

Monitoring and Assessment - 2023

Skipton Primary School (0582)



Submitted for review by Nicholas Keating (School Principal) on 09 December, 2022 at 04:19 PM

Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 25 January, 2023 at 04:52 PM

Endorsed by Lisa Wills (School Council President) on 20 March, 2023 at 08:12 PM

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	To increase the percentage of students achieving in the top 2 bands in numeracy (three-year rolling average) from: Year 3 - 36% to 40% Year 5 - 35% to 40% To achieve the school's SSP goal of: - every child making one year's learning growth in all learning areas OR - students achieve their IEP goals. To increase the Staff Opinion Survey endorsement of 'use student feedback to improve practice' from 56% to 80%.
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	Strengthen the school's capacity to collect, interpret and use data and evidence to maximise student learning growth. Implement a school-wide approach to student goal setting and reflection.
Outcomes	<ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported, in conjunction with the TLI program. - Students will always know the next steps in their learning. - Students experience learning opportunities at their zone of proximal development. - Teachers will confidently be able to implement the new assessment schedule and use this information to plan for effective learning for all students. - Teachers will implement differentiated teaching. - Principal will support teachers to build assessment and differentiation practices through clear professional learning.

Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Assessments are being conducted consistently across the schools. - PLCs are leading to effective learning growth in the identified 'crumb' areas. - Student IEPs are focused, simple and achievable and include references to assessment tools. - Students are able to verbally indicate what their current learning goals are and what success will look like. <p>Later Indicators:</p> <ul style="list-style-type: none"> - All students make twelve months of growth in twelve months OR meet their IEP goals. - Staff Opinion Survey: increases will be seen in T&L Practice Improvement and T&L Evaluation. 			
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	Writing moderation will be included into the meeting schedule for two hours every term - Term 2, 3 and 4. Staff will use the ACARA Writing Guide to moderate and collaborate to plan next steps for students.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 2	A designated series of professional learning related to Sound Waves, how to teach it and how to assess spelling.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%

Activity 3	Implement one PLC cycle related to the instruction and assessment of spelling, following on from the series of PL from Sound Waves.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 4	Ensure whole-school data collation practices are consistent and implemented with fidelity. The tutor, the classroom teachers and the Principal will meet regularly throughout the year to create and monitor data walls.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Introduce and implement a new streamlined assessment schedule.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 6	Tutor to begin regular check-ins with students who attract equity funding. Tutor to complete wellbeing and learning check-ins and work alongside the classroom teachers to actively monitor learning for these students.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Tutor to work alongside teachers to use data and plan for learning for students who need extra learning support. Tutor to be invited to the parent teacher conferences and the IEP reflection meetings at the end of each term.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	Principal to assign a 'champion' for each of the assessment tools that the school uses. For example, the school requires an expert in PAT, an expert in F&P and Essential Assessment. Principal to appoint the champion and provide appropriate	<input checked="" type="checkbox"/> Principal	from: Term 2 to: Term 2	0%

	professional learning for staff. This expertise to be shared in teacher meetings.			
Activity 9	School to implement Professional Learning Communities for 2023, with a focus on interpreting data and differentiating learning for students. Cycles to focus on the assessment tools available, including EA, PAT, F&P and diBels.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 10	Principal to lead a series of professional learning related to formative assessment in mathematics. Teachers and principal to co-create a number of formative assessments for some of the 'I Can' statements that can be used in class and across year levels.	<input checked="" type="checkbox"/> Principal	from: Term 3 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	<ul style="list-style-type: none"> - Establish a coherent approach to student voice and agency across P-6. - Embed positive mental health approaches across the school. 			
Outcomes	<ul style="list-style-type: none"> - Students will be able to share their learning goals, their learning passions and how the school supports them to achieve their goals and follow their passions. - Students will be able to verbalize positive mental health strategies. - Teachers will be able to effectively recognise and respond to student mental health and wellbeing needs. - Teachers will be able describe how this schools supports all students to achieve their learning goals and follow their passions. 			
Success Indicators	<p>Early indicators:</p> <ul style="list-style-type: none"> - Resilience Project is being implemented with fidelity across classrooms. - Lesson observations during 'choice' learning sessions can be directly related to literacy, numeracy and the strategies for deep learning. <p>Later Indicators:</p> <ul style="list-style-type: none"> - Respectful Relationships kits are prepared and the school has a scope and sequence from Prep to 6. - ATOSS improvements in the areas of Student Voice & Agency and Motivation & Interest. 			

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Activity 2	The principal and teachers will co-create an instructional model for the choice curriculum.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	0%
Activity 3	The Principal will facilitate student forums to review the school's nominated student leadership positions, with an eye to re-shaping these roles to be more action-based and change-based.	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	0%
Activity 4	Staff will participate in eight sessions of Resilience Project professional learning.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 5	The school will implement the Resilience Project curriculum.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 6	The school will implement the Respectful Relationships curriculum for the first team. The Mental Health leader at the school will implement professional learning to support staff with implementation.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
Activity 7	The teachers and principal will conduct an audit of Respectful Relationships and Resilience Project and develop a strategic scope and sequence for P-6 to be implemented in 2024.	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 3	0%
Activity 8	School will look to employ an Occupational Therapist or Mental Health Practitioner in Semester 2 of the school year. Both of these specialist areas have been identified as areas of need for the school and its cohort as part of the Mental Health Menu self-review.	<input checked="" type="checkbox"/> Principal	from: Term 3 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.
12 Month Target 1.1	To increase the percentage of students achieving in the top 2 bands in numeracy (three-year rolling average) from: Year 3 - 36% to 40% Year 5 - 35% to 40% To achieve the school's SSP goal of: - every child making one year's learning growth in all learning areas OR - students achieve their IEP goals. To increase the Staff Opinion Survey endorsement of 'use student feedback to improve practice' from 56% to 80%.
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	Strengthen the school's capacity to collect, interpret and use data and evidence to maximise student learning growth. Implement a school-wide approach to student goal setting and reflection.
Outcomes	<ul style="list-style-type: none"> - Students in need of targeted academic support or intervention will be identified and supported, in conjunction with the TLI program. - Students will always know the next steps in their learning. - Students experience learning opportunities at their zone of proximal development. - Teachers will confidently be able to implement the new assessment schedule and use this information to plan for effective learning for all students. - Teachers will implement differentiated teaching. - Principal will support teachers to build assessment and differentiation practices through clear professional learning.

Success Indicators	<p>Early Indicators:</p> <ul style="list-style-type: none"> - Assessments are being conducted consistently across the schools. - PLCs are leading to effective learning growth in the identified 'crumb' areas. - Student IEPs are focused, simple and achievable and include references to assessment tools. - Students are able to verbally indicate what their current learning goals are and what success will look like. <p>Later Indicators:</p> <ul style="list-style-type: none"> - All students make twelve months of growth in twelve months OR meet their IEP goals. - Staff Opinion Survey: increases will be seen in T&L Practice Improvement and T&L Evaluation. 			
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Activity 2	A designated series of professional learning related to Sound Waves, how to teach it and how to assess spelling.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%

Activity 3	Implement one PLC cycle related to the instruction and assessment of spelling, following on from the series of PL from Sound Waves.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 4	Ensure whole-school data collation practices are consistent and implemented with fidelity. The tutor, the classroom teachers and the Principal will meet regularly throughout the year to create and monitor data walls.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Introduce and implement a new streamlined assessment schedule.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 6	Tutor to begin regular check-ins with students who attract equity funding. Tutor to complete wellbeing and learning check-ins and work alongside the classroom teachers to actively monitor learning for these students.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	Tutor to work alongside teachers to use data and plan for learning for students who need extra learning support. Tutor to be invited to the parent teacher conferences and the IEP reflection meetings at the end of each term.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
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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	<ul style="list-style-type: none"> - Establish a coherent approach to student voice and agency across P-6. - Embed positive mental health approaches across the school. 			
Outcomes	<ul style="list-style-type: none"> - Students will be able to share their learning goals, their learning passions and how the school supports them to achieve their goals and follow their passions. - Students will be able to verbalize positive mental health strategies. - Teachers will be able to effectively recognise and respond to student mental health and wellbeing needs. - Teachers will be able describe how this schools supports all students to achieve their learning goals and follow their passions. 			
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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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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
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Activity 2	The principal and teachers will co-create an instructional model for the choice curriculum.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	0%
Activity 3	The Principal will facilitate student forums to review the school's nominated student leadership positions, with an eye to re-shaping these roles to be more action-based and change-based.	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	0%
Activity 4	Staff will participate in eight sessions of Resilience Project professional learning.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 5	The school will implement the Resilience Project curriculum.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 6	The school will implement the Respectful Relationships curriculum for the first team. The Mental Health leader at the school will implement professional learning to support staff with implementation.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
Activity 7	The teachers and principal will conduct an audit of Respectful Relationships and Resilience Project and develop a strategic scope and sequence for P-6 to be implemented in 2024.	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 3	0%
Activity 8	School will look to employ an Occupational Therapist or Mental Health Practitioner in Semester 2 of the school year. Both of these specialist areas have been identified as areas of need for the school and its cohort as part of the Mental Health Menu self-review.	<input checked="" type="checkbox"/> Principal	from: Term 3 to: Term 4	0%

Monitoring and Self-assessment - 2023

SEIL Feedback