

Monitoring and Assessment - 2022

Beeac Primary School (0482)



Submitted for review by Andrew Rogers (School Principal) on 27 January, 2022 at 03:13 PM

Endorsed by Brendan Bush (Senior Education Improvement Leader) on 27 January, 2022 at 03:33 PM

Endorsed by Grant Keating (School Council President) on 31 January, 2022 at 08:19 PM

Monitoring and Assessment - 2022

Term 1 monitoring (optional)

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| <p>Goal 1</p> | <p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
| <p>12 Month Target 1.1</p> | <p>Increase the percentage of students achieving at or above expected growth in the Vic C Curriculum (teacher judgements) in the areas of reading (from 81% to 100%), writing (from 84% to 100%) and numeracy (95% to 100%)</p> <p>Increase percentage of positive responses in the student attitudes to school survey in the areas of 1/ student voice and agency- from 70% to 75% 2/ sense of school connectedness- from 68% to 82% 3/ sense of confidence- from 80% to 84%</p> |
| <p>KIS 1.a Priority 2022 Dimension</p> | <p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p> |
| <p>Actions</p> | <p>Develop and embed consistent PLC structures to support teacher collaboration and reflection to strengthen teaching practice Use PLCs for staff to collaboratively plan units of work with a focus on differentiation. Use data and evidence within prioritised PLC time to develop strong links to planning and student outcomes. Undertake PLC Core Professional Learning in Semester 2 and support collaborative practices across classrooms.</p> <p>Embed processes and protocols that ensure students with specific learning needs receive support Build staff capacity to understand and implement IEPs</p> |

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| | <p>Embed a targeted support program for students. Prioritise time for teachers, specialist staff and support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities</p> <p>Implement additional supports for students before and after school</p> |
| Outcomes | <p>Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will have higher levels of confidence with their English and Numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students Teachers and support staff will have strong relationships with all students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> |
| Success Indicators | <p>Early indicators Student feedback on the instructional model, and use of common strategies (HITS). Teachers' formative assessment (running records, PAT, daily conferencing etc) data and summative judgements (Mathletics end tests, I statements) against the curriculum Teacher records and observations of student progress Vic Curriculum "I statements"</p> <p>Late indicators: Teacher judgements against the Vic Curric (as evidenced by "I statements") NAPLAN results Students, staff and parent perception survey results</p> |
| Delivery of the annual actions for this KIS | |
| Enablers | |
| Barriers | |
| Commentary on progress | |

| Future planning | | | | |
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| OPTIONAL: Upload Evidence | | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | <p>PLCs, Mini lit/Community based project. Join intake 6 in the second semester to undertake professional learning with Cambridge Education and 11 other local primary schools to develop our PLC meetings. A weekly meeting schedule will be dedicated for that work, each Thursday.</p> <p>A 0.6 teacher will be appointed to work with the present P-3 teacher on Tuesdays through to Thursday. The role will include working with colleagues to develop evidence based programs to develop the Maths and English skills of a representative sample of our students in the P-3 classroom ie not picked on the basis fn their special learning needs.</p> | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 2 | <p>IEP Writing. Merryl Hill our TLI (Tutor Learning Initiative) coordinator to lead our teachers in the process of writing IEPs, including showing how they need to be regularly updated to reflect changes that have either been discussed at PLC meetings or that have arisen out of teacher's formative assessments (running records, PAT, daily conferencing etc) data. This PD will run at PLC meetings so that by the end of 2022 the skills and task will have been transferred to the classroom teachers. Ultimately this will</p> | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | 0% |

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| | enable us to better capture how we will use inclusion funding for tier 2 students. | | | |
| Activity 3 | <p>Quaglia student leadership. The Quaglia Institute for School Voice and Aspirations (QISVA) will provide the training and resources to our teaching staff and to 7 other primary schools using online modules around the following topics: Feb 15 self worth; using voice to enhance school and classroom culture, May 10 Engagement: cultivating Learning Environments where Students Thrive, July 26, Purpose; Developing the Leader in ALL students, October 18: Parents and Community: Including all Stakeholders in Your School Voice Community Journey. These sessions will be attended by all teaching staff. Arising work will be workshopped at subsequent staff meetings (Tuesday schedules) and a PD Day yet to be announced in term 2.</p> | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 4 | <p>Music program. There are two components of the music program. Funding will be provided to pay for all students at the school to participate in a weekly music program. with the goal of performing a whole school presentation at Costa Hall as part of the Geelong Schools Festival in semester 1, and an end of year open air school concert at the end of the year. Students will use skills acquired as part of our Quaglia student leadership work, to guide and lead these presentations. Louise Brown our music teacher will teach the music skills for this project. A second opt in piano program will run using David Stewart to teach students</p> | <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 4 | 0% |

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| | playing skills. Again students will learn to take responsibility for what and how they learn. | | | |
| Activity 5 | Accountability and reporting. Further packages from COMPASS will be developed and used in 2022. Recording IEP and weekly lesson plan summaries will be parked online for easy access. This and other packages that will enable examples of student work to be cached and shared with parents, to be PD'd at Tuesday staff meetings. Finally, if Covid permits we will return to using our "I statements" for English and Maths to be summarised and shared with parents in terms 1 and 3. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 6 | Whole school Christmas lunch. An example of student leadership, ownership and decision making in action. The Quaglia learnings to be used by students to drive how this might happen. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 7 | Shortfall Gr 6 end of year trip. Another example of student leadership, ownership and decision making in action. The Quaglia learnings to be used by students to drive how this might happen | <input checked="" type="checkbox"/> Teacher(s) | from: Term 4 to: Term 4 | 0% |
| KIS 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | 1/ Participate in Quaglia PD and out of that develop with students their ability to become responsible as active participants for their learning. 2/ Embed the tiered social regulation / engagement model Schoolwide Positive Behaviour Support (SWPBS) program 3/ Embed the Respectful Relationships curriculum: (strengthen in-class relationships through peer and group learning activities) Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate. | | | |

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| | <p>Support students to re-engage through the arts, including music, dance, drama and visual arts (Arts Council recipient Term 1 "Barking Spiders")</p> <p>Use our new chaplain to engage with families to support vulnerable children when needed</p> |
| Outcomes | <p>Students will feel supported and engaged and contribute to a strong classroom culture which can be celebrated at the whole school level</p> <p>At-risk students will be identified and receive targeted support in a timely manner</p> <p>Students will have strong relationships with peers/staff</p> <p>Teachers will implement a range of interventions in their classroom to support student wellbeing</p> |
| Success Indicators | <p>Early indicators.</p> <p>Less conflict during lunch time breaks</p> <p>Attendance data: short term improvements</p> <p>Reduced teacher reports of student wellbeing concerns: including imediate reports of yard duty concerns and also a reduction in anecdotal discussions at staff meetings</p> <p>Reduced need for outside intervention for wellbeing concerns: including the need for psychological well being support</p> <p>For students with IEPs progress against specific welfare targets</p> <p>Late indicators</p> <p>Attendance data: year trends</p> <p>Health and wellbeing survey results</p> <p>AToS survey: increased scores for sense of connectedness and confidence, and increases in student voice and agency</p> |
| Delivery of the annual actions for this KIS | |
| Enablers | |
| Barriers | |
| Commentary on progress | |

| Future planning | | | | |
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| OPTIONAL: Upload Evidence | | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Graduate teacher 0.6. See above PLCs, Mini lit/Community based project. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |
| Activity 2 | Chaplain, Barking Spiders and OSHC provision. Our chaplain to work with individual students and families to address attendance issues and yard duty bullying concerns. Her work to be documented in COMPASS and to be discussed at our Tuesday meetings. Karen Cherry's successful Arts Funding application has resulted in the hiring of Barking Spiders to teach a performance project through term 1, during which opportunities will arise enabling students to better develop a strong classroom culture OSHC establishment using KellySports to support students' wellbeing and mental health, especially for the most vulnerable, for before and after school hours support | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 3 | 0% |
| Activity 3 | Speech therapist. Students identified during PLC meetings to access relevant funds using speech therapy services provided by TalktoMe, Hart Street Colac. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |

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| Activity 4 | Graduate teacher 0.6 shortfall. See above PLCs, Mini lit/Community based project. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |
| Activity 5 | Graduate teacher 0.6 shortfall. See above PLCs, Mini lit/Community based project. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |

Monitoring and Assessment - 2022

Mid-year monitoring

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| Goal 1 | 2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
| 12 Month Target 1.1 | <p>Increase the percentage of students achieving at or above expected growth in the Vic C</p> <p>Curriculum (teacher judgements) in the areas of reading (from 81% to 100%), writing (from 84% to 100%) and numeracy (95% to 100%)</p> <p>Increase percentage of positive responses in the student attitudes to school survey in the areas of</p> <ul style="list-style-type: none"> 1/ student voice and agency- from 70% to 75% 2/ sense of school connectedness- from 68% to 82% 3/ sense of confidence- from 80% to 84% |
| KIS 1.a Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | <p>Develop and embed consistent PLC structures to support teacher collaboration and reflection to strengthen teaching practice</p> <p>Use PLCs for staff to collaboratively plan units of work with a focus on differentiation.</p> <p>Use data and evidence within prioritised PLC time to develop strong links to planning and student outcomes.</p> <p>Undertake PLC Core Professional Learning in Semester 2 and support collaborative practices across classrooms.</p> <p>Embed processes and protocols that ensure students with specific learning needs receive support</p> <p>Build staff capacity to understand and implement IEPs</p> |

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| | <p>Embed a targeted support program for students. Prioritise time for teachers, specialist staff and support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities</p> <p>Implement additional supports for students before and after school</p> |
| Outcomes | <p>Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will have higher levels of confidence with their English and Numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students Teachers and support staff will have strong relationships with all students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> |
| Success Indicators | <p>Early indicators Student feedback on the instructional model, and use of common strategies (HITS). Teachers' formative assessment (running records, PAT, daily conferencing etc) data and summative judgements (Mathletics end tests, I statements) against the curriculum Teacher records and observations of student progress Vic Curriculum "I statements"</p> <p>Late indicators: Teacher judgements against the Vic Curric (as evidenced by "I statements") NAPLAN results Students, staff and parent perception survey results</p> |
| Delivery of the annual actions for this KIS | Partially Completed |
| <p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented |

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| | <input checked="" type="checkbox"/> Staff capability and consistency of practice |
| Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Workforce capability i.e. in use of data and evidence <input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place |
| Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> | <p>Covid prevented the work for PLCs to be started in the first semester. Fortunately we are part of the intake 6 in semester 2, so we expect to address this priority fully. With a job description written to also encompass the work of a PLC coordinator and IEPs. This responsibility will shortly be moved once the tutor learning initiative finishes at the end of this year.</p> <p>OSHC has begun, and with up to 9 children on a daily basis we are seeing a hard core of children increase the sense of connectedness to our school.</p> <p>We have adopted the preferred IEPs format and updated all our present student's plans</p> <p>Department requirements for us to update Beeac's procedures, including the requirement for us to take time to prepare for and update to AIMS and also SAMS have impacted time-wise this year.</p> <p>Other time competing initiatives include our very successful "Kids Country" Barking Spiders Creative Victoria project completed in Term 1, successful "First Call" and "Positive Start" applications which will see us attend Hamer Hall, perform in the Geelong Schools Music and Movement Festival at Costa Hall, and take all our Years 3 to 6 students away for down hill skiing at Mt Buller in August.</p> |
| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | <p>The hopeful addition of the DSSI initiative to assist both Beeac and Alvie PS will play a big part in strengthening conversations about student improvement at PLC.</p> <p>The AIP core actions of having PLCs, IEPs and Quaglia professional development focus us on the tasks ahead of us in the remaining part of this year.</p> |
| OPTIONAL: Upload Evidence | <ol style="list-style-type: none"> 1. PLC and inclusion coordinator.docx (0.02 MB) 2. Timeline.docx (0.01 MB) |

| Activities and Milestones | Activity | Who | When | Percentage complete |
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| Activity 1 | <p>PLCs, Mini lit/Community based project. Join intake 6 in the second semester to undertake professional learning with Cambridge Education and 11 other local primary schools to develop our PLC meetings. A weekly meeting schedule will be dedicated for that work, each Thursday.</p> <p>A 0.6 teacher will be appointed to work with the present P-3 teacher on Tuesdays through to Thursday. The role will include working with colleagues to develop evidence based programs to develop the Maths and English skills of a representative sample of our students in the P-3 classroom ie not picked on the basis fn their special learning needs.</p> | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 2 | <p>IEP Writing. Merryl Hill our TLI (Tutor Learning Initiative) coordinator to lead our teachers in the process of writing IEPs, including showing how they need to be regularly updated to reflect changes that have either been discussed at PLC meetings or that have arisen out of teacher's formative assessments (running records, PAT, daily conferencing etc) data. This PD will run at PLC meetings so that by the end of 2022 the skills and task will have been transferred to the classroom teachers. Ultimately this will enable us to better capture how we will use inclusion funding for tier 2 students.</p> | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | 0% |
| Activity 3 | <p>Quaglia student leadership. The Quaglia Institute for School Voice and Aspirations</p> | <input checked="" type="checkbox"/> All Staff | from: Term 1 | 0% |

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| | <p>(QISVA) will provide the training and resources to our teaching staff and to 7 other primary schools using online modules around the following topics: Feb 15 self worth; using voice to enhance school and classroom culture, May 10 Engagement: cultivating Learning Environments where Students Thrive, July 26, Purpose; Developing the Leader in ALL students, October 18: Parents and Community: Including all Stakeholders in Your School Voice Community Journey. These sessions will be attended by all teaching staff. Arising work will be workshopped at subsequent staff meetings (Tuesday schedules) and a PD Day yet to be announced in term 2.</p> | | <p>to: Term 4</p> | |
| Activity 4 | <p>Music program. There are two components of the music program. Funding will be provided to pay for all students at the school to participate in a weekly music program. with the goal of performing a whole school presentation at Costa Hall as part of the Geelong Schools Festival in semester 1, and an end of year open air school concert at the end of the year. Students will use skills acquired as part of our Quaglia student leadership work, to guide and lead these presentations. Louise Brown our music teacher will teach the music skills for this project. A second opt in piano program will run using David Stewart to teach students playing skills. Again students will learn to take responsibility for what and how they learn.</p> | <p><input checked="" type="checkbox"/> Student(s)</p> | <p>from: Term 1 to: Term 4</p> | <p>0%</p> |

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| Activity 5 | Accountability and reporting. Further packages from COMPASS will be developed and used in 2022. Recording IEP and weekly lesson plan summaries will be parked online for easy access. This and other packages that will enable examples of student work to be cached and shared with parents, to be PD'd at Tuesday staff meetings. Finally, if Covid permits we will return to using our "I statements" for English and Maths to be summarised and shared with parents in terms 1 and 3. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 6 | Whole school Christmas lunch. An example of student leadership, ownership and decision making in action. The Quaglia learnings to be used by students to drive how this might happen. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 7 | Shortfall Gr 6 end of year trip. Another example of student leadership, ownership and decision making in action. The Quaglia learnings to be used by students to drive how this might happen | <input checked="" type="checkbox"/> Teacher(s) | from: Term 4 to: Term 4 | 0% |
| KIS 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | 1/ Participate in Quaglia PD and out of that develop with students their ability to become responsible as active participants for their learning. 2/ Embed the tiered social regulation / engagement model Schoolwide Positive Behaviour Support (SWPBS) program 3/ Embed the Respectful Relationships curriculum: (strengthen in-class relationships through peer and group learning activities) Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate. Support students to re-engage through the arts, including music, dance, drama and visual arts (Arts Council recipient Term 1 "Barking Spiders") Use our new chaplain to engage with families to support vulnerable children when needed | | | |

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| <p>Outcomes</p> | <p>Students will feel supported and engaged and contribute to a strong classroom culture which can be celebrated at the whole school level At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Teachers will implement a range of interventions in their classroom to support student wellbeing</p> |
| <p>Success Indicators</p> | <p>Early indicators. Less conflict during lunch time breaks Attendance data: short term improvements Reduced teacher reports of student wellbeing concerns: including imediate reports of yard duty concerns and also a reduction in anecdotal discussions at staff meetings Reduced need for outside intervention for wellbeing concerns: including the need for psychological well being support For students with IEPs progress against specific welfare targets</p> <p>Late indicators Attendance data: year trends Health and wellbeing survey results AToS survey: increased scores for sense of connectedness and confidence, and increases in student voice and agency</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> | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change |

| Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
|---|--|---|----------------------------------|----------------------------|
| Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> | <p>We are participating in a network of schools connected to the Quaglia Institute in America for once a term meetings and a further set of workshops hosted by Simon and led by Sue Bryen. Cultivating learning environments where students thrive and developing the leader in all students has been at the heart of our work so far this year.</p> <p>We are using the terminology of student voice to manage and modify behaviour.</p> <p>We are using the Quaglia Institute resources to teacher students about belonging</p> <p>Our school has completed the student survey to give us data about where students believe they are in terms of managing their choices at school</p> | | | |
| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | <p>Including all stakeholders in our school will be a difficult step for our community, especially in light of the resistance from a few disaffected students who are finding the return to school in this post covid environment difficult to handle. It is too soon to say what direction we might take here, but it would seem that we will need to address this concern if we are going to at least get our disaffected students to be involved in decisions that they can make about their lives.</p> | | | |
| OPTIONAL: Upload Evidence | | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Graduate teacher 0.6. See above PLCs, Mini lit/Community based project. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |

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| Activity 2 | <p>Chaplain, Barking Spiders and OSHC provision. Our chaplain to work with individual students and families to address attendance issues and yard duty bullying concerns. Her work to be documented in COMPASS and to be discussed at our Tuesday meetings.</p> <p>Karen Cherry's successful Arts Funding application has resulted in the hiring of Barking Spiders to teach a performance project through term 1, during which opportunities will arise enabling students to better develop a strong classroom culture OSHC establishment using KellySports to support students' wellbeing and mental health, especially for the most vulnerable, for before and after school hours support</p> | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 3 | 0% |
| Activity 3 | <p>Speech therapist. Students identified during PLC meetings to access relevant funds using speech therapy services provided by TalktoMe, Hart Street, Colac.</p> | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |
| Activity 4 | <p>Graduate teacher 0.6 shortfall. See above PLCs, Mini lit/Community based project.</p> | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |
| Activity 5 | <p>Graduate teacher 0.6 shortfall. See above PLCs, Mini lit/Community based project.</p> | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |

Monitoring and Assessment - 2022

Term 3 monitoring (optional)

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| <p>Goal 1</p> | <p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p> |
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| Outcomes | <p>Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will have higher levels of confidence with their English and Numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students Teachers and support staff will have strong relationships with all students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> |
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| | enable us to better capture how we will use inclusion funding for tier 2 students. | | | |
| Activity 3 | <p>Quaglia student leadership. The Quaglia Institute for School Voice and Aspirations (QISVA) will provide the training and resources to our teaching staff and to 7 other primary schools using online modules around the following topics: Feb 15 self worth; using voice to enhance school and classroom culture, May 10 Engagement: cultivating Learning Environments where Students Thrive, July 26, Purpose; Developing the Leader in ALL students, October 18: Parents and Community: Including all Stakeholders in Your School Voice Community Journey. These sessions will be attended by all teaching staff. Arising work will be workshopped at subsequent staff meetings (Tuesday schedules) and a PD Day yet to be announced in term 2.</p> | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 4 | <p>Music program. There are two components of the music program. Funding will be provided to pay for all students at the school to participate in a weekly music program. with the goal of performing a whole school presentation at Costa Hall as part of the Geelong Schools Festival in semester 1, and an end of year open air school concert at the end of the year. Students will use skills acquired as part of our Quaglia student leadership work, to guide and lead these presentations. Louise Brown our music teacher will teach the music skills for this project. A second opt in piano program will run using David Stewart to teach students</p> | <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 4 | 0% |

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| | playing skills. Again students will learn to take responsibility for what and how they learn. | | | |
| Activity 5 | Accountability and reporting. Further packages from COMPASS will be developed and used in 2022. Recording IEP and weekly lesson plan summaries will be parked online for easy access. This and other packages that will enable examples of student work to be cached and shared with parents, to be PD'd at Tuesday staff meetings. Finally, if Covid permits we will return to using our "I statements" for English and Maths to be summarised and shared with parents in terms 1 and 3. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 6 | Whole school Christmas lunch. An example of student leadership, ownership and decision making in action. The Quaglia learnings to be used by students to drive how this might happen. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 7 | Shortfall Gr 6 end of year trip. Another example of student leadership, ownership and decision making in action. The Quaglia learnings to be used by students to drive how this might happen | <input checked="" type="checkbox"/> Teacher(s) | from: Term 4 to: Term 4 | 0% |
| KIS 1.b Priority 2022 Dimension | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | 1/ Participate in Quaglia PD and out of that develop with students their ability to become responsible as active participants for their learning. 2/ Embed the tiered social regulation / engagement model Schoolwide Positive Behaviour Support (SWPBS) program 3/ Embed the Respectful Relationships curriculum: (strengthen in-class relationships through peer and group learning activities) Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate. | | | |

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| | <p>Support students to re-engage through the arts, including music, dance, drama and visual arts (Arts Council recipient Term 1 "Barking Spiders")</p> <p>Use our new chaplain to engage with families to support vulnerable children when needed</p> |
| Outcomes | <p>Students will feel supported and engaged and contribute to a strong classroom culture which can be celebrated at the whole school level</p> <p>At-risk students will be identified and receive targeted support in a timely manner</p> <p>Students will have strong relationships with peers/staff</p> <p>Teachers will implement a range of interventions in their classroom to support student wellbeing</p> |
| Success Indicators | <p>Early indicators.</p> <p>Less conflict during lunch time breaks</p> <p>Attendance data: short term improvements</p> <p>Reduced teacher reports of student wellbeing concerns: including immediate reports of yard duty concerns and also a reduction in anecdotal discussions at staff meetings</p> <p>Reduced need for outside intervention for wellbeing concerns: including the need for psychological well being support</p> <p>For students with IEPs progress against specific welfare targets</p> <p>Late indicators</p> <p>Attendance data: year trends</p> <p>Health and wellbeing survey results</p> <p>AToS survey: increased scores for sense of connectedness and confidence, and increases in student voice and agency</p> |
| Delivery of the annual actions for this KIS | |
| Enablers | |
| Barriers | |
| Commentary on progress | |

| Future planning | | | | |
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| OPTIONAL: Upload Evidence | | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Graduate teacher 0.6. See above PLCs, Mini lit/Community based project. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |
| Activity 2 | Chaplain, Barking Spiders and OSHC provision. Our chaplain to work with individual students and families to address attendance issues and yard duty bullying concerns. Her work to be documented in COMPASS and to be discussed at our Tuesday meetings. Karen Cherry's successful Arts Funding application has resulted in the hiring of Barking Spiders to teach a performance project through term 1, during which opportunities will arise enabling students to better develop a strong classroom culture OSHC establishment using KellySports to support students' wellbeing and mental health, especially for the most vulnerable, for before and after school hours support | <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 3 | 0% |
| Activity 3 | Speech therapist. Students identified during PLC meetings to access relevant funds using speech therapy services provided by TalktoMe, Hart Street, Colac. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |

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| Activity 4 | Graduate teacher 0.6 shortfall. See above PLCs, Mini lit/Community based project. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |
| Activity 5 | Graduate teacher 0.6 shortfall. See above PLCs, Mini lit/Community based project. | <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |

Monitoring and Assessment - 2022

End-of-year monitoring

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| Goal 1 | 2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO. |
| 12 Month Target 1.1 | <p>Increase the percentage of students achieving at or above expected growth in the Vic C Curriculum (teacher judgements) in the areas of reading (from 81% to 100%), writing (from 84% to 100%) and numeracy (95% to 100%)</p> <p>Increase percentage of positive responses in the student attitudes to school survey in the areas of</p> <ul style="list-style-type: none"> 1/ student voice and agency- from 70% to 75% 2/ sense of school connectedness- from 68% to 82% 3/ sense of confidence- from 80% to 84% |
| Has this 12 month target met | Not Met |
| KIS 1.a Priority 2022 Dimension | Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy |
| Actions | <p>Develop and embed consistent PLC structures to support teacher collaboration and reflection to strengthen teaching practice</p> <p>Use PLCs for staff to collaboratively plan units of work with a focus on differentiation.</p> <p>Use data and evidence within prioritised PLC time to develop strong links to planning and student outcomes.</p> <p>Undertake PLC Core Professional Learning in Semester 2 and support collaborative practices across classrooms.</p> <p>Embed processes and protocols that ensure students with specific learning needs receive support</p> |

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| | <p>Build staff capacity to understand and implement IEPs</p> <p>Embed a targeted support program for students. Prioritise time for teachers, specialist staff and support staff to engage in shared planning to adapt learning for students with additional needs and/or disabilities</p> <p>Implement additional supports for students before and after school</p> |
| Outcomes | <p>Students will know how lessons are structured and how this supports their learning</p> <p>Students will be supported to learn at point of need</p> <p>Student will have higher levels of confidence with their English and Numeracy skills</p> <p>Teachers will confidently and accurately identify student learning needs of all of their students</p> <p>Teachers and support staff will have strong relationships with all students</p> <p>PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons</p> |
| Success Indicators | <p>Early indicators</p> <p>Student feedback on the instructional model, and use of common strategies (HITS).</p> <p>Teachers' formative assessment (running records, PAT, daily conferencing etc) data and summative judgements (Mathletics end tests, I statements) against the curriculum</p> <p>Teacher records and observations of student progress</p> <p>Vic Curriculum "I statements"</p> <p>Late indicators:</p> <p>Teacher judgements against the Vic Curric (as evidenced by "I statements")</p> <p>NAPLAN results</p> <p>Students, staff and parent perception survey results</p> |
| Delivery of the annual actions for this KIS | |
| Enablers | |
| Barriers | |

| Commentary on progress | | | | |
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| Future planning | | | | |
| OPTIONAL: Upload Evidence | | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | <p>PLCs, Mini lit/Community based project. Join intake 6 in the second semester to undertake professional learning with Cambridge Education and 11 other local primary schools to develop our PLC meetings. A weekly meeting schedule will be dedicated for that work, each Thursday.</p> <p>A 0.6 teacher will be appointed to work with the present P-3 teacher on Tuesdays through to Thursday. The role will include working with colleagues to develop evidence based programs to develop the Maths and English skills of a representative sample of our students in the P-3 classroom ie not picked on the basis fn their special learning needs.</p> | <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 2 | <p>IEP Writing. Merryl Hill our TLI (Tutor Learning Initiative) coordinator to lead our teachers in the process of writing IEPs, including showing how they need to be regularly updated to reflect changes that have either been discussed at PLC meetings or that have arisen out of teacher's formative assessments (running records, PAT, daily conferencing etc) data. This PD will run at PLC meetings so that by the end of 2022 the skills and task will have been transferred to</p> | <input checked="" type="checkbox"/> Learning Specialist(s) | from: Term 1 to: Term 4 | 0% |

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| | the classroom teachers. Ultimately this will enable us to better capture how we will use inclusion funding for tier 2 students. | | | |
| Activity 3 | <p>Quaglia student leadership. The Quaglia Institute for School Voice and Aspirations (QISVA) will provide the training and resources to our teaching staff and to 7 other primary schools using online modules around the following topics: Feb 15 self worth; using voice to enhance school and classroom culture, May 10 Engagement: cultivating Learning Environments where Students Thrive, July 26, Purpose; Developing the Leader in ALL students, October 18: Parents and Community: Including all Stakeholders in Your School Voice Community Journey. These sessions will be attended by all teaching staff. Arising work will be workshopped at subsequent staff meetings (Tuesday schedules) and a PD Day yet to be announced in term 2.</p> | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
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| | <p>Organise opportunities for at-risk students to participate in a range of Tier 2 interventions and programs as appropriate. Support students to re-engage through the arts, including music, dance, drama and visual arts (Arts Council recipient Term 1 "Barking Spiders") Use our new chaplain to engage with families to support vulnerable children when needed</p> |
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Monitoring and Self-assessment - 2022

SEIL Feedback