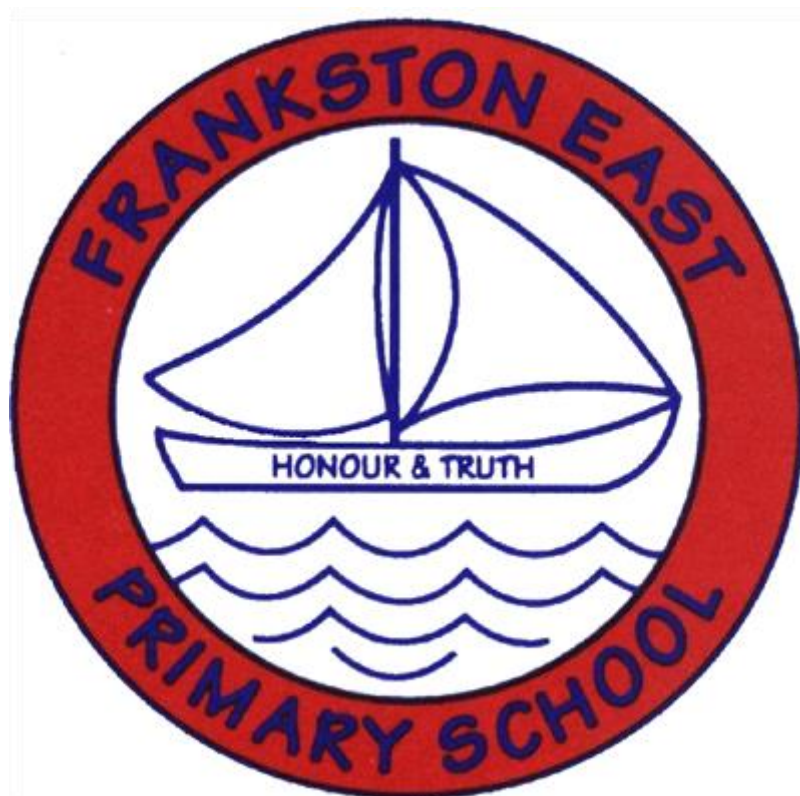


# Monitoring and assessment - 2024

Frankston East Primary School (4682)



Submitted for review by Warren Bull (School Principal) on 26 March, 2024 at 03:44 PM

Endorsed by Stanley Szuty (Senior Education Improvement Leader) on 28 March, 2024 at 12:36 PM

Endorsed by Michelle Fisher (School Council President) on 28 March, 2024 at 04:02 PM

Term 1 Monitoring submitted by Warren Bull (School Principal) on 25 June, 2024 at 11:34 AM

Term 2 Monitoring submitted by Warren Bull (School Principal) on 30 July, 2024 at 01:03 PM

# Monitoring and assessment - 2024

## Term 1 monitoring (optional)

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	Increase in all areas in alignments with 2025 targets
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs across the school.
<b>Delivery of the annual actions for this KIS</b>	<b>Completed</b>
<b>Outcomes</b>	Students in need of targeted Numeracy academic support or intervention will be identified and supported Students will know what the next steps are to progress their learning in Numeracy Students will display an increased use of Numeracy-specific vocabulary Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on student learning Numeracy data Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Teachers will provide targeted academic support to students through Numeracy goals in IEPs Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional

	learning
Success indicators	<p>Early indicators: Curriculum documentation will show plans for differentiation in Numeracy Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school Increase in students achieving a scaled score of 125+ in PAT Maths assessment</p>
Enablers <ul style="list-style-type: none"> <li>What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</li> <li><input checked="" type="checkbox"/> Key improvement strategies are able to be implemented</li> <li><input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well)</li> </ul>
Barriers <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul>	
Commentary on progress <ul style="list-style-type: none"> <li><i>Drawing on the relevant success indicators identified above, comment on your progress</i></li> </ul>	<p>Student IEP's documented and shared. Network Curriculum Day and Planning meeting have been completed in preparation for implementation of Maths 2.0 curriculum in 2025, during which staff demonstrated high levels of collegiality, understanding of student needs and 'zones of proximal development', along with high levels of understanding of how to best implement the new curriculum. There was increased acknowledgment of the importance of sharing of knowledge across network schools.</p>

<p><i>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>	
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Further cluster schools combined meetings planned. Coaching and modelling to staff across the school continues every Wednesday and Friday with Literacy Co-ordinator and Learning specialist, with particular focus on graduate/PTT teachers.</p>
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> <li>1. <a href="#">34C 16.2.2024.pptx</a> (0.73 MB)</li> <li>2. <a href="#">34C session 16.2.24.docx</a> (0.01 MB)</li> <li>3. <a href="#">56R 16.2.24.docx</a> (0.02 MB)</li> <li>4. <a href="#">56R 16.2.24.pptx</a> (0.73 MB)</li> <li>5. <a href="#">LESSON P1J 15.3.24.docx</a> (0.02 MB)</li> <li>6. <a href="#">LESSON P1J 9.2.24.docx</a> (0.02 MB)</li> <li>7. <a href="#">P1J 15.3.24.pptx</a> (2.04 MB)</li> <li>8. <a href="#">P1J 2.2.24.pptx</a> (0.74 MB)</li> <li>9. <a href="#">P1J 9.2.24.pptx</a> (1.94 MB)</li> <li>10. <a href="#">P1J session notes 16.2.24.docx</a> (0.02 MB)</li> </ol>

Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs</p> <p>Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar</p> <p>Review and update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra</p> <p>Review Maths 2.0 curriculum and begin to amend planning of curriculum for implementation in 2025.</p> <p>Begin modelling and peer observations with a focus on differentiation in Numeracy lessons</p> <p>Organise end-of-term focus groups with students, particularly those with low Numeracy results, to gather feedback on the instructional model so that this can be modified for greater impact</p>	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing via the RRRR curriculum Strengthen the school-wide approach towards communicating students wellbeing needs to parents/carers/kin.
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Whole School Level:</p> <p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing</p> <p>Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs</p> <p>Classroom Level:</p> <p>Students will feel supported and engaged in classrooms and contribute to a strong classroom culture</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 and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p> <p>Teachers will implement a range of interventions in their classroom to support student wellbeing</p> <p>Individual and small group level:</p> <p>Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success</p> <p>Students and families will be connected to allied health and mental health services</p> <p>Families of at-risk students will receive regular communication and support from the school</p> <p>Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers</p> <p>Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing</p>
Success indicators	<p>Early indicators:</p> <p>Classroom and peer observations</p> <p>Observations of changes to classroom practices</p> <p>Documentation of frameworks, policies or programs</p> <p>Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Documentation of referrals/communication processes</p> <p>Late indicators:</p> <p>Students, staff and parent perception survey results</p>

	Attendance data Health and wellbeing dashboards
<b>Enablers</b> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<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
<b>Barriers</b> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<b>Commentary on progress</b> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	School primary welfare officer has been completing classroom observations and providing guidance and support for students who are heightened etc. She also has created a space where students can come to regulate themselves and re-enter the classroom ready to learn. She has set up lunchtime clubs to support students who find 50 minutes of unstructured play in the yard challenging. The primary welfare officer is now participating in the implementation of the RRRR program in the grade 5 and 6 area. Our excellent attendance data indicates that students feel safe at school and want to come.

<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Continued focus of implementation of consistent RRRR curriculum across the school, embedded in teachers planners.</p>			
<p>OPTIONAL: Upload evidence</p>	<p>1. <a href="#">attendance.png</a> (0.19 MB)</p>			
<p><b>Activities</b></p>	<p><b>Activity</b></p>	<p><b>Who</b></p>	<p><b>When</b></p>	<p><b>Percentage complete</b></p>
<p>Activity 1</p>	<p>Additional Education Support staff to support at-risk students</p>	<p><input checked="" type="checkbox"/> Education support</p>	<p>from: Term 1 to: Term 4</p>	<p>50%</p>
<p>Activity 2</p>	<p>Whole school level: Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus Establish lunchtime clubs that promote healthy habits and positive relationships Gather data on student wellbeing needs to inform recruitment of mental health professionals Use DET tools such as the Mental Health Planning Tool to better</p>	<p><input checked="" type="checkbox"/> Allied health</p>	<p>from: Term 1 to: Term 4</p>	<p>25%</p>



	<p>understand student wellbeing needs  Promote wellbeing and mental health information in appropriate community languages and engage translation services</p> <p>Classroom level:  Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise  Identify and schedule appropriate professional learning for teachers implementing wellbeing programs  Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders</p> <p>Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health</p> <p>Individual and small group level:  Update the professional learning schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions  Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students  Partner with non-for-profit groups and external support agencies to provide targeted student support  Establish protocols and processes to support at-risk students and organise weekly check-ins with families</p>			
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Activity 3	Additional classroom teaching staff to ensure low student averages across all classes.	<input checked="" type="checkbox"/> Homegroup teachers	from: Term 1 to: Term 4	100%
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<b>Goal 2</b>	Improve student outcomes in literacy and numeracy.
<b>12-month target 2.1 target</b>	Consistent implementation of Maths 2.0 curriculum and development of a scope and sequence across cluster schools
<b>12-month target 2.2 target</b>	Development of F-6 teacher capacity to explicitly teach reading strategies, monitor progress via student conferences and/or strategy groups, and implement Science of Reading approach to the teaching and assessment of reading comprehension.
<b>12-month target 2.3 target</b>	Reading and viewing teacher judgement to be at 85% in 2024 Writing to be at 82% in 2024 Number and algebra to be 84% in 2024
<b>12-month target 2.4 target</b>	Acedemic emphasis to be 78% in 2024 Collective efficacy to be 80% or above in 2024
<b>KIS 2.b</b> Building practice excellence	Build teacher capability to utilise data
Actions	To strengthen the understanding of staff of the new Maths curriculum. To strengthen the understanding of staff of the DIBELS assessment.
Delivery of the annual actions for this KIS	Completed
Outcomes	21. - Increased knowledge of the new maths curriculum 2.0 2.1- Adjustments to the 2025 planning and assessment for Mathematics 2.2 - Increased content knowledge of key comprehension strategies, teaching strategies, assessment strategies 2.2. - Teacher understanding of the SoR vs balanced literacy, planning actions reflect this knowledge 2.2 - Increased awareness of student's literacy needs informed by DIBELS assessments

<p>Success indicators</p>	<p>2.1- Teachers attending network curriculum meeting to commence the planning of a consistent implementation of the new curriculum in 2025  2.1- Understanding and familiarisation of the scope and sequence of the new curriculum  2.1- Planning documents and assessment methods and schedule for 2025 amended to align with the new curriculum  2.2 - Students moving from DIBELS Red Range to Yellow Range, Green Range or Blue Range within 12 months  2.2 - Teacher conferencing notes and schedules  2.2 - Teacher literacy planners</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</li> <li><input checked="" type="checkbox"/> Sufficient time allocated</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence</li> <li><input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> </ul>	<p>LS release weekly to model and support a consistent instructional model and assist staff with maths planning and resourcing. Completed two network meet ups in preparation for the new Maths Curriculum. Literacy Leader released weekly to develop Professional Learning in relation to the adjustments to the teaching of literacy. Literacy Leader has also been modelling lessons and providing resources, along with assisting with the assessment process. Both the Literacy Leader and the Learning Specialist have been completing data analysis and interpretation to help with the amendment to planning and practice.</p>

<ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Continue to work on how the new assessments impact the teaching of literacy. Continue to refine the scope and sequence for 2025 mathematics. Begin looking at how the new curriculum will be assessed and reported against.</p>			
<p>OPTIONAL: Upload evidence</p>	<ol style="list-style-type: none"> <li>1. <a href="#">2024 Karingal Cluster Curriculum Day.pptx</a> (3.90 MB)</li> <li>2. <a href="#">Copy of FEPS must need nice.pdf</a> (7.84 MB)</li> <li>3. <a href="#">Scope and Sequence .pptx</a> (2.46 MB)</li> <li>4. <a href="#">Term 1 Week 1 The Science of Reading.pptx</a> (2.35 MB)</li> <li>5. <a href="#">Term 1 Week 3 Phonics PD.pptx</a> (1.05 MB)</li> <li>6. <a href="#">Term 1 Week 5 Staff PD.pptx</a> (1.69 MB)</li> <li>7. <a href="#">Week 6 Staff PD.pptx</a> (0.80 MB)</li> <li>8. <a href="#">Week 9 Staff PD 2024.pptx</a> (0.82 MB)</li> </ol>			
Activities	Activity	Who	When	Percentage complete
Activity 1	Literacy co-ordinator confirmed, one day per week allocated out of classroom	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Leadership team</li> <li><input checked="" type="checkbox"/> Curriculum co-ordinator (s)</li> <li><input checked="" type="checkbox"/> Learning specialist(s)</li> </ul>	from: Term 1 to: Term 4	50%

Activity 2	Learning specialist release weekly to analyse data and meet with teaching staff and tutor to adjust practice based on the data. This alongside the introduction of Literacy Leader role is an action to try to improve the Staff Opinion Survey Results in relation to academic emphasis and collective efficacy	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	50%
Activity 3	Continue to use of Elastik to triangulate data and use it to adjust planning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Utilise 2023 PAT data to drive the tutor learning program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	50%
Activity 5	Replace PM Benchmarking with DIBELS Assessment (research based)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
Activity 6	PD Science of Reading approach to Reading Comprehension	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 7	1:1 and team coaching/mentoring of teachers by literacy leader	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	50%

Activity 8	whole school PL- maths curriculum and science of reading	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%
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<b>Goal 3</b>	Strengthen student voice and agency to increase active participation in their learning.			
<b>12-month target 3.1 target</b>	Stimulated learning to be 92% in 2024 Student voice and agency to be 75% in 2024 (68% in 2023) Self-regulation and goal setting to be 94% (was 91% in 2023)			
<b>12-month target 3.2 target</b>	Promote student ownership of learning to be 91% in 2024 Use student feedback to improve practice to be 91% in 2024 (was 89% in 2023)			
<b>12-month target 3.3 target</b>	Student voice and agency to be 94% in 2024 (as it exceeded goal in 2023) Student motivation and support to be 91% (as it exceeded goal in 2023)			
<b>KIS 3.a</b> Empowering students and building school pride	Build understanding of student voice and agency in learning			
Actions	Strengthen student, teacher and community understanding of what student voice and agency means and looks like in a primary school setting. Implement school-wide approaches to explicitly teaching students about goal setting, self regulation and how to promote student ownership of learning. Plan how whole school professional learning will be implemented and revisited throughout the year to build teacher capacity to integrate student voice and agency in learning.			
Delivery of the annual actions for this KIS	Partially Completed			
Outcomes	Students, teachers and the school community will share a common understanding of what students voice and agency looks like in a primary school setting.			

	Teachers will incorporate more student voice and agency and goal setting in the planning of learning for 2024 and beyond. Teachers will adjust practice and implement ideas from professional learning opportunities to promote student perception of motivation and support.
Success indicators	Observations of changes to classroom displays and practices Internal professional learning attendance and shared readings for staff are documented Students, staff and parent perception survey results
Enablers <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Time constraints i.e., not enough time allocated <input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence
Commentary on progress <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> </ul>	Commenced Junior School Council run by primary welfare officer- actioning requests. Senior school sandpit built. New instrument lessons available, two bands and a choir. Running Club offered before school once a week Daily clubs that students can choose to attend- lego, chess, book club, fitness, netball etc. Daily 5 in the literacy block so students can decide what they want to focus on. More choice in what activities they engage within in the structure of lessons, for example what hands-on math game the play. Listened to student feedback and evidence-based practice and moved away from Reading Eggs and Mathletics and purchased subscription for Nessy and Prodigy.

<ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>More explicit strategies and adjustments to instructional model and teaching strategies to highlight agency.            PL around how to include more student voice.            Communication to parents about how we include student voice and agency</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>PLC's to implement survey tools as a way to seek feedback from students</p>	<p><input checked="" type="checkbox"/> PLC leaders</p>	<p>from: Term 1 to: Term 4</p>	<p>25%</p>



# Monitoring and assessment - 2024

## Mid-year monitoring

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	Increase in all areas in alignments with 2025 targets
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs across the school.
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Students in need of targeted Numeracy academic support or intervention will be identified and supported</p> <p>Students will know what the next steps are to progress their learning in Numeracy</p> <p>Students will display an increased use of Numeracy-specific vocabulary</p> <p>Teachers will identify student learning needs in Numeracy based on diagnostic assessment data</p> <p>Teachers will plan for differentiation based on student learning Numeracy data</p> <p>Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments</p> <p>Teachers will provide targeted academic support to students through Numeracy goals in IEPs</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional</p>

	learning
Success indicators	<p>Early indicators: Curriculum documentation will show plans for differentiation in Numeracy Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators: Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra SSS factors: instructional leadership, collective efficacy AtoSS factors: stimulated learning, advocate at school Increase in students achieving a scaled score of 125+ in PAT Maths assessment</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</li> <li><input checked="" type="checkbox"/> Sufficient time allocated</li> </ul>
<p>Barriers</p> <ul style="list-style-type: none"> <li>What barriers are impeding the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place</li> </ul>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li><i>Drawing on the relevant success indicators identified above, comment on your progress</i></li> </ul>	<p>Student IEP's documented and shared. Network Curriculum Day and Planning meeting have been completed in preparation for implementation of Maths 2.0 curriculum in 2025, during which staff demonstrated high levels of collegiality, understanding of student needs and 'zones of proximal development', along with high levels of understanding of how to best implement the new curriculum. There was increased acknowledgment of the importance of sharing of knowledge across network schools.</p>

<p><i>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Further cluster schools combined meetings planned. Coaching and modelling to staff across the school continues every Wednesday and Friday with Literacy Co-ordinator and Learning specialist, with particular focus on graduate/PTT teachers.</p>			
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs Review the assessment schedule and embed time for moderation of Numeracy</p>	<p><input checked="" type="checkbox"/> Learning specialist(s)</p>	<p>from: Term 1 to: Term 4</p>	<p>75%</p>

	<p>assessment in the professional learning calendar</p> <p>Review and update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra</p> <p>Review Maths 2.0 curriculum and begin to amend planning of curriculum for implementation in 2025.</p> <p>Begin modelling and peer observations with a focus on differentiation in Numeracy lessons</p> <p>Organise end-of-term focus groups with students, particularly those with low Numeracy results, to gather feedback on the instructional model so that this can be modified for greater impact</p>			
<p><b>KIS 1.b</b></p> <p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing via the RRRR curriculum Strengthen the school-wide approach towards communicating students wellbeing needs to parents/carers/kin.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	<p>Whole School Level:</p> <p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting</p>			

	<p>physical, social, emotional, cultural and civic wellbeing  Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs  Classroom Level:  Students will feel supported and engaged in classrooms and contribute to a strong classroom culture  At-risk students will be identified and receive targeted support in a timely manner  Students will have strong relationships with peers/staff  Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use  Teachers will implement a range of interventions in their classroom to support student wellbeing  Individual and small group level:  Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success  Students and families will be connected to allied health and mental health services  Families of at-risk students will receive regular communication and support from the school  Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers  Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing</p>
<p>Success indicators</p>	<p>Early indicators:  Classroom and peer observations  Observations of changes to classroom practices  Documentation of frameworks, policies or programs  Internal and external professional learning attendance and shared readings for staff are documented  Documentation of referrals/communication processes  Late indicators:  Students, staff and parent perception survey results  Attendance data  Health and wellbeing dashboards</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Sufficient budget</li> <li><input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)</li> <li><input checked="" type="checkbox"/> Sufficient time allocated</li> </ul>

<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<p><input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>School primary welfare officer has been completing classroom observations and providing guidance and support for students who are heightened etc. She also has created a space where students can come to regulate themselves and re-enter the classroom ready to learn. She has set up lunchtime clubs to support students who find 50 minutes of unstructured play in the yard challenging. The primary welfare officer is now participating in the implementation of the RRRR program in the grade 5 and 6 area. Our excellent attendance data indicates that students feel safe at school and want to come.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>Continued focus of implementation of consistent RRRR curriculum across the school, embedded in teachers planners.</p>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Additional Education Support staff to support at-risk students	<input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 2	<p>Whole school level:</p> <p>Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus</p> <p>Establish lunchtime clubs that promote healthy habits and positive relationships</p> <p>Gather data on student wellbeing needs to inform recruitment of mental health professionals</p> <p>Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs</p> <p>Promote wellbeing and mental health information in appropriate community languages and engage translation services</p> <p>Classroom level:</p> <p>Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise</p> <p>Identify and schedule appropriate professional learning for teachers implementing wellbeing programs</p>	<input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	50%

	<p>Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders</p> <p>Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health</p> <p>Individual and small group level: Update the professional learning schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</p> <p>Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students</p> <p>Partner with non-for-profit groups and external support agencies to provide targeted student support</p> <p>Establish protocols and processes to support at-risk students and organise weekly check-ins with families</p>			
Activity 3	Additional classroom teaching staff to ensure low student averages across all classes.	<input checked="" type="checkbox"/> Homegroup teachers	from: Term 1 to: Term 4	100%

<b>Goal 2</b>	Improve student outcomes in literacy and numeracy.
<b>12-month target 2.1 target</b>	Consistent implementation of Maths 2.0 curriculum and development of a scope and sequence across cluster schools



<b>12-month target 2.2 target</b>	Development of F-6 teacher capacity to explicitly teach reading strategies, monitor progress via student conferences and/or strategy groups, and implement Science of Reading approach to the teaching and assessment of reading comprehension.
<b>12-month target 2.3 target</b>	Reading and viewing teacher judgement to be at 85% in 2024 Writing to be at 82% in 2024 Number and algebra to be 84% in 2024
<b>12-month target 2.4 target</b>	Academic emphasis to be 78% in 2024 Collective efficacy to be 80% or above in 2024
<b>KIS 2.b</b> Building practice excellence	Build teacher capability to utilise data
Actions	To strengthen the understanding of staff of the new Maths curriculum. To strengthen the understanding of staff of the DIBELS assessment.
Delivery of the annual actions for this KIS	Completed
Outcomes	21. - Increased knowledge of the new maths curriculum 2.0 2.1- Adjustments to the 2025 planning and assessment for Mathematics 2.2 - Increased content knowledge of key comprehension strategies, teaching strategies, assessment strategies 2.2. - Teacher understanding of the SoR vs balanced literacy, planning actions reflect this knowledge 2.2 - Increased awareness of student's literacy needs informed by DIBELS assessments
Success indicators	2.1- Teachers attending network curriculum meeting to commence the planning of a consistent implementation of the new curriculum in 2025 2.1- Understanding and familiarisation of the scope and sequence of the new curriculum 2.1- Planning documents and assessment methods and schedule for 2025 amended to align with the new curriculum 2.2 - Students moving from DIBELS Red Range to Yellow Range, Green Range or Blue Range within 12 months 2.2 - Teacher conferencing notes and schedules 2.2 - Teacher literacy planners
Enablers	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e., HITS, PLC, Teaching partners, targeted funding)

<ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Sufficient time allocated
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>LS release weekly to model and support a consistent instructional model and assist staff with maths planning and resourcing. Completed two network meet ups in preparation for the new Maths Curriculum, with further meetings planned in Term 3 to ensure aligned Scope and Sequence across cluster schools.</p> <p>Literacy Leader released weekly to develop Professional Learning in relation to the adjustments to the teaching of literacy. Literacy Leader has also been modelling lessons and providing resources, along with assisting with the assessment process. Both the Literacy Leader and the Learning Specialist have been completing data analysis and interpretation to help with the amendment to planning and practice. Data presented in final meeting of term, demonstrating both evidence of students growth and changes to teacher practice.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	<p>Continue to work on how the new assessments impact the teaching of literacy, including progress monitoring in Term 3.</p> <p>Continue to refine the scope and sequence for 2025 mathematics, working with cluster schools.</p> <p>Begin looking at how the new Australian curriculum will be assessed and reported against.</p>

<ul style="list-style-type: none"> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence	1. <a href="#">Copy of Term 2 Literacy Frankston East PS Agile Leadership Framework.pdf</a> (0.21 MB)			
Activities	Activity	Who	When	Percentage complete
Activity 1	Literacy co-ordinator confirmed, one day per week allocated out of classroom	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 2	Learning specialist release weekly to analyse data and meet with teaching staff and tutor to adjust practice based on the data. This alongside the introduction of Literacy Leader role is an action to try to improve the Staff Opinion Survey Results in relation to academic emphasis and collective efficacy	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	50%
Activity 3	Continue to use of Elastik to triangulate data and use it to adjust planning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Utilise 2023 PAT data to drive the tutor learning program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	50%

			to: Term 3	
Activity 5	Replace PM Benchmarking with DIBELS Assessment (research based)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
Activity 6	PD Science of Reading approach to Reading Comprehension	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 7	1:1 and team coaching/mentoring of teachers by literacy leader	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	50%
Activity 8	whole school PL- maths curriculum and science of reading	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%

<b>Goal 3</b>	Strengthen student voice and agency to increase active participation in their learning.
<b>12-month target 3.1 target</b>	Stimulated learning to be 92% in 2024 Student voice and agency to be 75% in 2024 (68% in 2023) Self-regulation and goal setting to be 94% (was 91% in 2023)
<b>12-month target 3.2 target</b>	Promote student ownership of learning to be 91% in 2024 Use student feedback to improve practice to be 91% in 2024 (was 89% in 2023)

<b>12-month target 3.3 target</b>	Student voice and agency to be 94% in 2024 (as it exceeded goal in 2023) Student motivation and support to be 91% (as it exceeded goal in 2023)
<b>KIS 3.a</b> Empowering students and building school pride	Build understanding of student voice and agency in learning
Actions	Strengthen student, teacher and community understanding of what student voice and agency means and looks like in a primary school setting. Implement school-wide approaches to explicitly teaching students about goal setting, self regulation and how to promote student ownership of learning. Plan how whole school professional learning will be implemented and revisited throughout the year to build teacher capacity to integrate student voice and agency in learning.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Students, teachers and the school community will share a common understanding of what students voice and agency looks like in a primary school setting. Teachers will incorporate more student voice and agency and goal setting in the planning of learning for 2024 and beyond. Teachers will adjust practice and implement ideas from professional learning opportunities to promote student perception of motivation and support.
Success indicators	Observations of changes to classroom displays and practices Internal professional learning attendance and shared readings for staff are documented Students, staff and parent perception survey results
Enablers • What enablers are supporting the delivery of this KIS?	<input checked="" type="checkbox"/> Workforce stability and effective change management practices
Barriers	<input checked="" type="checkbox"/> Workforce capability i.e., in use of data and evidence

<ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	<input checked="" type="checkbox"/> Staff readiness for change / limited change management and support in place
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	<p>Commenced Junior School Council run by primary welfare officer- actioning requests. Senior school sandpit built. New instrument lessons available, two bands and a choir. Running Club offered before school once a week Daily clubs that students can choose to attend- lego, chess, book club, fitness, netball etc. Daily 5 in the literacy block so students can decide what they want to focus on. More choice in what activities they engage within in the structure of lessons, for example what hands-on math game the play. Listened to student feedback and evidence-based practice and moved away from Reading Eggs and Mathletics and purchased subscription for Nessy and Prodigy.</p>
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	<p>More explicit strategies and adjustments to instructional model and teaching strategies to highlight agency. PL around how to include more student voice. Communication to parents about how we include student voice and agency</p>

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PLC's to implement survey tools as a way to seek feedback from students	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	50%

# Monitoring and assessment - 2024

## Term 3 monitoring (optional)

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	Increase in all areas in alignments with 2025 targets
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs across the school.
<b>Delivery of the annual actions for this KIS</b>	<b>Completed</b>
<b>Outcomes</b>	Students in need of targeted Numeracy academic support or intervention will be identified and supported Students will know what the next steps are to progress their learning in Numeracy Students will display an increased use of Numeracy-specific vocabulary Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on student learning Numeracy data Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit assessments Teachers will provide targeted academic support to students through Numeracy goals in IEPs Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional



	learning
Success indicators	<p>Early indicators:  Curriculum documentation will show plans for differentiation in Numeracy  Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning  Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators:  Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra  SSS factors: instructional leadership, collective efficacy  AtoSS factors: stimulated learning, advocate at school  Increase in students achieving a scaled score of 125+ in PAT Maths assessment</p>
Enablers <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
Barriers <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
Commentary on progress <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress</i></li> </ul>	

<p><i>towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></p> <ul style="list-style-type: none"> <li>• <i>What is the evidence?</i></li> </ul>				
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
<p>OPTIONAL: Upload evidence</p>				
Activities	Activity	Who	When	Percentage complete
<p>Activity 1</p>	<p>Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs Review the assessment schedule and embed time for moderation of Numeracy</p>	<p><input checked="" type="checkbox"/> Learning specialist(s)</p>	<p>from: Term 1 to: Term 4</p>	<p>75%</p>

	<p>assessment in the professional learning calendar</p> <p>Review and update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra</p> <p>Review Maths 2.0 curriculum and begin to amend planning of curriculum for implementation in 2025.</p> <p>Begin modelling and peer observations with a focus on differentiation in Numeracy lessons</p> <p>Organise end-of-term focus groups with students, particularly those with low Numeracy results, to gather feedback on the instructional model so that this can be modified for greater impact</p>			
<p><b>KIS 1.b</b></p> <p>The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing via the RRRR curriculum Strengthen the school-wide approach towards communicating students wellbeing needs to parents/carers/kin.			
Delivery of the annual actions for this KIS	Completed			
Outcomes	<p>Whole School Level:</p> <p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting</p>			

	<p>physical, social, emotional, cultural and civic wellbeing  Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs  Classroom Level:  Students will feel supported and engaged in classrooms and contribute to a strong classroom culture  At-risk students will be identified and receive targeted support in a timely manner  Students will have strong relationships with peers/staff  Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use  Teachers will implement a range of interventions in their classroom to support student wellbeing  Individual and small group level:  Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success  Students and families will be connected to allied health and mental health services  Families of at-risk students will receive regular communication and support from the school  Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers  Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing</p>
<p>Success indicators</p>	<p>Early indicators:  Classroom and peer observations  Observations of changes to classroom practices  Documentation of frameworks, policies or programs  Internal and external professional learning attendance and shared readings for staff are documented  Documentation of referrals/communication processes  Late indicators:  Students, staff and parent perception survey results  Attendance data  Health and wellbeing dashboards</p>
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	

<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Additional Education Support staff to support at-risk students	<input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 2	<p>Whole school level:</p> <p>Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus</p> <p>Establish lunchtime clubs that promote healthy habits and positive relationships</p> <p>Gather data on student wellbeing needs to inform recruitment of mental health professionals</p> <p>Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs</p> <p>Promote wellbeing and mental health information in appropriate community languages and engage translation services</p> <p>Classroom level:</p> <p>Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise</p> <p>Identify and schedule appropriate professional learning for teachers implementing wellbeing programs</p>	<input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	50%

	<p>Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders</p> <p>Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health</p> <p>Individual and small group level: Update the professional learning schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions</p> <p>Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students</p> <p>Partner with non-for-profit groups and external support agencies to provide targeted student support</p> <p>Establish protocols and processes to support at-risk students and organise weekly check-ins with families</p>			
Activity 3	Additional classroom teaching staff to ensure low student averages across all classes.	<input checked="" type="checkbox"/> Homegroup teachers	from: Term 1 to: Term 4	100%

<b>Goal 2</b>	Improve student outcomes in literacy and numeracy.
<b>12-month target 2.1 target</b>	Consistent implementation of Maths 2.0 curriculum and development of a scope and sequence across cluster schools

<b>12-month target 2.2 target</b>	Development of F-6 teacher capacity to explicitly teach reading strategies, monitor progress via student conferences and/or strategy groups, and implement Science of Reading approach to the teaching and assessment of reading comprehension.
<b>12-month target 2.3 target</b>	Reading and viewing teacher judgement to be at 85% in 2024 Writing to be at 82% in 2024 Number and algebra to be 84% in 2024
<b>12-month target 2.4 target</b>	Academic emphasis to be 78% in 2024 Collective efficacy to be 80% or above in 2024
<b>KIS 2.b</b> Building practice excellence	Build teacher capability to utilise data
Actions	To strengthen the understanding of staff of the new Maths curriculum. To strengthen the understanding of staff of the DIBELS assessment.
Delivery of the annual actions for this KIS	Completed
Outcomes	2.1 - Increased knowledge of the new maths curriculum 2.0 2.1- Adjustments to the 2025 planning and assessment for Mathematics 2.2 - Increased content knowledge of key comprehension strategies, teaching strategies, assessment strategies 2.2. - Teacher understanding of the SoR vs balanced literacy, planning actions reflect this knowledge 2.2 - Increased awareness of student's literacy needs informed by DIBELS assessments
Success indicators	2.1- Teachers attending network curriculum meeting to commence the planning of a consistent implementation of the new curriculum in 2025 2.1- Understanding and familiarisation of the scope and sequence of the new curriculum 2.1- Planning documents and assessment methods and schedule for 2025 amended to align with the new curriculum 2.2 - Students moving from DIBELS Red Range to Yellow Range, Green Range or Blue Range within 12 months 2.2 - Teacher conferencing notes and schedules 2.2 - Teacher literacy planners
Enablers	



<ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> </ul>	

<ul style="list-style-type: none"> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Literacy co-ordinator confirmed, one day per week allocated out of classroom	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 2	Learning specialist release weekly to analyse data and meet with teaching staff and tutor to adjust practice based on the data. This alongside the introduction of Literacy Leader role is an action to try to improve the Staff Opinion Survey Results in relation to academic emphasis and collective efficacy	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	50%
Activity 3	Continue to use of Elastik to triangulate data and use it to adjust planning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Utilise 2023 PAT data to drive the tutor learning program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	50%

			to: Term 3	
Activity 5	Replace PM Benchmarking with DIBELS Assessment (research based)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
Activity 6	PD Science of Reading approach to Reading Comprehension	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 7	1:1 and team coaching/mentoring of teachers by literacy leader	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	50%
Activity 8	whole school PL- maths curriculum and science of reading	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%

<b>Goal 3</b>	Strengthen student voice and agency to increase active participation in their learning.
<b>12-month target 3.1 target</b>	Stimulated learning to be 92% in 2024 Student voice and agency to be 75% in 2024 (68% in 2023) Self-regulation and goal setting to be 94% (was 91% in 2023)
<b>12-month target 3.2 target</b>	Promote student ownership of learning to be 91% in 2024 Use student feedback to improve practice to be 91% in 2024 (was 89% in 2023)

<b>12-month target 3.3 target</b>	Student voice and agency to be 94% in 2024 (as it exceeded goal in 2023) Student motivation and support to be 91% (as it exceeded goal in 2023)
<b>KIS 3.a</b> Empowering students and building school pride	Build understanding of student voice and agency in learning
Actions	Strengthen student, teacher and community understanding of what student voice and agency means and looks like in a primary school setting. Implement school-wide approaches to explicitly teaching students about goal setting, self regulation and how to promote student ownership of learning. Plan how whole school professional learning will be implemented and revisited throughout the year to build teacher capacity to integrate student voice and agency in learning.
Delivery of the annual actions for this KIS	<b>Partially Completed</b>
Outcomes	Students, teachers and the school community will share a common understanding of what students voice and agency looks like in a primary school setting. Teachers will incorporate more student voice and agency and goal setting in the planning of learning for 2024 and beyond. Teachers will adjust practice and implement ideas from professional learning opportunities to promote student perception of motivation and support.
Success indicators	Observations of changes to classroom displays and practices Internal professional learning attendance and shared readings for staff are documented Students, staff and parent perception survey results
Enablers <ul style="list-style-type: none"> <li>• What enablers are supporting the delivery of this KIS?</li> </ul>	
Barriers	

<ul style="list-style-type: none"> <li>• What barriers are impeding the delivery of this KIS?</li> </ul>	
<p>Commentary on progress</p> <ul style="list-style-type: none"> <li>• <i>Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed?</i></li> <li>• <i>What is the evidence?</i></li> </ul>	
<p>Future planning</p> <ul style="list-style-type: none"> <li>• <i>What action will be taken next?</i></li> <li>• <i>What support is required?</i></li> <li>• <i>What adjustments or additions will you make to your AIP to document these next steps?</i></li> </ul>	

OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PLC's to implement survey tools as a way to seek feedback from students	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	50%

# Monitoring and assessment - 2024

## End-of-year monitoring

<b>Goal 1</b>	<b>Priorities goal</b> In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
<b>12-month target 1.1 target</b>	Increase in all areas in alignments with 2025 targets
<b>Has this 12-month target been met</b>	Not Met
<b>KIS 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
<b>Actions</b>	Build staff capacity in assessment and differentiation in Numeracy in order to identify and meet students' individual learning needs across the school.
<b>Delivery of the annual actions for this KIS</b>	Completed
<b>Outcomes</b>	Students in need of targeted Numeracy academic support or intervention will be identified and supported Students will know what the next steps are to progress their learning in Numeracy Students will display an increased use of Numeracy-specific vocabulary Teachers will identify student learning needs in Numeracy based on diagnostic assessment data Teachers will plan for differentiation based on student learning Numeracy data Teachers will implement differentiated teaching and learning to meet individual student needs using data from pre and post unit

	<p>assessments</p> <p>Teachers will provide targeted academic support to students through Numeracy goals in IEPs</p> <p>Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning</p>
Success indicators	<p>Early indicators:</p> <p>Curriculum documentation will show plans for differentiation in Numeracy</p> <p>Pre unit and post unit assessment results will be documented and regularly analysed to inform future planning</p> <p>Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed.</p> <p>Late indicators:</p> <p>Victorian Curriculum teacher judgements will show increased learning growth in Number and Algebra</p> <p>SSS factors: instructional leadership, collective efficacy</p> <p>AtoSS factors: stimulated learning, advocate at school</p> <p>Increase in students achieving a scaled score of 125+ in PAT Maths assessment</p>
Reflection on progress	
<p>Enablers</p> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</li> </ul>	
<p>Barriers</p> <ul style="list-style-type: none"> <li>• What barriers are impeding/impeded the delivery of this KIS?</li> </ul>	
OPTIONAL: Upload evidence	



Activities	Activity	Who	When	Percentage complete
Activity 1	<p>Develop a professional learning plan that supports staff to identify and meet students' individual Numeracy learning needs</p> <p>Review the assessment schedule and embed time for moderation of Numeracy assessment in the professional learning calendar</p> <p>Review and update IEPs to include Numeracy goals for selected students working below the expected level in Number and Algebra</p> <p>Review Maths 2.0 curriculum and begin to amend planning of curriculum for implementation in 2025.</p> <p>Begin modelling and peer observations with a focus on differentiation in Numeracy lessons</p> <p>Organise end-of-term focus groups with students, particularly those with low Numeracy results, to gather feedback on the instructional model so that this can be modified for greater impact</p>	<input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	75%
<b>KIS 1.b</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	Establish a whole school approach to physical/social/ emotional/cultural/civic wellbeing via the RRRR curriculum Strengthen the school-wide approach towards communicating students wellbeing needs to parents/carers/kin.
Delivery of the annual actions for this KIS	Completed
Outcomes	<p>Whole School Level:</p> <p>Teachers will incorporate trauma informed practices in classes and in planning units of work</p> <p>Teachers will implement and model consistent routines</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing</p> <p>Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs</p> <p>Classroom Level:</p> <p>Students will feel supported and engaged in classrooms and contribute to a strong classroom culture</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 and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use</p> <p>Teachers will implement a range of interventions in their classroom to support student wellbeing</p> <p>Individual and small group level:</p> <p>Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success</p> <p>Students and families will be connected to allied health and mental health services</p> <p>Families of at-risk students will receive regular communication and support from the school</p> <p>Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers</p> <p>Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing</p>
Success indicators	<p>Early indicators:</p> <p>Classroom and peer observations</p> <p>Observations of changes to classroom practices</p> <p>Documentation of frameworks, policies or programs</p> <p>Internal and external professional learning attendance and shared readings for staff are documented</p> <p>Documentation of referrals/communication processes</p> <p>Late indicators:</p> <p>Students, staff and parent perception survey results</p>

	Attendance data Health and wellbeing dashboards			
Reflection on progress				
Enablers • What enablers are supporting/supported the delivery of this KIS?				
Barriers • What barriers are impeding/impeded the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Additional Education Support staff to support at-risk students	<input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	50%
Activity 2	Whole school level: Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus Establish lunchtime clubs that promote	<input checked="" type="checkbox"/> Allied health	from: Term 1 to: Term 4	50%

	<p>healthy habits and positive relationships  Gather data on student wellbeing needs to inform recruitment of mental health professionals  Use DET tools such as the Mental Health Planning Tool to better understand student wellbeing needs  Promote wellbeing and mental health information in appropriate community languages and engage translation services  Classroom level:  Review processes for documenting engagements with parents/carers/kin to ensure appropriate follow up when difficult situations arise  Identify and schedule appropriate professional learning for teachers implementing wellbeing programs  Review staff role statements to provide clarity of responsibility of teachers, education support staff and middle leaders  Research, identify and implement wellbeing programs to create classroom environments that promote positive mental health  Individual and small group level:  Update the professional learning schedule to include a regular time for the Wellbeing Team to speak with staff and for staff to ask questions  Nominate one teacher as a key contact and allocate time in the professional calendar for them to communicate with parents/carers/kin of at risk students  Partner with non-for-profit groups and</p>			
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	external support agencies to provide targeted student support Establish protocols and processes to support at-risk students and organise weekly check-ins with families			
Activity 3	Additional classroom teaching staff to ensure low student averages across all classes.	<input checked="" type="checkbox"/> Homegroup teachers	from: Term 1 to: Term 4	100%

<b>Goal 2</b>	Improve student outcomes in literacy and numeracy.
<b>12-month target 2.1 target</b>	Consistent implementation of Maths 2.0 curriculum and development of a scope and sequence across cluster schools
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 2.2 target</b>	Development of F-6 teacher capacity to explicitly teach reading strategies, monitor progress via student conferences and/or strategy groups, and implement Science of Reading approach to the teaching and assessment of reading comprehension.
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 2.3 target</b>	Reading and viewing teacher judgement to be at 85% in 2024 Writing to be at 82% in 2024 Number and algebra to be 84% in 2024
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 2.4 target</b>	Acedemic emphasis to be 78% in 2024 Collective efficacy to be 80% or above in 2024

<b>Has this 12-month target been met</b>	Not Met
<b>KIS 2.b</b> Building practice excellence	Build teacher capability to utilise data
Actions	To strengthen the understanding of staff of the new Maths curriculum. To strengthen the understanding of staff of the DIBELS assessment.
Delivery of the annual actions for this KIS	Completed
Outcomes	21. - Increased knowledge of the new maths curriculum 2.0 2.1- Adjustments to the 2025 planning and assessment for Mathematics 2.2 - Increased content knowledge of key comprehension strategies, teaching strategies, assessment strategies 2.2. - Teacher understanding of the SoR vs balanced literacy, planning actions reflect this knowledge 2.2 - Increased awareness of student's literacy needs informed by DIBELS assessments
Success indicators	2.1- Teachers attending network curriculum meeting to commence the planning of a consistent implementation of the new curriculum in 2025 2.1- Understanding and familiarisation of the scope and sequence of the new curriculum 2.1- Planning documents and assessment methods and schedule for 2025 amended to align with the new curriculum 2.2 - Students moving from DIBELS Red Range to Yellow Range, Green Range or Blue Range within 12 months 2.2 - Teacher conferencing notes and schedules 2.2 - Teacher literacy planners
Reflection on progress	
Enablers <ul style="list-style-type: none"> <li>What enablers are supporting/supported the delivery of this KIS?</li> </ul>	

Barriers				
<ul style="list-style-type: none"> <li>• What barriers are impeding/impeded the delivery of this KIS?</li> </ul>				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Literacy co-ordinator confirmed, one day per week allocated out of classroom	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Learning specialist(s)	from: Term 1 to: Term 4	50%
Activity 2	Learning specialist release weekly to analyse data and meet with teaching staff and tutor to adjust practice based on the data. This alongside the introduction of Literacy Leader role is an action to try to improve the Staff Opinion Survey Results in relation to academic emphasis and collective efficacy	<input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	50%
Activity 3	Continue to use of Elastik to triangulate data and use it to adjust planning	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	50%
Activity 4	Utilise 2023 PAT data to drive the tutor learning program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	50%

Activity 5	Replace PM Benchmarking with DIBELS Assessment (research based)	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%
Activity 6	PD Science of Reading approach to Reading Comprehension	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 2	50%
Activity 7	1:1 and team coaching/mentoring of teachers by literacy leader	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	50%
Activity 8	whole school PL- maths curriculum and science of reading	<input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	50%

<b>Goal 3</b>	Strengthen student voice and agency to increase active participation in their learning.
<b>12-month target 3.1 target</b>	Stimulated learning to be 92% in 2024 Student voice and agency to be 75% in 2024 (68% in 2023) Self-regulation and goal setting to be 94% (was 91% in 2023)
<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 3.2 target</b>	Promote student ownership of learning to be 91% in 2024 Use student feedback to improve practice to be 91% in 2024 (was 89% in 2023)



<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 3.3 target</b>	Student voice and agency to be 94% in 2024 (as it exceeded goal in 2023) Student motivation and support to be 91% (as it exceeded goal in 2023)
<b>Has this 12-month target been met</b>	Not Met
<b>KIS 3.a</b> Empowering students and building school pride	Build understanding of student voice and agency in learning
Actions	Strengthen student, teacher and community understanding of what student voice and agency means and looks like in a primary school setting. Implement school-wide approaches to explicitly teaching students about goal setting, self regulation and how to promote student ownership of learning. Plan how whole school professional learning will be implemented and revisited throughout the year to build teacher capacity to integrate student voice and agency in learning.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Students, teachers and the school community will share a common understanding of what students voice and agency looks like in a primary school setting. Teachers will incorporate more student voice and agency and goal setting in the planning of learning for 2024 and beyond. Teachers will adjust practice and implement ideas from professional learning opportunities to promote student perception of motivation and support.
Success indicators	Observations of changes to classroom displays and practices Internal professional learning attendance and shared readings for staff are documented Students, staff and parent perception survey results
Reflection on progress	

<b>Enablers</b> <ul style="list-style-type: none"> <li>• What enablers are supporting/supported the delivery of this KIS?</li> </ul>				
<b>Barriers</b> <ul style="list-style-type: none"> <li>• What barriers are impeding/impeded the delivery of this KIS?</li> </ul>				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>
Activity 1	PLC's to implement survey tools as a way to seek feedback from students	<input checked="" type="checkbox"/> PLC leaders	from: Term 1 to: Term 4	50%

<b>Future planning</b>				
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# Monitoring and Self-assessment - 2024

SEIL Feedback