

## Monitoring and Assessment - 2021

Kinglake Primary School (2188)



Submitted for review by Deborah Keating (School Principal) on 04 February, 2021 at 05:00 PM  
Endorsed by Rhonda Cole (Senior Education Improvement Leader) on 04 February, 2021 at 10:57 PM  
Awaiting endorsement by School Council President

## Monitoring and Assessment - 2021

### Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning catchup and extension:            To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2020)            Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy            Increase the percentage of students achieving high and medium growth in writing to 75%            Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2021)            Increase the percent endorsement rating in the teachers' opinion survey in the component of academic emphasis to 85%            Increase the percent endorsement rating in the teachers' opinion survey in the component of active participation from 66.7 (2017) to 80% (2021)            Increase the percent endorsement rating in the teachers' opinion survey in the component of feedback from 44% (2017) to 80% (2021)</p> <p>Happy healthy active kids:            To increase the percent endorsement rating in the students opinion survey in the component of school connectedness 76% - 86% (2021)            To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% (2021)            To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 10% (2021)</p> <p>Connected great schools:            To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85% (2021)            To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% (2021)            To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% (2021)            Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 80% (2021)</p>
<b>KIS 1.a</b> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority To improve student outcomes in literacy and numeracy outcomes across the school
Actions	<ol style="list-style-type: none"> <li>To implement a high level tutoring program to support at risk students affected by remote learning.</li> <li>Enhance planning and practice in literacy - writing</li> </ol>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-use the writers notebook proficiently to support writing in all classrooms</li> <li>-record an increase in engagement in writing</li> <li>-help to inform staff about writing practice</li> <li>-demonstrate good writing skills and set own learning goals</li> <li>-know their data, strengths and areas for development</li> <li>-participate in targeted differentiated program.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-all use writer's notebook within their classroom as a regular part of writing sessions to support student learning</li> <li>-co-construct a common planner that is used by all staff to document planning and student learning</li> <li>-participate and embed PLC into their term practice and Professional development</li> <li>-review with leadership the positives and negatives of the current writing program and review aspects of 6+1 Traits, Writer's notebook and 7 steps in writing to combine with Big Write</li> <li>-Review with leadership the assessment schedule for writing and modify if need</li> <li>-share and discuss data with students</li> <li>-use data to plan for student needs.</li> <li>-co-create IEP's with students, support staff and tutors to drive teaching</li> <li>-communicate regularly with tutors to enhance learning of students</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Develop and implement an assessment plan based on review of current plan</li> </ul>

	<ul style="list-style-type: none"> <li>-lead staff in the review of current writing program</li> <li>-lead staff in the review of other possible writing programs, facilitate decisions around what aspects of these programs will be added to The Big Write</li> <li>-lead staff in the review of the 4 year planner for improving outcomes in writing</li> <li>-lead staff in reviewing current model and co-constructing an updated instructional model for writing</li> <li>-support staff to embed PLC practice, including use of the PLC matrix and understanding how to work collaboratively</li> <li>-devise and implement a targeted intervention plan</li> <li>-monitor quality and effectiveness of IEP's</li> <li>-monitor effectiveness of intervention programs</li> </ul>																																													
Success Indicators	<p>Increase NAPLAN results in writing</p> <ul style="list-style-type: none"> <li>-Year 3 writing scale score to be above state average</li> <li>-year 5 writing scale score to be above state average</li> <li>-to increase percentage of students achieving medium or high relative growth to 80%</li> <li>-to increase percentage of students achieving high relative growth to above 30%</li> </ul> <p>Increase the percentage of teacher judgements in writing to indicate a students are above level</p> <p>Above level for writing</p> <p>Year 2019 2020</p> <table border="1" data-bbox="519 751 742 961"> <tr><td>F</td><td>17</td><td>25</td></tr> <tr><td>1</td><td>0</td><td>15</td></tr> <tr><td>2</td><td>0</td><td>15</td></tr> <tr><td>3</td><td>10</td><td>20</td></tr> <tr><td>4</td><td>0</td><td>15</td></tr> <tr><td>5</td><td>21</td><td>25</td></tr> <tr><td>6</td><td>14</td><td>25</td></tr> </table> <p>Decrease the percentage of teacher judgements in writing to indicate students below level</p> <p>Below level of writing</p> <table border="1" data-bbox="519 1056 742 1287"> <tr><td>Year</td><td>2019</td><td>2020</td></tr> <tr><td>F</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>0</td><td>0</td></tr> <tr><td>2</td><td>8</td><td>0</td></tr> <tr><td>3</td><td>30</td><td>10</td></tr> <tr><td>4</td><td>10</td><td>0</td></tr> <tr><td>5</td><td>14</td><td>5</td></tr> <tr><td>6</td><td>14</td><td>5</td></tr> </table> <ul style="list-style-type: none"> <li>• Revised whole school planning document</li> <li>• Four year plan for improving Writing</li> <li>• IEPs. SSGs and student shadowing</li> <li>• Revised Junior Curriculum</li> <li>• Assessment Plan</li> <li>• Overview of school tutoring program</li> </ul>	F	17	25	1	0	15	2	0	15	3	10	20	4	0	15	5	21	25	6	14	25	Year	2019	2020	F	0	0	1	0	0	2	8	0	3	30	10	4	10	0	5	14	5	6	14	5
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OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Activity 4: Use PD, PLC and release time to audit and document a renewal of the junior curriculum	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Activity 8: Purchase any new supplies, resources, consumables, updates, licenses for writing programs	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Activity 9: Source and establish an effective tutoring program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Activity 5: Review the assessment schedule for writing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	Activity 3: Lead teachers in PD and mentoring of the use and embedding of the Writer's notebook	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Activity 7: Monitor engagement and progress of student writing outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Activity 6: Develop a 4 year planner	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	0%
Activity 8	Activity 1: In PLC review the current writing program and examine the positive aspects of other programs	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 9	Activity 2: Review and Develop a common planner for teachers to use after surveying staff and looking at good examples	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority To improve student outcomes through development and articulation of clear school's vision, values and culture			

<p>Actions</p>	<p>1. Create, document and embed a revised school vision to guide collective efficacy in teaching and learning 2. Construct a robust method, practices and policies around improving attendance.</p>
<p>Outcomes</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-participate and provide student voice and feedback on the vision statement for their school</li> <li>-learn and endeavor to act out the vision statement in their daily activities and conduct at school</li> <li>-understand and expect the same enactment of the vision statement from all within the school</li> <li>-school student leadership team will model and encourage younger students to embed the vision and culture</li> <li>-understand the importance of attending school and how extended absences affect learning</li> <li>-engage with staff around ways to engage and improve attendance</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-consider the feedback from students when discussing and creating the vision statement</li> <li>-model the vision in all interaction within and across the school community</li> <li>-display, model and immerse students in the school's vision statement</li> <li>-embed the vision statement within the classroom and within their own practice</li> <li>-follow up and be active in managing student attendances</li> <li>-listen and act upon student ideas around engagement and attendance</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-consider the feedback from students and teachers when discussing and creating the vision statement</li> <li>-display, model and lead students and teachers in the new vision statements</li> <li>-model the vision in all interaction within and across the school community</li> <li>-embed the vision statement within the school and lead it's implementation and adoption</li> <li>-use the SIT meetings to regularly review attendance</li> <li>-engage the attendance office from NEVR for support and guidance</li> </ul>
<p>Success Indicators</p>	<p>Increase the percent endorsement of the staff opinion survey in the component of:</p> <ul style="list-style-type: none"> <li>-academic emphasis from 80%(2019) to 85%(2021)</li> <li>-participation from 72.67%(2019) to 80%(2021)</li> <li>-feedback 76%(2019) to 80%(2021)</li> <li>-trust in colleagues from 57.1%(2019) to 70% (2021)</li> <li>-staff professional safety from 64.3%(2019) to 75%(2021)</li> <li>-staff psychological safety from 68.6%(2019) to 75%(2021)</li> </ul> <p>Increase the percent endorsement of the parent opinion survey in the component of:</p> <ul style="list-style-type: none"> <li>-this school has a clear understanding of it's strengths and areas for improvement from 88%(2019) to 92%(2021)</li> <li>-the academic standards at this school provide adequate challenge for my child from 75%(2019) to 85%(2021)</li> <li>-teachers provide useful feedback and respond to the learning needs of my child from 88%(2019) to 94%(2021)</li> <li>-this school provides opportunity for my child to develop a sense of responsibility from 88%(2019) to 94%(2021)</li> </ul> <p>Increase the percent endorsement of the attitudes to school survey in the component of:</p> <ul style="list-style-type: none"> <li>-attitudes to attendance from 82%(2019) to 95%(2021)</li> <li>-motivation and interest from 81%(2019) to 90%(2021)</li> <li>-resilience from 82%(2019) to 90%(2021)</li> <li>-self regulation and goal setting 93%(2019) to 95%(2021)</li> <li>-stimulated learning from 82%(2019) to 90%(2021)</li> <li>-teacher concern from 80%(2019) to 90%(2021)</li> </ul> <p>Document student feedback on Vision Revise school vision Display and resource materials to support enactment of vision Create an action plan to improve engagement and attendance</p>
<p>Delivery of the annual actions for this KIS</p>	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Activity 1: To survey and collect students feedback and voice around the newly developed vision and value statement	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 2	0%
Activity 2	Activity 2: To create displays, posters and materials that will support the communication and embedding of the vision and values in the student and parent community.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 3	Activity 3: Create an action plan to improve attendance	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
<b>KIS 1.c</b> Parents and carers as partners	Connected schools priority To improve student outcomes through the contribution and connectedness of parents and community involvement			
Actions	1.Re-invigorate the parent and community connections through the parent volunteer program. 2. Review and enhance communication practices with families			
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> <li>-benefit from the skills and knowledge of the parent and local community members</li> <li>-participate in programs and scheduled activities that encourage and incorporate the connectedness between students and community</li> <li>reflect on successes of 2020 to proactively build relationships with families</li> <li>-co- create expectations for communication with families moving forward</li> <li>-consistently implement 2021 communication strategies</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-support parents in being active in student learning and well being activities</li> <li>-support parents and community members to learn practices that will support a successful and positive interaction with students</li> <li>-lead the reflection on successes of 2021 as regards communication with parents</li> <li>-lead the development of a proactive communication strategy</li> <li>-monitor the impact of updated strategies</li> <li>-celebrate successes and future opportunities with staff and families</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-identify parents and community members with beneficial skill sets to support student learning and well being</li> <li>-ensure parents and community members participate in an information night that provides members with details and policies around the [program and working with children</li> <li>-ensure all members have a working with children check and are suitable for the program</li> <li>lead the reflection on successes of 2021 as regards communication with parents</li> <li>-lead the development of a proactive communication strategy</li> </ul>			

	<ul style="list-style-type: none"> <li>-monitor the impact of updated strategies</li> <li>-celebrate successes and future opportunities with staff and families</li> </ul>			
Success Indicators	<ul style="list-style-type: none"> <li>-documented key skills and people in community that will benefit student outcomes or wellbeing.</li> <li>-documented list of areas and options that parents and community can participate or help in</li> <li>-roster of people and skills from community.</li> <li>-school wide communication plan/expectations</li> <li>-feedback from parents on effectiveness of 2021 communication strategies</li> </ul>			
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Activity 2: Hold parent information session around policies and responsibilities and respect of students and learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Activity 3: Fund and resource the different programs within the school (eg: kitchen garden program, breakfast club, gardening, reading support etc...)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Activity 4: Review communication practices through a survey of parents to identify ways of effective communication	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Activity 1: Create a roster of parent skills and interest to designated and identified roles or programs within the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%



## Monitoring and Assessment - 2021

### Mid-year monitoring

Goal 1	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning catchup and extension:            To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2020)            Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy            Increase the percentage of students achieving high and medium growth in writing to 75%            Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2021)            Increase the percent endorsement rating in the teachers' opinion survey in the component of academic emphasis to 85%            Increase the percent endorsement rating in the teachers' opinion survey in the component of active participation from 66.7 (2017) to 80% (2021)            Increase the percent endorsement rating in the teachers' opinion survey in the component of feedback from 44% (2017) to 80% (2021)</p> <p>Happy healthy active kids:            To increase the percent endorsement rating in the students opinion survey in the component of school connectedness 76% - 86% (2021)            To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% (2021)            To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 10% (2021)</p> <p>Connected great schools:            To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85% (2021)            To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% (2021)            To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% (2021)            Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 80% (2021)</p>
<b>KIS 1.a</b> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority To improve student outcomes in literacy and numeracy outcomes across the school
Actions	<ol style="list-style-type: none"> <li>1. To implement a high level tutoring program to support at risk students affected by remote learning.</li> <li>2. Enhance planning and practice in literacy - writing</li> </ol>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-use the writers notebook proficiently to support writing in all classrooms</li> <li>-record an increase in engagement in writing</li> <li>-help to inform staff about writing practice</li> <li>-demonstrate good writing skills and set own learning goals</li> <li>-know their data, strengths and areas for development</li> <li>-participate in targeted differentiated program.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-all use writer's notebook within their classroom as a regular part of writing sessions to support student learning</li> <li>-co-construct a common planner that is used by all staff to document planning and student learning</li> <li>-participate and embed PLC into their term practice and Professional development</li> <li>-review with leadership the positives and negatives of the current writing program and review aspects of 6+1 Traits, Writer's notebook and 7 steps in writing to combine with Big Write</li> <li>-Review with leadership the assessment schedule for writing and modify if need</li> <li>-share and discuss data with students</li> <li>-use data to plan for student needs.</li> <li>-co-create IEP's with students, support staff and tutors to drive teaching</li> <li>-communicate regularly with tutors to enhance learning of students</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Develop and implement an assessment plan based on review of current plan</li> </ul>



	<ul style="list-style-type: none"> <li>-lead staff in the review of current writing program</li> <li>-lead staff in the review of other possible writing programs, facilitate decisions around what aspects of these programs will be added to The Big Write</li> <li>-lead staff in the review of the 4 year planner for improving outcomes in writing</li> <li>-lead staff in reviewing current model and co-constructing an updated instructional model for writing</li> <li>-support staff to embed PLC practice, including use of the PLC matrix and understanding how to work collaboratively</li> <li>-devise and implement a targeted intervention plan</li> <li>-monitor quality and effectiveness of IEP's</li> <li>-monitor effectiveness of intervention programs</li> </ul>																																													
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<p>Actions</p>	<p>1. Create, document and embed a revised school vision to guide collective efficacy in teaching and learning 2. Construct a robust method, practices and policies around improving attendance.</p>
<p>Outcomes</p>	<p>Students will: -participate and provide student voice and feedback on the vision statement for their school -learn and endeavor to act out the vision statement in their daily activities and conduct at school -understand and expect the same enactment of the vision statement from all within the school -school student leadership team will model and encourage younger students to embed the vision and culture -understand the importance of attending school and how extended absences affect learning -engage with staff around ways to engage and improve attendance</p> <p>Teachers will: -consider the feedback from students when discussing and creating the vision statement -model the vision in all interaction within and across the school community -display, model and immerse students in the school's vision statement -embed the vision statement within the classroom and within their own practice -follow up and be active in managing student attendances -listen and act upon student ideas around engagement and attendance</p> <p>Leaders will: -consider the feedback from students and teachers when discussing and creating the vision statement -display, model and lead students and teachers in the new vision statements -model the vision in all interaction within and across the school community -embed the vision statement within the school and lead it's implementation and adoption -use the SIT meetings to regularly review attendance -engage the attendance office from NEVR for support and guidance</p>
<p>Success Indicators</p>	<p>Increase the percent endorsement of the staff opinion survey in the component of: -academic emphasis from 80%(2019) to 85%(2021) -participation from 72.67%(2019) to 80%(2021) -feedback 76%(2019) to 80%(2021) -trust in colleagues from 57.1%(2019) to 70% (2021) -staff professional safety from 64.3%(2019) to 75%(2021) -staff psychological safety from 68.6%(2019) to 75%(2021)</p> <p>Increase the percent endorsement of the parent opinion survey in the component of: -this school has a clear understanding of it's strengths and areas for improvement from 88%(2019) to 92%(2021) -the academic standards at this school provide adequate challenge for my child from 75%(2019) to 85%(2021) -teachers provide useful feedback and respond to the learning needs of my child from 88%(2019) to 94%(2021) -this school provides opportunity for my child to develop a sense of responsibility from 88%(2019) to 94%(2021)</p> <p>Increase the percent endorsement of the attitudes to school survey in the component of: -attitudes to attendance from 82%(2019) to 95%(2021) -motivation and interest from 81%(2019) to 90%(2021) -resilience from 82%(2019) to 90%(2021) -self regulation and goal setting 93%(2019) to 95%(2021) -stimulated learning from 82%(2019) to 90%(2021) -teacher concern from 80%(2019) to 90%(2021)</p> <p>Document student feedback on Vision Revise school vision Display and resource materials to support enactment of vision Create an action plan to improve engagement and attendance</p>
<p>Delivery of the annual actions for this KIS</p>	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Activity 1: To survey and collect students feedback and voice around the newly developed vision and value statement	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 2	0%
Activity 2	Activity 2: To create displays, posters and materials that will support the communication and embedding of the vision and values in the student and parent community.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 3	Activity 3: Create an action plan to improve attendance	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
<b>KIS 1.c</b> Parents and carers as partners	Connected schools priority To improve student outcomes through the contribution and connectedness of parents and community involvement			
Actions	1.Re-invigorate the parent and community connections through the parent volunteer program. 2. Review and enhance communication practices with families			
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> <li>-benefit from the skills and knowledge of the parent and local community members</li> <li>-participate in programs and scheduled activities that encourage and incorporate the connectedness between students and community</li> <li>reflect on successes of 2020 to proactively build relationships with families</li> <li>-co- create expectations for communication with families moving forward</li> <li>-consistently implement 2021 communication strategies</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-support parents in being active in student learning and well being activities</li> <li>-support parents and community members to learn practices that will support a successful and positive interaction with students</li> <li>-lead the reflection on successes of 2021 as regards communication with parents</li> <li>-lead the development of a proactive communication strategy</li> <li>-monitor the impact of updated strategies</li> <li>-celebrate successes and future opportunities with staff and families</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-identify parents and community members with beneficial skill sets to support student learning and well being</li> <li>-ensure parents and community members participate in an information night that provides members with details and policies around the [program and working with children</li> <li>-ensure all members have a working with children check and are suitable for the program</li> <li>lead the reflection on successes of 2021 as regards communication with parents</li> <li>-lead the development of a proactive communication strategy</li> </ul>			

	<ul style="list-style-type: none"> <li>-monitor the impact of updated strategies</li> <li>-celebrate successes and future opportunities with staff and families</li> </ul>			
Success Indicators	<ul style="list-style-type: none"> <li>-documented key skills and people in community that will benefit student outcomes or wellbeing.</li> <li>-documented list of areas and options that parents and community can participate or help in</li> <li>-roster of people and skills from community.</li> <li>-school wide communication plan/expectations</li> <li>-feedback from parents on effectiveness of 2021 communication strategies</li> </ul>			
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	Activity 2: Hold parent information session around policies and responsibilities and respect of students and learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Activity 3: Fund and resource the different programs within the school (eg: kitchen garden program, breakfast club, gardening, reading support etc...)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Activity 4: Review communication practices through a survey of parents to identify ways of effective communication	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Activity 1: Create a roster of parent skills and interest to designated and identified roles or programs within the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%

## Monitoring and Assessment - 2021

### Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning catchup and extension:            To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2020)            Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy            Increase the percentage of students achieving high and medium growth in writing to 75%            Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2021)            Increase the percent endorsement rating in the teachers' opinion survey in the component of academic emphasis to 85%            Increase the percent endorsement rating in the teachers' opinion survey in the component of active participation from 66.7 (2017) to 80% (2021)            Increase the percent endorsement rating in the teachers' opinion survey in the component of feedback from 44% (2017) to 80% (2021)</p> <p>Happy healthy active kids:            To increase the percent endorsement rating in the students opinion survey in the component of school connectedness 76% - 86% (2021)            To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% (2021)            To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 10% (2021)</p> <p>Connected great schools:            To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85% (2021)            To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% (2021)            To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% (2021)            Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 80% (2021)</p>
<b>KIS 1.a</b> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority To improve student outcomes in literacy and numeracy outcomes across the school
Actions	<ol style="list-style-type: none"> <li>1. To implement a high level tutoring program to support at risk students affected by remote learning.</li> <li>2. Enhance planning and practice in literacy - writing</li> </ol>
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-use the writers notebook proficiently to support writing in all classrooms</li> <li>-record an increase in engagement in writing</li> <li>-help to inform staff about writing practice</li> <li>-demonstrate good writing skills and set own learning goals</li> <li>-know their data, strengths and areas for development</li> <li>-participate in targeted differentiated program.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-all use writer's notebook within their classroom as a regular part of writing sessions to support student learning</li> <li>-co-construct a common planner that is used by all staff to document planning and student learning</li> <li>-participate and embed PLC into their term practice and Professional development</li> <li>-review with leadership the positives and negatives of the current writing program and review aspects of 6+1 Traits, Writer's notebook and 7 steps in writing to combine with Big Write</li> <li>-Review with leadership the assessment schedule for writing and modify if need</li> <li>-share and discuss data with students</li> <li>-use data to plan for student needs.</li> <li>-co-create IEP's with students, support staff and tutors to drive teaching</li> <li>-communicate regularly with tutors to enhance learning of students</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Develop and implement an assessment plan based on review of current plan</li> </ul>

	<ul style="list-style-type: none"> <li>-lead staff in the review of current writing program</li> <li>-lead staff in the review of other possible writing programs, facilitate decisions around what aspects of these programs will be added to The Big Write</li> <li>-lead staff in the review of the 4 year planner for improving outcomes in writing</li> <li>-lead staff in reviewing current model and co-constructing an updated instructional model for writing</li> <li>-support staff to embed PLC practice, including use of the PLC matrix and understanding how to work collaboratively</li> <li>-devise and implement a targeted intervention plan</li> <li>-monitor quality and effectiveness of IEP's</li> <li>-monitor effectiveness of intervention programs</li> </ul>																																													
<p>Success Indicators</p>	<p>Increase NAPLAN results in writing</p> <ul style="list-style-type: none"> <li>-Year 3 writing scale score to be above state average</li> <li>-year 5 writing scale score to be above state average</li> <li>-to increase percentage of students achieving medium or high relative growth to 80%</li> <li>-to increase percentage of students achieving high relative growth to above 30%</li> </ul> <p>Increase the percentage of teacher judgements in writing to indicate a students are above level</p> <p>Above level for writing</p> <p>Year 2019 2020</p> <table border="1" data-bbox="519 751 742 961"> <tr><td>F</td><td>17</td><td>25</td></tr> <tr><td>1</td><td>0</td><td>15</td></tr> <tr><td>2</td><td>0</td><td>15</td></tr> <tr><td>3</td><td>10</td><td>20</td></tr> <tr><td>4</td><td>0</td><td>15</td></tr> <tr><td>5</td><td>21</td><td>25</td></tr> <tr><td>6</td><td>14</td><td>25</td></tr> </table> <p>Decrease the percentage of teacher judgements in writing to indicate students below level</p> <p>Below level of writing</p> <table border="1" data-bbox="519 1056 742 1291"> <tr><td>Year</td><td>2019</td><td>2020</td></tr> <tr><td>F</td><td>0</td><td>0</td></tr> <tr><td>1</td><td>0</td><td>0</td></tr> <tr><td>2</td><td>8</td><td>0</td></tr> <tr><td>3</td><td>30</td><td>10</td></tr> <tr><td>4</td><td>10</td><td>0</td></tr> <tr><td>5</td><td>14</td><td>5</td></tr> <tr><td>6</td><td>14</td><td>5</td></tr> </table> <ul style="list-style-type: none"> <li>• Revised whole school planning document</li> <li>• Four year plan for improving Writing</li> <li>• IEPs. SSGs and student shadowing</li> <li>• Revised Junior Curriculum</li> <li>• Assessment Plan</li> <li>• Overview of school tutoring program</li> </ul>	F	17	25	1	0	15	2	0	15	3	10	20	4	0	15	5	21	25	6	14	25	Year	2019	2020	F	0	0	1	0	0	2	8	0	3	30	10	4	10	0	5	14	5	6	14	5
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<p>Commentary on progress</p>																																														
<p>Future planning</p>																																														



OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Activity 4: Use PD, PLC and release time to audit and document a renewal of the junior curriculum	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Activity 8: Purchase any new supplies, resources, consumables, updates, licenses for writing programs	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Activity 9: Source and establish an effective tutoring program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Activity 5: Review the assessment schedule for writing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	Activity 3: Lead teachers in PD and mentoring of the use and embedding of the Writer's notebook	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Activity 7: Monitor engagement and progress of student writing outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Activity 6: Develop a 4 year planner	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	0%
Activity 8	Activity 1: In PLC review the current writing program and examine the positive aspects of other programs	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 9	Activity 2: Review and Develop a common planner for teachers to use after surveying staff and looking at good examples	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority To improve student outcomes through development and articulation of clear school's vision, values and culture			

<p>Actions</p>	<p>1.Create, document and embed a revised school vision to guide collective efficacy in teaching and learning 2. Construct a robust method, practices and policies around improving attendance.</p>
<p>Outcomes</p>	<p>Students will: -participate and provide student voice and feedback on the vision statement for their school -learn and endeavor to act out the vision statement in their daily activities and conduct at school -understand and expect the same enactment of the vision statement from all within the school -school student leadership team will model and encourage younger students to embed the vision and culture -understand the importance of attending school and how extended absences affect learning -engage with staff around ways to engage and improve attendance</p> <p>Teachers will: -consider the feedback from students when discussing and creating the vision statement -model the vision in all interaction within and across the school community -display, model and immerse students in the school's vision statement -embed the vision statement within the classroom and within their own practice -follow up and be active in managing student attendances -listen and act upon student ideas around engagement and attendance</p> <p>Leaders will: -consider the feedback from students and teachers when discussing and creating the vision statement -display, model and lead students and teachers in the new vision statements -model the vision in all interaction within and across the school community -embed the vision statement within the school and lead it's implementation and adoption -use the SIT meetings to regularly review attendance -engage the attendance office from NEVR for support and guidance</p>
<p>Success Indicators</p>	<p>Increase the percent endorsement of the staff opinion survey in the component of: -academic emphasis from 80%(2019) to 85%(2021) -participation from 72.67%(2019) to 80%(2021) -feedback 76%(2019) to 80%(2021) -trust in colleagues from 57.1%(2019) to 70% (2021) -staff professional safety from 64.3%(2019) to 75%(2021) -staff psychological safety from 68.6%(2019) to 75%(2021)</p> <p>Increase the percent endorsement of the parent opinion survey in the component of: -this school has a clear understanding of it's strengths and areas for improvement from 88%(2019) to 92%(2021) -the academic standards at this school provide adequate challenge for my child from 75%(2019) to 85%(2021) -teachers provide useful feedback and respond to the learning needs of my child from 88%(2019) to 94%(2021) -this school provides opportunity for my child to develop a sense of responsibility from 88%(2019) to 94%(2021)</p> <p>Increase the percent endorsement of the attitudes to school survey in the component of: -attitudes to attendance from 82%(2019) to 95%(2021) -motivation and interest from 81%(2019) to 90%(2021) -resilience from 82%(2019) to 90%(2021) -self regulation and goal setting 93%(2019) to 95%(2021) -stimulated learning from 82%(2019) to 90%(2021) -teacher concern from 80%(2019) to 90%(2021)</p> <p>Document student feedback on Vision Revise school vision Display and resource materials to support enactment of vision Create an action plan to improve engagement and attendance</p>
<p>Delivery of the annual actions for this KIS</p>	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Activity 1: To survey and collect students feedback and voice around the newly developed vision and value statement	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 2	0%
Activity 2	Activity 2: To create displays, posters and materials that will support the communication and embedding of the vision and values in the student and parent community.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 3	Activity 3: Create an action plan to improve attendance	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
<b>KIS 1.c</b> Parents and carers as partners	Connected schools priority To improve student outcomes through the contribution and connectedness of parents and community involvement			
Actions	1.Re-invigorate the parent and community connections through the parent volunteer program. 2. Review and enhance communication practices with families			
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> <li>-benefit from the skills and knowledge of the parent and local community members</li> <li>-participate in programs and scheduled activities that encourage and incorporate the connectedness between students and community</li> <li>reflect on successes of 2020 to proactively build relationships with families</li> <li>-co- create expectations for communication with families moving forward</li> <li>-consistently implement 2021 communication strategies</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-support parents in being active in student learning and well being activities</li> <li>-support parents and community members to learn practices that will support a successful and positive interaction with students</li> <li>-lead the reflection on successes of 2021 as regards communication with parents</li> <li>-lead the development of a proactive communication strategy</li> <li>-monitor the impact of updated strategies</li> <li>-celebrate successes and future opportunities with staff and families</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-identify parents and community members with beneficial skill sets to support student learning and well being</li> <li>-ensure parents and community members participate in an information night that provides members with details and policies around the [program and working with children</li> <li>-ensure all members have a working with children check and are suitable for the program</li> <li>lead the reflection on successes of 2021 as regards communication with parents</li> <li>-lead the development of a proactive communication strategy</li> </ul>			

	<ul style="list-style-type: none"> <li>-monitor the impact of updated strategies</li> <li>-celebrate successes and future opportunities with staff and families</li> </ul>			
Success Indicators	<ul style="list-style-type: none"> <li>-documented key skills and people in community that will benefit student outcomes or wellbeing.</li> <li>-documented list of areas and options that parents and community can participate or help in</li> <li>-roster of people and skills from community.</li> <li>-school wide communication plan/expectations</li> <li>-feedback from parents on effectiveness of 2021 communication strategies</li> </ul>			
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	Activity 2: Hold parent information session around policies and responsibilities and respect of students and learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Activity 3: Fund and resource the different programs within the school (eg: kitchen garden program, breakfast club, gardening, reading support etc...)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Activity 4: Review communication practices through a survey of parents to identify ways of effective communication	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Activity 1: Create a roster of parent skills and interest to designated and identified roles or programs within the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%

## Monitoring and Assessment - 2021

### End-of-year monitoring

Goal 1	2021 Priorities Goal
<b>12 Month Target 1.1</b>	<p>Learning catchup and extension:            To increase the percent of students in the Top 2 bands in Writing from 0% (2017) to 25% (2020)            Increase the scaled scores to be above state average in all areas of spelling, writing, reading and numeracy            Increase the percentage of students achieving high and medium growth in writing to 75%            Increase the percent endorsement rating in the parent attitudes to school survey in the domain of effective teaching time from 88% (2017) to 90% (2021)            Increase the percent endorsement rating in the teachers' opinion survey in the component of academic emphasis to 85%            Increase the percent endorsement rating in the teachers' opinion survey in the component of active participation from 66.7 (2017) to 80% (2021)            Increase the percent endorsement rating in the teachers' opinion survey in the component of feedback from 44% (2017) to 80% (2021)</p> <p>Happy healthy active kids:            To increase the percent endorsement rating in the students opinion survey in the component of school connectedness 76% - 86% (2021)            To increase the percent endorsement rating in the students opinion survey in the component of respect for diversity 74% - 85% (2021)            To decrease the percent endorsement rating in the students opinion survey in the component of experiencing bullying 17% - 10% (2021)</p> <p>Connected great schools:            To increase the percent endorsement rating in the parents opinion survey in the component of managing bullying 83% - 85% (2021)            To increase the percent endorsement rating in the parents opinion survey in the component of school connectedness 94% - 95% (2021)            To increase the percent endorsement rating in the parents opinion survey in the component of respect for diversity 78% - 85% (2021)            Increase the percent endorsement rating in the parent attitudes to school survey in the domain of stimulating learning environment from 67% (2017) to 80% (2021)</p>
<b>Has this 12 month target met</b>	Not Met
<b>KIS 1.a</b> Evidence-based high-impact teaching strategies	Learning, catch-up and extension priority To improve student outcomes in literacy and numeracy outcomes across the school
<b>Actions</b>	<ol style="list-style-type: none"> <li>1. To implement a high level tutoring program to support at risk students affected by remote learning.</li> <li>2. Enhance planning and practice in literacy - writing</li> </ol>
<b>Outcomes</b>	<p>Students will:</p> <ul style="list-style-type: none"> <li>-use the writers notebook proficiently to support writing in all classrooms</li> <li>-record an increase in engagement in writing</li> <li>-help to inform staff about writing practice</li> <li>-demonstrate good writing skills and set own learning goals</li> <li>-know their data, strengths and areas for development</li> <li>-participate in targeted differentiated program.</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-all use writer's notebook within their classroom as a regular part of writing sessions to support student learning</li> <li>-co-construct a common planner that is used by all staff to document planning and student learning</li> <li>-participate and embed PLC into their term practice and Professional development</li> <li>-review with leadership the positives and negatives of the current writing program and review aspects of 6+1 Traits, Writer's notebook and 7 steps in writing to combine with Big Write</li> <li>-Review with leadership the assessment schedule for writing and modify if need</li> <li>-share and discuss data with students</li> <li>-use data to plan for student needs.</li> <li>-co-create IEP's with students, support staff and tutors to drive teaching</li> <li>-communicate regularly with tutors to enhance learning of students</li> </ul>

	<p>Leaders will:</p> <ul style="list-style-type: none"> <li>-Develop and implement an assessment plan based on review of current plan</li> <li>-lead staff in the review of current writing program</li> <li>-lead staff in the review of other possible writing programs, facilitate decisions around what aspects of these programs will be added to The Big Write</li> <li>-lead staff in the review of the 4 year planner for improving outcomes in writing</li> <li>-lead staff in reviewing current model and co-constructing an updated instructional model for writing</li> <li>-support staff to embed PLC practice, including use of the PLC matrix and understanding how to work collaboratively</li> <li>-devise and implement a targeted intervention plan</li> <li>-monitor quality and effectiveness of IEP's</li> <li>-monitor effectiveness of intervention programs</li> </ul>																																																
<p>Success Indicators</p>	<p>Increase NAPLAN results in writing</p> <ul style="list-style-type: none"> <li>-Year 3 writing scale score to be above state average</li> <li>-year 5 writing scale score to be above state average</li> <li>-to increase percentage of students achieving medium or high relative growth to 80%</li> <li>-to increase percentage of students achieving high relative growth to above 30%</li> </ul> <p>Increase the percentage of teacher judgements in writing to indicate a students are above level</p> <p>Above level for writing</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>17</td> <td>25</td> </tr> <tr> <td>1</td> <td>0</td> <td>15</td> </tr> <tr> <td>2</td> <td>0</td> <td>15</td> </tr> <tr> <td>3</td> <td>10</td> <td>20</td> </tr> <tr> <td>4</td> <td>0</td> <td>15</td> </tr> <tr> <td>5</td> <td>21</td> <td>25</td> </tr> <tr> <td>6</td> <td>14</td> <td>25</td> </tr> </tbody> </table> <p>Decrease the percentage of teacher judgements in writing to indicate students below level</p> <p>Below level of writing</p> <table border="1"> <thead> <tr> <th>Year</th> <th>2019</th> <th>2020</th> </tr> </thead> <tbody> <tr> <td>F</td> <td>0</td> <td>0</td> </tr> <tr> <td>1</td> <td>0</td> <td>0</td> </tr> <tr> <td>2</td> <td>8</td> <td>0</td> </tr> <tr> <td>3</td> <td>30</td> <td>10</td> </tr> <tr> <td>4</td> <td>10</td> <td>0</td> </tr> <tr> <td>5</td> <td>14</td> <td>5</td> </tr> <tr> <td>6</td> <td>14</td> <td>5</td> </tr> </tbody> </table> <ul style="list-style-type: none"> <li>• Revised whole school planning document</li> <li>• Four year plan for improving Writing</li> <li>• IEPs. SSGs and student shadowing</li> <li>• Revised Junior Curriculum</li> <li>• Assessment Plan</li> <li>• Overview of school tutoring program</li> </ul>	Year	2019	2020	F	17	25	1	0	15	2	0	15	3	10	20	4	0	15	5	21	25	6	14	25	Year	2019	2020	F	0	0	1	0	0	2	8	0	3	30	10	4	10	0	5	14	5	6	14	5
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Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Activity 4: Use PD, PLC and release time to audit and document a renewal of the junior curriculum	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Activity 8: Purchase any new supplies, resources, consumables, updates, licenses for writing programs	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Activity 9: Source and establish an effective tutoring program	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Activity 5: Review the assessment schedule for writing	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	Activity 3: Lead teachers in PD and mentoring of the use and embedding of the Writer's notebook	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Activity 7: Monitor engagement and progress of student writing outcomes	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Activity 6: Develop a 4 year planner	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 1	0%
Activity 8	Activity 1: In PLC review the current writing program and examine the positive aspects of other programs	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 9	Activity 2: Review and Develop a common planner for teachers to use after surveying staff and looking at good examples	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%



<b>KIS 1.b</b> Health and wellbeing	Happy, active and healthy kids priority To improve student outcomes through development and articulation of clear school's vision, values and culture
Actions	1.Create, document and embed a revised school vision to guide collective efficacy in teaching and learning 2. Construct a robust method, practices and policies around improving attendance.
Outcomes	<p>Students will:</p> <ul style="list-style-type: none"> <li>-participate and provide student voice and feedback on the vision statement for their school</li> <li>-learn and endeavor to act out the vision statement in their daily activities and conduct at school</li> <li>-understand and expect the same enactment of the vision statement from all within the school</li> <li>-school student leadership team will model and encourage younger students to embed the vision and culture</li> <li>-understand the importance of attending school and how extended absences affect learning</li> <li>-engage with staff around ways to engage and improve attendance</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-consider the feedback from students when discussing and creating the vision statement</li> <li>-model the vision in all interaction within and across the school community</li> <li>-display, model and immerse students in the school's vision statement</li> <li>-embed the vision statement within the classroom and within their own practice</li> <li>-follow up and be active in managing student attendances</li> <li>-listen and act upon student ideas around engagement and attendance</li> </ul> <p>Leaders will:</p> <ul style="list-style-type: none"> <li>-consider the feedback from students and teachers when discussing and creating the vision statement</li> <li>-display, model and lead students and teachers in the new vision statements</li> <li>-model the vision in all interaction within and across the school community</li> <li>-embed the vision statement within the school and lead it's implementation and adoption</li> <li>-use the SIT meetings to regularly review attendance</li> <li>-engage the attendance office from NEVR for support and guidance</li> </ul>
Success Indicators	<p>Increase the percent endorsement of the staff opinion survey in the component of:</p> <ul style="list-style-type: none"> <li>-academic emphasis from 80%(2019) to 85%(2021)</li> <li>-participation from 72.67%(2019) to 80%(2021)</li> <li>-feedback 76%(2019) to 80%(2021)</li> <li>-trust in colleagues from 57.1%(2019) to 70% (2021)</li> <li>-staff professional safety from 64.3%(2019) to 75%(2021)</li> <li>-staff psychological safety from 68.6%(2019) to 75%(2021)</li> </ul> <p>Increase the percent endorsement of the parent opinion survey in the component of:</p> <ul style="list-style-type: none"> <li>-this school has a clear understanding of it's strengths and areas for improvement from 88%(2019) to 92%(2021)</li> <li>-the academic standards at this school provide adequate challenge for my child from 75%(2019) to 85%(2021)</li> <li>-teachers provide useful feedback and respond to the learning needs of my child from 88%(2019) to 94%(2021)</li> <li>-this school provides opportunity for my child to develop a sense of responsibility from 88%(2019) to 94%(2021)</li> </ul> <p>Increase the percent endorsement of the attitudes to school survey in the component of:</p> <ul style="list-style-type: none"> <li>-attitudes to attendance from 82%(2019) to 95%(2021)</li> <li>-motivation and interest from 81%(2019) to 90%(2021)</li> <li>-resilience from 82%(2019) to 90%(2021)</li> <li>-self regulation and goal setting 93%(2019) to 95%(2021)</li> <li>-stimulated learning from 82%(2019) to 90%(2021)</li> <li>-teacher concern from 80%(2019) to 90%(2021)</li> </ul> <p>Document student feedback on Vision          Revise school vision          Display and resource materials to support enactment of vision</p>

	Create an action plan to improve engagement and attendance			
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	Activity 1: To survey and collect students feedback and voice around the newly developed vision and value statement	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 2	0%
Activity 2	Activity 2: To create displays, posters and materials that will support the communication and embedding of the vision and values in the student and parent community.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 3	0%
Activity 3	Activity 3: Create an action plan to improve attendance	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
<b>KIS 1.c</b> Parents and carers as partners	Connected schools priority To improve student outcomes through the contribution and connectedness of parents and community involvement			
Actions	1.Re-invigorate the parent and community connections through the parent volunteer program. 2. Review and enhance communication practices with families			
Outcomes	<p>Student will:</p> <ul style="list-style-type: none"> <li>-benefit from the skills and knowledge of the parent and local community members</li> <li>-participate in programs and scheduled activities that encourage and incorporate the connectedness between students and community</li> <li>reflect on successes of 2020 to proactively build relationships with families</li> <li>-co- create expectations for communication with families moving forward</li> <li>-consistently implement 2021 communication strategies</li> </ul> <p>Teachers will:</p> <ul style="list-style-type: none"> <li>-support parents in being active in student learning and well being activities</li> <li>-support parents and community members to learn practices that will support a successful and positive interaction with students</li> <li>-lead the reflection on successes of 2021 as regards communication with parents</li> <li>-lead the development of a proactive communication strategy</li> <li>-monitor the impact of updated strategies</li> <li>-celebrate successes and future opportunities with staff and families</li> </ul> <p>Leaders will:</p>			

	<ul style="list-style-type: none"> <li>-identify parents and community members with beneficial skill sets to support student learning and well being</li> <li>-ensure parents and community members participate in an information night that provides members with details and policies around the [program and working with children</li> <li>-ensure all members have a working with children check and are suitable for the program</li> <li>lead the reflection on successes of 2021 as regards communication with parents</li> <li>-lead the development of a proactive communication strategy</li> <li>-monitor the impact of updated strategies</li> <li>-celebrate successes and future opportunities with staff and families</li> </ul>			
Success Indicators	<ul style="list-style-type: none"> <li>-documented key skills and people in community that will benefit student outcomes or wellbeing.</li> <li>-documented list of areas and options that parents and community can participate or help in</li> <li>-roster of people and skills from community.</li> <li>-school wide communication plan/expectations</li> <li>-feedback from parents on effectiveness of 2021 communication strategies</li> </ul>			
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	Activity 2: Hold parent information session around policies and responsibilities and respect of students and learning.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 2	Activity 3: Fund and resource the different programs within the school (eg: kitchen garden program, breakfast club, gardening, reading support etc...)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Activity 4: Review communication practices through a survey of parents to identify ways of effective communication	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Activity 1: Create a roster of parent skills and interest to designated and identified roles or programs within the school	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%

## Monitoring and Self-assessment - 2021

SEIL Feedback