

Monitoring and assessment - 2024

Moorabbin Primary School (1111)



Submitted for review by Eudoxia Angelides (School Principal) on 28 March, 2024 at 08:30 AM
Endorsed by Tim Wilson (Senior Education Improvement Leader) on 28 March, 2024 at 08:34 AM
Awaiting endorsement by School Council President

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	Priorities goal 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.
12-month target 1.1 target	Year 3 Reading & Viewing 72% to 80% Writing 93% to 95% Spelling 80% to 85% Numeracy 82% to 85% Gramm & Punctuation 70% to 75% Year 5 Reading & Viewing 89% to 90% Writing 78% to 85% Spelling 78% to 85% Numeracy 90% to 95% Gramm & Punctuation 72% to 80%
KIS 1.a 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	Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model Create, adapt and use shared and common resources to develop common lessons with high impact reading and writing strategies through The Writing Revolution and the CPA/BAR model in mathematics

	Build capacity of instructional leaders and the SIT to use PLC inquiry cycles to observe, coach and model lessons.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will support teachers to continue to develop knowledge rich units, related lessons and consistent materials through clear processes and professional learning.</p> <p>Leaders will develop a Professional Development Plan and deliver Professional Development to support, Explicit Direct Instruction with the addition of evidence informed reading comprehension strategies and writing strategies.</p> <p>Leaders will facilitate observations focused on the use of evidence informed reading comprehension strategies.</p> <p>Leaders will facilitate observations focused on the use of evidence informed writing strategies linked to reading responses.</p> <p>Leaders will continue PD to embed Explicit Instruction particularly with the use of the CPA/BAR model in mathematics.</p> <p>Leaders will develop and embed a coaching model and Learning Walk schedule to amplify and escalate explicit teaching strategies in literacy and mathematics.</p> <p>Teachers will provide targeted academic support through Literacy goals in IEPs</p> <p>Teachers will adjust teaching responses based on formative assessment and daily Reviews in all subject areas.</p> <p>Teachers will support students identified by literacy and numeracy screening at Tier 2 and 3 level (RTI)</p> <p>Students in need of targeted academic support will be identified and supported.</p> <p>Students will be aware of learning gaps and strengths via worked examples and feedback.</p> <p>Student will provide feedback on learning confidence and impact of teaching.</p>
Success indicators	<p>Early Indicators:</p> <p>Professional Development Plan for reading comprehension strategies and writing strategies to be added to explicit teaching of literacy.</p> <p>Literacy Lessons will have evidence daily reviews, planning will continue to be consistent. data literacy will become embedded and students growth fluid</p> <p>Observation and Coaching Timetable and Plan implemented by all LS.</p> <p>MPS English and Numeracy Models to be Published - Playbook strategies for English and mathematics reviews and worked examples to be completed by the end of the year.</p> <p>mathematics version 2.0 to be delivered to staff and ready for implementation in 2025</p> <p>Late Indicators:</p> <p>PAT - Reading, Spelling and Punctuation and Grammar results to improve.</p> <p>DIBELS composite score and progress monitoring data displays to show improvement.</p>

	All data sets to show improvement and growth.			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Professional Learning Plan that supports staff to implement The Writing Revolution Strategies to support reading responses and when teaching writing.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
KIS 1.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	Implement a consistent approach to inclusion for all students, including the element of strong teacher-student relationships.			
Delivery of the annual actions for this KIS				

Outcomes	<p>Students will feel supported by their teachers and demonstrate higher levels of overall wellbeing. Teachers will build relationships and provide a safe and inclusive learning environments for all students. Leaders will provide Professional Learning on how to include all learners and needs within the classroom. Community will be regularly updated on the Wellbeing strategies that are utilised within the school. Implement and update the School Wide Positive Behaviour Matrix and apply for inclusion in 2025 round Improvement in AToSS data from both parents and students around safety/ perception of bullying and engagement stronger connection to the school community through SRC meetings whole school, community feedback and improvement in staff to parent communication Implementation of SEL program as a specialist subject</p>			
Success indicators	Improvement in AtoSS, Wellbeing data, IEP's, Learner Profiles, Programs from Mental Health Fund, Student Focus Groups.			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Full-time staff member responsible for implementing and delivering a F-6 Wellbeing Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

Goal 2	Optimise student learning growth in literacy specifically in the area of Writing and Reading
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<p>12-month target 2.1 target</p>	<p>To increase on the following Naplan results from 2023: Reading Yr 3 80-85% and Yr 5 90-95%, Writing Yr 3 95-98% and Yr 5 85-90%, Spelling Yr 3 85-90% and Yr 5 85-90%</p> <p>AtoSS % increase in the following factors from 2023: Teacher Concern from 67% to 70%, Student Voice & Agency from 63% to 70%, Stimulated learning from 73% to 78%</p> <p>Motivation and interest from 74% to 80%</p>
<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed and monitor the effective use of the High Impact Teaching Strategies, aligned to the explicit direct instruction model across the school to become an integral element of the school's culture.</p>
<p>Actions</p>	<p>To Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model To build a deeper understanding and appreciation of the schools vision and values and how they drive teaching, learning, and wellbeing. To build teacher capacity to develop clear links between teaching and learning by using goals (learning intentions, success criteria, individual goals, feedback), especially in literacy and numeracy. To use formative assessment to plan for differentiated learning opportunities, especially in literacy and numeracy.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>For our students to know their learning goals, what their next steps are and how to get there. Students to use the learning intentions and success criteria to monitor their progress.</p>

	<p>Students to use SEL strategies in line with the core values when facing challenges. For our students to be "Learners and Agents" everyday by setting and monitoring their own learning goals and choosing the appropriate level of challenge.</p> <p>Teachers to use formative assessments eg. Curriculum Maps, questioning, anecdotal notes, exit slips, targeted work samples, photos, videos) to inform and differentiate planning on a weekly basis. Use clear learning intentions and success criteria connected to the learning throughout lessons. Give effective feedback so that students know their learning goal, what their next steps are and how to get there. Explicitly teach and model the EDI approach in all areas of the school</p>			
Success indicators	Learning walk notes, peer observations, HITS continuum of practice rubric, Focus groups, ATOSS, Staff Surveys, Student books, Planning documents			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PLC Leaders and Learning Specialists to complete leadership course from the academy for a deeper understanding and appreciation of how they impact student outcomes.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Link the AIP with the school vision and values with the whole staff; where it came from and explore the why.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 1	Priorities goal 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.
12-month target 1.1 target	Year 3 Reading & Viewing 72% to 80% Writing 93% to 95% Spelling 80% to 85% Numeracy 82% to 85% Gramm & Punctuation 70% to 75% Year 5 Reading & Viewing 89% to 90% Writing 78% to 85% Spelling 78% to 85% Numeracy 90% to 95% Gramm & Punctuation 72% to 80%
KIS 1.a 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	Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model Create, adapt and use shared and common resources to develop common lessons with high impact reading and writing strategies through The Writing Revolution and the CPA/BAR model in mathematics

	Build capacity of instructional leaders and the SIT to use PLC inquiry cycles to observe, coach and model lessons.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will support teachers to continue to develop knowledge rich units, related lessons and consistent materials through clear processes and professional learning.</p> <p>Leaders will develop a Professional Development Plan and deliver Professional Development to support, Explicit Direct Instruction with the addition of evidence informed reading comprehension strategies and writing strategies.</p> <p>Leaders will facilitate observations focused on the use of evidence informed reading comprehension strategies.</p> <p>Leaders will facilitate observations focused on the use of evidence informed writing strategies linked to reading responses.</p> <p>Leaders will continue PD to embed Explicit Instruction particularly with the use of the CPA/BAR model in mathematics.</p> <p>Leaders will develop and embed a coaching model and Learning Walk schedule to amplify and escalate explicit teaching strategies in literacy and mathematics.</p> <p>Teachers will provide targeted academic support through Literacy goals in IEPs</p> <p>Teachers will adjust teaching responses based on formative assessment and daily Reviews in all subject areas.</p> <p>Teachers will support students identified by literacy and numeracy screening at Tier 2 and 3 level (RTI)</p> <p>Students in need of targeted academic support will be identified and supported.</p> <p>Students will be aware of learning gaps and strengths via worked examples and feedback.</p> <p>Student will provide feedback on learning confidence and impact of teaching.</p>
Success indicators	<p>Early Indicators:</p> <p>Professional Development Plan for reading comprehension strategies and writing strategies to be added to explicit teaching of literacy.</p> <p>Literacy Lessons will have evidence daily reviews, planning will continue to be consistent. data literacy will become embedded and students growth fluid</p> <p>Observation and Coaching Timetable and Plan implemented by all LS.</p> <p>MPS English and Numeracy Models to be Published - Playbook strategies for English and mathematics reviews and worked examples to be completed by the end of the year.</p> <p>mathematics version 2.0 to be delivered to staff and ready for implementation in 2025</p> <p>Late Indicators:</p> <p>PAT - Reading, Spelling and Punctuation and Grammar results to improve.</p> <p>DIBELS composite score and progress monitoring data displays to show improvement.</p>

	All data sets to show improvement and growth.			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Professional Learning Plan that supports staff to implement The Writing Revolution Strategies to support reading responses and when teaching writing.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
KIS 1.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	Implement a consistent approach to inclusion for all students, including the element of strong teacher-student relationships.			
Delivery of the annual actions for this KIS				

Outcomes	<p>Students will feel supported by their teachers and demonstrate higher levels of overall wellbeing. Teachers will build relationships and provide a safe and inclusive learning environments for all students. Leaders will provide Professional Learning on how to include all learners and needs within the classroom. Community will be regularly updated on the Wellbeing strategies that are utilised within the school. Implement and update the School Wide Positive Behaviour Matrix and apply for inclusion in 2025 round Improvement in AToSS data from both parents and students around safety/ perception of bullying and engagement stronger connection to the school community through SRC meetings whole school, community feedback and improvement in staff to parent communication Implementation of SEL program as a specialist subject</p>			
Success indicators	Improvement in AtoSS, Wellbeing data, IEP's, Learner Profiles, Programs from Mental Health Fund, Student Focus Groups.			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Full-time staff member responsible for implementing and delivering a F-6 Wellbeing Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

Goal 2	Optimise student learning growth in literacy specifically in the area of Writing and Reading
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<p>12-month target 2.1 target</p>	<p>To increase on the following Naplan results from 2023: Reading Yr 3 80-85% and Yr 5 90-95%, Writing Yr 3 95-98% and Yr 5 85-90%, Spelling Yr 3 85-90% and Yr 5 85-90%</p> <p>AtoSS % increase in the following factors from 2023: Teacher Concern from 67% to 70%, Student Voice & Agency from 63% to 70%, Stimulated learning from 73% to 78%</p> <p>Motivation and interest from 74% to 80%</p>
<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed and monitor the effective use of the High Impact Teaching Strategies, aligned to the explicit direct instruction model across the school to become an integral element of the school's culture.</p>
<p>Actions</p>	<p>To Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model To build a deeper understanding and appreciation of the schools vision and values and how they drive teaching, learning, and wellbeing. To build teacher capacity to develop clear links between teaching and learning by using goals (learning intentions, success criteria, individual goals, feedback), especially in literacy and numeracy. To use formative assessment to plan for differentiated learning opportunities, especially in literacy and numeracy.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>For our students to know their learning goals, what their next steps are and how to get there. Students to use the learning intentions and success criteria to monitor their progress.</p>

	<p>Students to use SEL strategies in line with the core values when facing challenges. For our students to be "Learners and Agents" everyday by setting and monitoring their own learning goals and choosing the appropriate level of challenge.</p> <p>Teachers to use formative assessments eg. Curriculum Maps, questioning, anecdotal notes, exit slips, targeted work samples, photos, videos) to inform and differentiate planning on a weekly basis. Use clear learning intentions and success criteria connected to the learning throughout lessons. Give effective feedback so that students know their learning goal, what their next steps are and how to get there. Explicitly teach and model the EDI approach in all areas of the school</p>			
Success indicators	Learning walk notes, peer observations, HITS continuum of practice rubric, Focus groups, ATOSS, Staff Surveys, Student books, Planning documents			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	PLC Leaders and Learning Specialists to complete leadership course from the academy for a deeper understanding and appreciation of how they impact student outcomes.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Link the AIP with the school vision and values with the whole staff; where it came from and explore the why.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 1	Priorities goal 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.
12-month target 1.1 target	Year 3 Reading & Viewing 72% to 80% Writing 93% to 95% Spelling 80% to 85% Numeracy 82% to 85% Gramm & Punctuation 70% to 75% Year 5 Reading & Viewing 89% to 90% Writing 78% to 85% Spelling 78% to 85% Numeracy 90% to 95% Gramm & Punctuation 72% to 80%
KIS 1.a 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	Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model Create, adapt and use shared and common resources to develop common lessons with high impact reading and writing strategies through The Writing Revolution and the CPA/BAR model in mathematics

	Build capacity of instructional leaders and the SIT to use PLC inquiry cycles to observe, coach and model lessons.
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will support teachers to continue to develop knowledge rich units, related lessons and consistent materials through clear processes and professional learning.</p> <p>Leaders will develop a Professional Development Plan and deliver Professional Development to support, Explicit Direct Instruction with the addition of evidence informed reading comprehension strategies and writing strategies.</p> <p>Leaders will facilitate observations focused on the use of evidence informed reading comprehension strategies.</p> <p>Leaders will facilitate observations focused on the use of evidence informed writing strategies linked to reading responses.</p> <p>Leaders will continue PD to embed Explicit Instruction particularly with the use of the CPA/BAR model in mathematics.</p> <p>Leaders will develop and embed a coaching model and Learning Walk schedule to amplify and escalate explicit teaching strategies in literacy and mathematics.</p> <p>Teachers will provide targeted academic support through Literacy goals in IEPs</p> <p>Teachers will adjust teaching responses based on formative assessment and daily Reviews in all subject areas.</p> <p>Teachers will support students identified by literacy and numeracy screening at Tier 2 and 3 level (RTI)</p> <p>Students in need of targeted academic support will be identified and supported.</p> <p>Students will be aware of learning gaps and strengths via worked examples and feedback.</p> <p>Student will provide feedback on learning confidence and impact of teaching.</p>
Success indicators	<p>Early Indicators:</p> <p>Professional Development Plan for reading comprehension strategies and writing strategies to be added to explicit teaching of literacy.</p> <p>Literacy Lessons will have evidence daily reviews, planning will continue to be consistent. data literacy will become embedded and students growth fluid</p> <p>Observation and Coaching Timetable and Plan implemented by all LS.</p> <p>MPS English and Numeracy Models to be Published - Playbook strategies for English and mathematics reviews and worked examples to be completed by the end of the year.</p> <p>mathematics version 2.0 to be delivered to staff and ready for implementation in 2025</p> <p>Late Indicators:</p> <p>PAT - Reading, Spelling and Punctuation and Grammar results to improve.</p> <p>DIBELS composite score and progress monitoring data displays to show improvement.</p>

	All data sets to show improvement and growth.			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Professional Learning Plan that supports staff to implement The Writing Revolution Strategies to support reading responses and when teaching writing.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
KIS 1.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	Implement a consistent approach to inclusion for all students, including the element of strong teacher-student relationships.			
Delivery of the annual actions for this KIS				

Outcomes	<p>Students will feel supported by their teachers and demonstrate higher levels of overall wellbeing. Teachers will build relationships and provide a safe and inclusive learning environments for all students. Leaders will provide Professional Learning on how to include all learners and needs within the classroom. Community will be regularly updated on the Wellbeing strategies that are utilised within the school. Implement and update the School Wide Positive Behaviour Matrix and apply for inclusion in 2025 round Improvement in AToSS data from both parents and students around safety/ perception of bullying and engagement stronger connection to the school community through SRC meetings whole school, community feedback and improvement in staff to parent communication Implementation of SEL program as a specialist subject</p>			
Success indicators	Improvement in AtoSS, Wellbeing data, IEP's, Learner Profiles, Programs from Mental Health Fund, Student Focus Groups.			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Full-time staff member responsible for implementing and delivering a F-6 Wellbeing Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

Goal 2	Optimise student learning growth in literacy specifically in the area of Writing and Reading
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<p>12-month target 2.1 target</p>	<p>To increase on the following Naplan results from 2023: Reading Yr 3 80-85% and Yr 5 90-95%, Writing Yr 3 95-98% and Yr 5 85-90%, Spelling Yr 3 85-90% and Yr 5 85-90%</p> <p>AtoSS % increase in the following factors from 2023: Teacher Concern from 67% to 70%, Student Voice & Agency from 63% to 70%, Stimulated learning from 73% to 78%</p> <p>Motivation and interest from 74% to 80%</p>
<p>KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Embed and monitor the effective use of the High Impact Teaching Strategies, aligned to the explicit direct instruction model across the school to become an integral element of the school's culture.</p>
<p>Actions</p>	<p>To Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model To build a deeper understanding and appreciation of the schools vision and values and how they drive teaching, learning, and wellbeing. To build teacher capacity to develop clear links between teaching and learning by using goals (learning intentions, success criteria, individual goals, feedback), especially in literacy and numeracy. To use formative assessment to plan for differentiated learning opportunities, especially in literacy and numeracy.</p>
<p>Delivery of the annual actions for this KIS</p>	
<p>Outcomes</p>	<p>For our students to know their learning goals, what their next steps are and how to get there. Students to use the learning intentions and success criteria to monitor their progress.</p>

	<p>Students to use SEL strategies in line with the core values when facing challenges. For our students to be "Learners and Agents" everyday by setting and monitoring their own learning goals and choosing the appropriate level of challenge.</p> <p>Teachers to use formative assessments eg. Curriculum Maps, questioning, anecdotal notes, exit slips, targeted work samples, photos, videos) to inform and differentiate planning on a weekly basis. Use clear learning intentions and success criteria connected to the learning throughout lessons. Give effective feedback so that students know their learning goal, what their next steps are and how to get there. Explicitly teach and model the EDI approach in all areas of the school</p>			
Success indicators	Learning walk notes, peer observations, HITS continuum of practice rubric, Focus groups, ATOSS, Staff Surveys, Student books, Planning documents			
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Activities	Activity	Who	When	Percentage complete
Activity 1	PLC Leaders and Learning Specialists to complete leadership course from the academy for a deeper understanding and appreciation of how they impact student outcomes.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Link the AIP with the school vision and values with the whole staff; where it came from and explore the why.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	Priorities goal 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.
12-month target 1.1 target	Year 3 Reading & Viewing 72% to 80% Writing 93% to 95% Spelling 80% to 85% Numeracy 82% to 85% Gramm & Punctuation 70% to 75% Year 5 Reading & Viewing 89% to 90% Writing 78% to 85% Spelling 78% to 85% Numeracy 90% to 95% Gramm & Punctuation 72% to 80%
Has this 12-month target been met	Not Met
KIS 1.a 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	<p>Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model Create, adapt and use shared and common resources to develop common lessons with high impact reading and writing strategies through The Writing Revolution and the CPA/BAR model in mathematics Build capacity of instructional leaders and the SIT to use PLC inquiry cycles to observe, coach and model lessons.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>Leaders will support teachers to continue to develop knowledge rich units, related lessons and consistent materials through clear processes and professional learning. Leaders will develop a Professional Development Plan and deliver Professional Development to support, Explicit Direct Instruction with the addition of evidence informed reading comprehension strategies and writing strategies. Leaders will facilitate observations focused on the use of evidence informed reading comprehension strategies. Leaders will facilitate observations focused on the use of evidence informed writing strategies linked to reading responses. Leaders will continue PD to embed Explicit Instruction particularly with the use of the CPA/BAR model in mathematics. Leaders will develop and embed a coaching model and Learning Walk schedule to amplify and escalate explicit teaching strategies in literacy and mathematics. Teachers will provide targeted academic support through Literacy goals in IEPs Teachers will adjust teaching responses based on formative assessment and daily Reviews in all subject areas. Teachers will support students identified by literacy and numeracy screening at Tier 2 and 3 level (RTI)</p> <p>Students in need of targeted academic support will be identified and supported. Students will be aware of learning gaps and strengths via worked examples and feedback. Student will provide feedback on learning confidence and impact of teaching.</p>
Success indicators	<p>Early Indicators: Professional Development Plan for reading comprehension strategies and writing strategies to be added to explicit teaching of literacy. Literacy Lessons will have evidence daily reviews, planning will continue to be consistent. data literacy will become embedded and students growth fluid Observation and Coaching Timetable and Plan implemented by all LS. MPS English and Numeracy Models to be Published - Playbook strategies for English and mathematics reviews and worked examples to be completed by the end of the year. mathematics version 2.0 to be delivered to staff and ready for implementation in 2025</p>

	<p>Late Indicators: PAT - Reading, Spelling and Punctuation and Grammar results to improve. DIBELS composite score and progress monitoring data displays to show improvement. All data sets to show improvement and growth.</p>			
Commentary on progress				
Enablers				
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OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop a Professional Learning Plan that supports staff to implement The Writing Revolution Strategies to support reading responses and when teaching writing.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%
KIS 1.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	Implement a consistent approach to inclusion for all students, including the element of strong teacher-student relationships.			
Delivery of the annual actions for this KIS				

Outcomes	<p>Students will feel supported by their teachers and demonstrate higher levels of overall wellbeing. Teachers will build relationships and provide a safe and inclusive learning environments for all students. Leaders will provide Professional Learning on how to include all learners and needs within the classroom. Community will be regularly updated on the Wellbeing strategies that are utilised within the school. Implement and update the School Wide Positive Behaviour Matrix and apply for inclusion in 2025 round Improvement in AToSS data from both parents and students around safety/ perception of bullying and engagement stronger connection to the school community through SRC meetings whole school, community feedback and improvement in staff to parent communication Implementation of SEL program as a specialist subject</p>			
Success indicators	Improvement in AtoSS, Wellbeing data, IEP's, Learner Profiles, Programs from Mental Health Fund, Student Focus Groups.			
Commentary on progress				
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Activities	Activity	Who	When	Percentage complete
Activity 1	Full-time staff member responsible for implementing and delivering a F-6 Wellbeing Program.	<input checked="" type="checkbox"/> Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

Goal 2	Optimise student learning growth in literacy specifically in the area of Writing and Reading
12-month target 2.1 target	To increase on the following Naplan results from 2023: Reading Yr 3 80-85% and Yr 5 90-95%,

	<p>Writing Yr 3 95-98% and Yr 5 85-90%, Spelling Yr 3 85-90% and Yr 5 85-90%</p> <p>AtoSS % increase in the following factors from 2023: Teacher Concern from 67% to 70%, Student Voice & Agency from 63% to 70%, Stimulated learning from 73% to 78%</p> <p>Motivation and interest from 74% to 80%</p>
Has this 12-month target been met	Not Met
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Embed and monitor the effective use of the High Impact Teaching Strategies, aligned to the explicit direct instruction model across the school to become an integral element of the school's culture.
Actions	<p>To Continue to build staff capacity to embed High Impact Teaching strategies in Literacy and Numeracy via Explicit Model</p> <p>To build a deeper understanding and appreciation of the schools vision and values and how they drive teaching, learning, and wellbeing.</p> <p>To build teacher capacity to develop clear links between teaching and learning by using goals (learning intentions, success criteria, individual goals, feedback), especially in literacy and numeracy.</p> <p>To use formative assessment to plan for differentiated learning opportunities, especially in literacy and numeracy.</p>
Delivery of the annual actions for this KIS	
Outcomes	<p>For our students to know their learning goals, what their next steps are and how to get there.</p> <p>Students to use the learning intentions and success criteria to monitor their progress.</p>

	<p>Students to use SEL strategies in line with the core values when facing challenges. For our students to be "Learners and Agents" everyday by setting and monitoring their own learning goals and choosing the appropriate level of challenge.</p> <p>Teachers to use formative assessments eg. Curriculum Maps, questioning, anecdotal notes, exit slips, targeted work samples, photos, videos) to inform and differentiate planning on a weekly basis. Use clear learning intentions and success criteria connected to the learning throughout lessons. Give effective feedback so that students know their learning goal, what their next steps are and how to get there. Explicitly teach and model the EDI approach in all areas of the school</p>			
Success indicators	Learning walk notes, peer observations, HITS continuum of practice rubric, Focus groups, ATOSS, Staff Surveys, Student books, Planning documents			
Activities	Activity	Who	When	Percentage complete
Activity 1	PLC Leaders and Learning Specialists to complete leadership course from the academy for a deeper understanding and appreciation of how they impact student outcomes.	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 2	Link the AIP with the school vision and values with the whole staff; where it came from and explore the why.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 4	-1%

Future planning	
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