

Monitoring and Assessment - 2021

Macedon Primary School (1660)



Submitted for review by Matthew Forrest (School Principal) on 18 January, 2021 at 03:28 PM

Endorsed by Christopher Eeles (Senior Education Improvement Leader) on 18 January, 2021 at 03:41 PM

Awaiting endorsement by School Council President

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	To improve student outcomes in Reading.
12 Month Target 1.1	<p>By the end of semester one 2021 we will have increased the percentage of student working 12 or more months ahead in the PAT reading test by 10%.</p> <p>By the end of semester one 2021 we will have decreased the percentage of student working 12 or more months below in the PAT reading test by 5%.</p> <p>NOTE: Compare the Semester two 2020 PAT reading data to the semester one 2021 PAT reading data, single test analysis. When working with staff we will make sure to confert these percentages no number of students.</p>
KIS 1.a Building practice excellence	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> -Establish PLCs structures to support teacher collaboration, investigate teacher practice (Reading and Mathematics), learning walks, data literacy and reflection to strengthen teaching practice. - Continuing to use essential assessments to support differentiation in our Mathematics curriculum and pedagogy. - Continue to moderate student writing to support point of need teaching in writing for all students. - Match whole school professional learning to our reading priority goal. - Support staff to develop their Professional Development Plan (PDP) goals around the priority AIP goals. - Continue data wall conversation and move the focus to providing evidence of student progress toward the school wide goals. - Establish and implement an agreed school wide guided reading approach. - Implement the tutor initiative program.
Outcomes	<p>Leaders Will -</p> <ul style="list-style-type: none"> - Establish a profession learning plan linked to our AIP goals - Learn about running successful PLCs - Lead by example in PLC meetings - Set agendas for meetings early with a strong focus on meeting norms and protocols - develop timetables and staff learning about how to incorporate the tutor program resources.

	<p>Teachers Will</p> <ul style="list-style-type: none"> - Teachers will confidently and accurately identify the student learning needs of their students - PLCs will meet to engage in reflective practice, evaluate and plan curriculum and assessments - Teachers will use HITS to plan lessons and units - Teachers will consistently and explicitly implement the school's instructional model and agreed guided reading approaches - Teachers and support staff will have a consistent understanding of core-curriculum priority areas - Teachers will consistently implement the agreed assessment schedule - Teachers and leaders will regularly update data walls - Teacher will provide regular feedback to students and monitor student progress using data walls - Teachers will provide students with the opportunity to work at their level point of need using differentiated resources - Nominated or relevant teachers and leaders will establish intervention/small group tutoring - Teachers will work in collaboration with the class tutor to implement targeted improvement program. <p>Students Will -</p> <ul style="list-style-type: none"> - Clearly articulate their learning goals - Understand the Learning Intention (LI) and Success Criteria (SC) for all lessons. - Will receive feedback about their learning goals - Students will experience success and celebrate the acquisition of knowledge - Students in need of targeted academic support or intervention will be identified and supported - Focus students will know what their next steps are to progress their learning
Success Indicators	<ul style="list-style-type: none"> - Teachers' formative assessment data and teacher judgement data - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating take up of professional learning strategies - Student feedback on differentiation, the instructional model, and use of common strategies - Documentation and data from formative assessments - A documented assessment schedule and evidence of teachers inputting data and moderating assessments - Data walls indicate student progress - Differentiated curriculum documents and evidence of student learning at different levels - Engagement data from Learning Management Systems/virtual classrooms - Data used to identify students for tailored supports - Differentiated resources used in tailored supports - Assessment data and student surveys from intervention groups - Appointment/staffing of programs - Progress against Individual Education Plans

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	Engage staff in the PLC core professional learning.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Support tutor to complete small group instruction in classrooms.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Use essential assessments to support differentiation in our Mathematics curriculum.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Facilitate data wall sessions with the "focus students" as the main topic of discuss. Staff to bring evidence of progress to these meetings.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%

Activity 5	Learning walks to interview "focus students" from each class to establish the extent to which they have goals and are receiving feedback.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 6	Develop a school wide PDP goal that links to the reading AIP goal	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 7	Include professional learning about analysing standardised test scores	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Regularly moderate student writing to support point of need teaching.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 1 to: Term 4	0%
Activity 9	Include a "norms and protocols" session in the PL plan.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 10	Develop a consistent approach to guided reading that is adhered to in all classrooms.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			

<p>Actions</p>	<ul style="list-style-type: none"> - Strengthen whole school student to students relationships through peer and group learning activities. This would include student led lunchtime activities as a part of the student leadership program. - Continue to develop the Rights Resilience and Respectful Relationships (RRRR) program on Monday afternoons with a focus on mental health. - Promote daily evidence based proactive wellbeing activities such as daily exercise, guided meditation, brain gym and gratitude reflection circles. - Liaise with student support services and external agencies to support student wellbeing and mental health. - Establish a student/teacher mentoring program for students with complex and additional needs.
<p>Outcomes</p>	<p>Leaders will</p> <ul style="list-style-type: none"> - establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing - Support staff to develop programs that will enhance the opportunities for health and wellbeing promotion within the school. - Connect the school with external supports to build our understanding of supporting student with a additional needs. <p>Teachers will</p> <ul style="list-style-type: none"> - engage students in activities that are proven to improve mental and physical health such as physical activity and guided meditation. - support student leaders to run programs for younger student during lunch periods - act as mentors for our vulnerable students. <p>Students will</p> <ul style="list-style-type: none"> - engage in leadership opportunities and students have additional activities to participate in during lunch and recess time. - learn about strategies to promote positive mental health and wellbeing. - improve their physical fitness and mindfulness skills. - (if vulnerable) connect with a trusted adult within the school who will act as a mentor.
<p>Success Indicators</p>	<ul style="list-style-type: none"> - Documented student staff mentor matches on google drive. - Documented timetable of student led activities for lunchtime. - Yard duty timetable indicates student activities leader with assigned time and role. - RRRR planner includes a lessons on mental health and wellbeing. - Planners will include termly focus of proactive wellbeing activities. - Photos of the students completing these activities. - Documented list of student mentor connections. - Role description for the mentor teachers.

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	Designated time allocated for the proactive wellbeing activities (smiling mind, daily exercise, brain gym) program in classrooms.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Designated time allocated for the RRRR program in classrooms.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Wellbeing coordinator to introduce and facilitate a student mentoring program for vulnerable students.	<input checked="" type="checkbox"/> Student Wellbeing Co-ordinator	from: Term 1 to: Term 4	0%
Activity 4	Develop a student leadership program that supports the student leaders to run lunchtime activities.	<input checked="" type="checkbox"/> Student Leadership Coordinator	from: Term 1 to: Term 4	0%

KIS 1.c Parents and carers as partners	Connected schools priority
Actions	- Support our parents to develop an understanding of the school goals and the information they need to better support their children to improve in these areas.
Outcomes	<p>Our Leaders Will</p> <ul style="list-style-type: none"> - connect with the parents community via webex/face to face info sessions - lead the development of resources that will support our parents to better support their children - hold forums, and foster a closer connection to our parents through online and face to face meetings. <p>Our Teachers Will</p> <ul style="list-style-type: none"> - develop "how to" videos to support parents when working at home with their children. - engage in webex or face to face information sessions for parent in term one - develop termly overviews that outline the curriculum for parents in term two, term three and term four. <p>Our student will</p> <ul style="list-style-type: none"> - Experience their parents reading and completing home learning with them - <p>Our parents will</p> <ul style="list-style-type: none"> -be able to articulate the schoolwide AIP goals about what students are learning in the classroom - have better access to information that will support them to support their children - be able to assist children to maximise their learning in English and Mathematics - have opportunities to contribute to the vision of the school
Success Indicators	<ul style="list-style-type: none"> - parents will be able to support the improvement of their children's home learning. - improvement in the school communication and teacher communication measures in the parent opinion survey. - positive parent engagement in the curriculum and pedagogy.
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	Face to face or WebEx parent information sessions in term 1 for all year levels.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leading Teacher(s)	from: Term 1 to: Term 1	0%
Activity 2	Create "how to" videos to support student to be successful. e.g. how to complete home reading with you child/ren to promote success.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	0%
Activity 3	Teaching team newsletters that shares the focus for the term T2, T3 and T4 with our parents and carers	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)	from: Term 2 to: Term 4	0%
Activity 4	WebEx meetings with parents to engage them in schools approach to curriculum planning and our pedagogy.	<input checked="" type="checkbox"/> Leadership Team	from: Term 2 to: Term 4	0%

Monitoring and Self-assessment - 2021

SEIL Feedback