

Monitoring and Assessment - 2023

Little River Primary School (1961)



Submitted for review by Gavin Nelson (School Principal) on 13 December, 2022 at 10:49 AM
Endorsed by Brent Richards (Senior Education Improvement Leader) on 06 April, 2023 at 07:45 PM
Awaiting endorsement by School Council President

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>By 2023, increase the number of students working at or above the expected level in Number and Algebra from 70% (2022) to 80%.</p> <p>By 2023, increase the proportion of students achieving one or more year's growth in Number and Algebra from 73% to 90%.</p> <p>By 2023, increase the positive endorsement of the AtoSS factor 'Sense of connectedness' from 95% (2020-2022) to 98% and 'Student voice and agency' from 91% (2020-2022) to 95%.</p> <p>By 2023, to increase the percentage of students with less than 20 days absent from 56% (2022) to 75%.</p>
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<p>Maintain PLC structures to support teacher collaboration and strengthen teaching practice and strengthen teaching practice.</p> <p>Develop tiered systems of support that enable teachers identify and respond to students' individual learning needs.</p>
Outcomes	<p>Students in need of targeted academic support or intervention will be identified and supported.</p> <p>Students will know what the next steps are to progress their learning and report higher levels of confidence with numeracy skills.</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources, including the formation of targeted tutoring groups with higher levels of monitoring and support.</p> <p>Teachers will provide regular feedback and monitor students progress through PLC discussions.</p> <p>PLC leaders will facilitate reflective practice, focusing on evaluating and adapting teaching and assessment.</p>

	School leaders will have an accurate understanding of student learning progress and provide PLC leaders and staff with support to raise outcomes.			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Progress against Individual Learning Plans and Individual Education Plans (where required) • Data used to identify and track students for tutoring program will show student learning growth • Essential Assessment pre- and post- unit tests will show growth and be used to inform future planning • Student Maths survey data • PLC minutes/documentation • PLC & Teacher planning documents with evidence of differentiated practice <p>Late indicators:</p> <ul style="list-style-type: none"> • Semester 1 & 2 teacher judgements • NAPLAN results • Essential Assessment Term 2 and 4 tests 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review the professional calendar and update to prioritise collaboration time in PLCs	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%

Activity 2	Review Semester 2 2022 data (including growth data) to identify students for the tutoring and high ability programs and students outside of these programs who will need either support or extension.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 3	Establish a process for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 4	Establish protocols for tutoring program and ongoing documentation to ensure regular review of student progress.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 5	Develop protocols for ensuring planning documents incorporate identified extension and support opportunities for identified students and processes within PLCs for reviewing these.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 6	Provide targeted professional learning for staff to support with differentiating based on student need in Maths.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	<p>Strengthen the school-wide approach to positive classroom culture through incorporation of SW-PBS, Berry Street and Resilience, Rights and Respectful Relationships frameworks.</p> <p>Develop a plan to strengthen community ties through parent involvement in learning and wellbeing initiatives and activities.</p>			

Outcomes	<p>Students will be able to articulate their current emotional awareness and resilience.</p> <p>Students will be able to explain what positive mental health means and where they can seek support at school.</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas.</p> <p>Teachers will be able to recognise, respond to and refer students' mental health needs.</p> <p>Leaders will support the continuous development, documentation and revision of whole school wellbeing approaches.</p> <p>The Principal and Well-Being and Inclusion Teacher will directly support students' mental health and/or provide referrals.</p>			
Success Indicators	<p>Teacher's curriculum planners will show social and emotional learning throughout.</p> <p>PLC meetings will show evidence of social and emotional discussions leading to further differentiated planning.</p> <p>Student support resources located in classrooms and the school reminding students where help can be sought.</p> <p>School Staff Survey results around trust in colleagues</p> <p>AtoSS results around sense of connectedness, emotional awareness and regulation and resilience</p> <p>Parent Survey results</p>			
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Establish Leading Teacher – Wellbeing and Inclusion role to oversee inclusion strategy and support staff	<input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	Complete Berry Street training for all staff and monitor implementation in classrooms.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 3	Strengthen curriculum documentation to support staff in implementing positive classroom climates.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Establish processes for regularly monitoring student attendance and following up with support plans as needed.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Conduct learning walks and facilitate peer observations to support staff in embedding effective strategies for a positive classroom culture.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	Identify opportunities to engage families in learning and establish a timeline of these to ensure continuity throughout the year.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Mid-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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Activity 2	Review Semester 2 2022 data (including growth data) to identify students for the tutoring and high ability programs and students outside of these programs who will need either support or extension.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
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Monitoring and Assessment - 2023

Term 3 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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Activity 6	Identify opportunities to engage families in learning and establish a timeline of these to ensure continuity throughout the year.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

End-of-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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Has this 12 month target met	Not Met
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Maintain PLC structures to support teacher collaboration and strengthen teaching practice and strengthen teaching practice. Develop tiered systems of support that enable teachers identify and respond to students' individual learning needs.
Outcomes	Students in need of targeted academic support or intervention will be identified and supported. Students will know what the next steps are to progress their learning and report higher levels of confidence with numeracy skills. Teachers will provide students with the opportunity to work at their level using differentiated resources, including the formation of targeted tutoring groups with higher levels of monitoring and support. Teachers will provide regular feedback and monitor students progress through PLC discussions.

	PLC leaders will facilitate reflective practice, focusing on evaluating and adapting teaching and assessment. School leaders will have an accurate understanding of student learning progress and provide PLC leaders and staff with support to raise outcomes.			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> • Progress against Individual Learning Plans and Individual Education Plans (where required) • Data used to identify and track students for tutoring program will show student learning growth • Essential Assessment pre- and post- unit tests will show growth and be used to inform future planning • Student Maths survey data • PLC minutes/documentation • PLC & Teacher planning documents with evidence of differentiated practice <p>Late indicators:</p> <ul style="list-style-type: none"> • Semester 1 & 2 teacher judgements • NAPLAN results • Essential Assessment Term 2 and 4 tests 			
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KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Actions	<p>Strengthen the school-wide approach to positive classroom culture through incorporation of SW-PBS, Berry Street and Resilience, Rights and Respectful Relationships frameworks.</p> <p>Develop a plan to strengthen community ties through parent involvement in learning and wellbeing initiatives and activities.</p>			
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Monitoring and Self-assessment - 2023

SEIL Feedback