**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.aCurriculum 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 StrategiesIncreased Staff knowledge on students through data analysisStaff to use Assessment ScheduleImproved communication / feedback between teachers and studentsStudent's actively engaged with learning goals and planning their own learningTeacher's planning will show realistic but differentiated learning goalsTeachers will develop a consistency in of practice across the whole schoolLeaders will see consistency across all classrooms All staff will consult and monitor actions against FISO dimensions |
| Success Indicators | Documentation of unit planningCollection of data according to Assessment ScheduleStudents using the additional staff for supportStaff 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 1to:Term 4 | 0% |
| Activity 2 | Monitor student progress throughout the year using diagnostic tools/assessments and observations | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 3 | Ensure all students have access to transition programs | 🗹 Teacher(s) | from:Term 1to:Term 4 | 0% |
| Activity 4 | Continue to work on Instructional Model to support curriculum delivery | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 5 | Employ a Tutor for the program | 🗹 Principal | from:Term 1to: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 1to: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 1to:Term 4 | 0% |
| KIS 1.bHealth 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 familiesConnection to Student Support ServicesRise in self-esteem and confidence in childrenStudents at risk will be identified Students attend school regularly |
| Success Indicators | Shared goals in staff PDPsWellbeing program implementedStudent participation in fun activities, camps and excursionsAttitudes to Schools Survey data - Sense of Confidence and Sense of ConnectednessParent Opinion Survey data - Parent Satisfaction, Confidence and ResilienceAbsence 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 1to: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 1to:Term 4 | 0% |
| Activity 3 | Encourage regular attendance by all students through an activity based program - sport and cooking | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 4 | Provide student and or family support or counselling  | 🗹 Principal | from:Term 1to:Term 4 | 0% |
| Activity 5 | Re-introduce activities such as sports, camps and excursions and fun activities | 🗹 Teacher(s) | from:Term 1to:Term 4 | 0% |
| Activity 6 | Staff PDPs to reflect priorities | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 7 | Re-connect students to their classroom and school routines | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| KIS 1.cBuilding 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 welcomeRelationship connections between students/staff and parents will be strongerStudents will have a positive attitude towards school and their learningTeachers will continue to include digital learning |
| Success Indicators | Student Satisfaction in ATSSParent Satisfaction in Parent Opinion SurveyGeneral feedback from parents and studentsAbsence 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 1to: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 1to: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 1to:Term 3 | 0% |
| Activity 4 | Working Bee to be held once a term with BBQ to create community atmosphere | 🗹 Principal | from:Term 1to:Term 4 | 0% |
| Activity 5 | Surveys completed at nominated times throughout the year | 🗹 Principal | from:Term 1to:Term 4 | 0% |
| Activity 6 | Staff PDP to show digital learning | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 7 | Connect with parents digitally and through newsletters and interviews | 🗹 All Staff | from:Term 1to: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.aBuilding 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 StrategiesImproved communication / feedback between teachers and studentsConsistency in of practice across the whole schoolConsistency across all classroomsSelect High Impact Strategies to include in Staff PDPContinue 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 - 4Consult and monitor actions against FISO dimensionsVulnerable students will access a tutor and/or additional support for intervention |
| Success Indicators | NAPLAN Reading and WritingTeacher Judgements and twice yearly reporting to parentsA CAFE Reading Plan document ready for use and reviewStudents understand the lesson routine and confidently negotiate the sequence of steps/activitiesInstructional model and lesson delivery Evidence of whole school curriculum delivery |
| 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 | Assessment Schedule followed and data collected for analysis | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 2 | Implement the Instructional Model with planned sequencing of teaching and learning activities | 🗹 Teacher(s) | from:Term 1to:Term 4 | 0% |
| Activity 3 | Staff PDP will include reference to HITS and CAFE Reading | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 4 | Student writing moderated against the Victorian Curriculum in Literacy | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 5 | Reporting to parents twice a year on student achievements | 🗹 All Staff | from:Term 1to:Term 4 | 0% |
| Activity 6 | Support Graduate Teacher with CAFE Reading | 🗹 Teacher(s) | from:Term 1to:Term 4 | 0% |
| KIS 2.bEvaluating 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 learningImproved communication / feedback between teachers and studentsStudent's actively engaged with learning goals and planning their own learningTeachers planning will show realistic but differentiated learning goalsTeachers will show consistency of practice across the whole schoolConsistency across all classroomsAll staff will select High Impact Strategies to include in Staff PDPTeachers will continue to implement Learning Intentions and Success Criteria for Writing - set clear and challenging goals for students  |
| Success Indicators | ATTSSTeacher surveyAbsence dataNAPLANTeacher Observations |
| 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 | 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 1to:Term 4 | 0% |
| Activity 2 | Peer Observations with a focus on Learning Intentions and Success Criteria are being used consistently | 🗹 All Staff | from:Term 1to: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 1to:Term 4 | 0% |
| Activity 4 | All surveys conducted throughout the year in a timely manner and analysed | 🗹 Principal | from:Term 1to:Term 4 | 0% |

**Monitoring and Self-assessment - 2021**

SEIL Feedback