style="list-style-type: none"> -participate in professional development in continuous reporting -trial Sentral's messaging to parents functionality. - actively welcome parents into classroom for 3-Way Interviews and as parent helpers. 			

	<p>Students will:</p> <ul style="list-style-type: none"> -participate more actively in the home/school partnership -negotiate the curriculum with their teachers -show improved engagement in the curriculum <p>Parents/carers will:</p> <ul style="list-style-type: none"> - engage with school and community events - continue to complete parent surveys - engage with and respond to teachers via Sentral
<p>Success Indicators</p>	<p>Principal will:</p> <ul style="list-style-type: none"> - have evidence of the school's community engagement -monitor Playgroup numbers and the needs of the parents -retain evidence of community involvement. <p>Leaders will:</p> <ul style="list-style-type: none"> -support staff implement reporting system -lead the integration of the 'I can statements' into Sentral -be able to demonstrate success of the attendance module -will plan the complete implementation of Sentral <p>Teachers will:</p> <ul style="list-style-type: none"> - communicate regularly with parents about their children's learning to promote positive home-school relationships -actively engage with parents about their children' learning. <p>Students will:</p> <ul style="list-style-type: none"> - show improved Student Voice and Agency measures in AToSS. - show improved engagement in the curriculum AToSS <p>Parents will:</p> <ul style="list-style-type: none"> - continue to show active engagement with their children's learning in the Parent Opinion and other surveys eg Report Day surveys.
<p>Delivery of the annual actions for this KIS</p>	
<p>Enablers</p>	

Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continue to engage with Education Precinct and facilitate Playgroup	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Continue to engage with allied health and NDIS workers as part of Care Teams.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Explore Sentral's capabilities in fostering engagement of parents in their children's learning and assessment.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 4	Koorie champion to provide Aboriginal perspectives.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2021

SEIL Feedback