**Monitoring and Assessment - 2021**

Natimuk Primary School (1548)



Submitted for review by Ingrid Clarkson (School Principal) on 16 November, 2020 at 10:53 AM  
Endorsed by Joanna Day (Senior Education Improvement Leader) on 02 December, 2020 at 12:11 PM  
Endorsed by Stuart Mathieson (School Council President) on 10 December, 2020 at 11:53 AM

**Monitoring and Assessment - 2021**

**Term 1 monitoring (optional)**

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| Goal 1 | | 2021 Priorities Goal | | | |
| 12 Month Target 1.1 | | By the end of 2021, all students will have accessed additional support to meet the priorities of Learning catch-up and extension, Happy, active and healthy kids and Connected schools. | | | |
| KIS 1.a Curriculum planning and assessment | | Learning, catch-up and extension priority | | | |
| Actions | | Build teacher capacity with a focus on P - 2, through PD, staff meetings and peer observations | | | |
| Outcomes | | Increased Staff knowledge of High Impact Teaching Strategies Increased Staff knowledge on students through data analysis Staff to use Assessment Schedule Improved communication / feedback between teachers and students Student's actively engaged with learning goals and planning their own learning Teacher's planning will show realistic but differentiated learning goals Teachers will develop a consistency in of practice across the whole school Leaders will see consistency across all classrooms  All staff will consult and monitor actions against FISO dimensions | | | |
| Success Indicators | | Documentation of unit planning Collection of data according to Assessment Schedule Students using the additional staff for support Staff in place to provide the additional support | | | |
| 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 | Use of an agreed Assessment Schedule and conduct start of year assessments on all students to inform decision making. | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Monitor student progress throughout the year using diagnostic tools/assessments and observations | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Ensure all students have access to transition programs | | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Continue to work on Instructional Model to support curriculum delivery | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Employ a Tutor for the program | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Staff to All staff to collaborate, collect and analyse the data in Literacy and Numeracy and apply intervention measures and extension to meet the needs of students | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Continue to develop knowledge, understanding and implementation of HITS focusing on Structuring Lessons and Explicit Teaching | | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| KIS 1.b Health and wellbeing | | Happy, active and healthy kids priority | | | |
| Actions | | Re engage students through a variety of camps, excursions and activities | | | |
| Outcomes | | Teachers will demonstrate understanding and empathy to help students and their families Connection to Student Support Services Rise in self-esteem and confidence in children Students at risk will be identified  Students attend school regularly | | | |
| Success Indicators | | Shared goals in staff PDPs Wellbeing program implemented Student participation in fun activities, camps and excursions Attitudes to Schools Survey data - Sense of Confidence and Sense of Connectedness Parent Opinion Survey data - Parent Satisfaction, Confidence and Resilience Absence Data | | | |
| 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 | Cross age tutoring, learning activities in all subject areas | | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Ensure all students have access to transition programs for Kinder to Prep, Year 6 to Year 7 and across year levels | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Encourage regular attendance by all students through an activity based program - sport and cooking | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Provide student and or family support or counselling | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Re-introduce activities such as sports, camps and excursions and fun activities | | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Staff PDPs to reflect priorities | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Re-connect students to their classroom and school routines | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| KIS 1.c Building communities | | Connected schools priority | | | |
| Actions | | Keep students, parents and community connected to school through a range of programs and projects | | | |
| Outcomes | | Parents and families will feel welcome Relationship connections between students/staff and parents will be stronger Students will have a positive attitude towards school and their learning Teachers will continue to include digital learning | | | |
| Success Indicators | | Student Satisfaction in ATSS Parent Satisfaction in Parent Opinion Survey General feedback from parents and students Absence Data | | | |
| 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 | Conduct meetings with parents especially of vulnerable students or when incidents occur; Scheduled meetings with parents twice a year and upon request | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Connect with parents by being present in the mornings as students arrive and in the afternoons to enable conversations to take place | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Sculpture Project to be completed and utilised by parents when picking up children. Students and teachers use the space for outdoor learning, general use of space for relaxation | | 🗹 All Staff | from: Term 1  to: Term 3 | 0% |
| Activity 4 | Working Bee to be held once a term with BBQ to create community atmosphere | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Surveys completed at nominated times throughout the year | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Staff PDP to show digital learning | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Connect with parents digitally and through newsletters and interviews | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Goal 2 | | To improve literacy outcomes for all students | | | |
| 12 Month Target 2.1 | | By 2022, each year F - 6 student to make at least one year of progress each school year against the Victorian Curriculum in Literacy - reading and writing and Numeracy, or, meet the goals set out on their Individual Learning Plan. | | | |
| 12 Month Target 2.2 | | By 2022, maintain the number of students in the middle and top two bands in NAPLAN Reading and Writing from Year 3 to Year 5 (matched cohort). | | | |
| KIS 2.a Building practice excellence | | Consolidate capacity of teachers to consistently deliver the school’s instruction model, high impact teaching strategies | | | |
| Actions | | Build teacher capacity with a focus on 3 - 6, through PD, staff meetings and peer observations | | | |
| Outcomes | | Increased Staff knowledge of High Impact Teaching Strategies Improved communication / feedback between teachers and students Consistency in of practice across the whole school Consistency across all classrooms Select High Impact Strategies to include in Staff PDP Continue to implement Learning Intentions and Success Criteria for Writing - set clear and challenging goals for students  Continue to implement the CAFE Reading curriculum across Years P - 4 Consult and monitor actions against FISO dimensions Vulnerable students will access a tutor and/or additional support for intervention | | | |
| Success Indicators | | NAPLAN Reading and Writing Teacher Judgements and twice yearly reporting to parents A CAFE Reading Plan document ready for use and review Students understand the lesson routine and confidently negotiate the sequence of steps/activities Instructional model and lesson delivery  Evidence of whole school curriculum delivery | | | |
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| Barriers | |  | | | |
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| Future planning | |  | | | |
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| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Assessment Schedule followed and data collected for analysis | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Implement the Instructional Model with planned sequencing of teaching and learning activities | | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Staff PDP will include reference to HITS and CAFE Reading | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Student writing moderated against the Victorian Curriculum in Literacy | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Reporting to parents twice a year on student achievements | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 6 | Support Graduate Teacher with CAFE Reading | | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| KIS 2.b Evaluating impact on learning | | Develop evidence-based procedures to monitor and evaluate the effectiveness of whole school curriculum delivery. | | | |
| Actions | | Staff will focus on explicit teaching | | | |
| Outcomes | | Increased teacher capacity to motivate and stimulate the students in learning Improved communication / feedback between teachers and students Student's actively engaged with learning goals and planning their own learning Teachers planning will show realistic but differentiated learning goals Teachers will show consistency of practice across the whole school  Consistency across all classrooms All staff will select High Impact Strategies to include in Staff PDP Teachers will continue to implement Learning Intentions and Success Criteria for Writing - set clear and challenging goals for students | | | |
| Success Indicators | | ATTSS Teacher survey Absence data NAPLAN Teacher Observations | | | |
| Delivery of the annual actions for this KIS | |  | | | |
| Enablers | |  | | | |
| Barriers | |  | | | |
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| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Learning intentions and success criteria used and visible in the classroom promote student involvement in setting, monitoring and stating learning goals. | | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Peer Observations with a focus on Learning Intentions and Success Criteria are being used consistently | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Learning intentions and success criteria used and visible in the classroom to improve teacher capacity and knowledge of the curriculum and point of need teaching | | 🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |
| Activity 4 | All surveys conducted throughout the year in a timely manner and analysed | | 🗹 Principal | from: Term 1  to: Term 4 | 0% |

**Monitoring and Self-assessment - 2021**

SEIL Feedback