

Monitoring and Assessment - 2022

Mackellar Primary School (5297)



MACKELLAR
PRIMARY SCHOOL

Submitted for review by Simon McGlade (School Principal) on 28 February, 2022 at 10:17 AM

Endorsed by Anne Fox (Senior Education Improvement Leader) on 28 February, 2022 at 05:59 PM

Endorsed by Gurpreet Thiara (School Council President) on 29 March, 2022 at 01:53 PM

Monitoring and Assessment - 2022

Term 1 monitoring (optional)

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>TUTORING GOALS 12 Month Targets Reading AT and ABOVE Expected F&P Level</p> <ul style="list-style-type: none"> • Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 61% in 2021 to >80%. • Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 54% in 2021 to >70%. • Increase the number of students at and above the expected F&P Benchmark level for grade 3 from 52% in 2021 to >80% • Increase the number of students at and above the expected F&P Benchmark level for grade 4 from 42% in 2021 to >80% • Increase the number of students at and above the expected F&P Benchmark level for grade 5 from 39% in 2021 to >70% • Increase the number of students at and above the expected F&P Benchmark level for grade 6 from 42% in 2021 to >65% <p>ENGLISH EXTENSION GOALS By end of 2022, 95% of students participating in English extension from grade 5 achieve top 2 bands in NAPLAN in Reading and Writing.</p> <p>ORAL LANGUAGE GOALS By the end of 2022, >90% of all capable foundation students will have achieved the minimum benchmark for oral language.</p> <p>MATHEMATICS EXTENSION P-2 By the end of 2022, 80% of students will reach expected 'Critical Understandings' in: - MOI 'Counting' for grade prep, one and two - MOI 'Place Value' for grade prep, one and two</p>
<p>KIS 1.a Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<ul style="list-style-type: none"> - Increase the English Extension program from 0.2 EFT in 2021 to 0.4EFT in 2022 to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing. - Implement an Oral Language Program for all relevant students in Foundation. - Implement Levelled Literacy Intervention as a TLI program for students in grades 1-6 utilising two teaching staff. - Implement Reading Intervention as a TLI program for students in grade 3 who need specialised support during semester 1. - Implement Maths Intervention (0.2EFT) as a TLI program for students across grades Prep - 2.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Determined students for these various TLI programs based on improved data tracking and analysis processes. - Allocated time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Developed their understanding of extending students in English with a focus on achieving Top 2 Bands of NAPLAN in Reading and Writing. - Implemented an oral language program for students in foundation to achieve a baseline of success. - Implemented a tutoring program across grades 1-6 focussing in Levelled Literacy Intervention. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring, oral language or extension programs and will have had their progress monitored, moderated and reported on.
Success Indicators	<ul style="list-style-type: none"> - Achievement data from foundation students who have taken part in the oral language program - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results.
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	- Implementation of Reading Intervention as a TLI program for students in grade 3 who need specialised support during semester 1.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	- Increase the English Extension program from 0.2 EFT in 2021 to 0.4EFT in 2022 to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
Activity 3	- Implementation of an Oral Language Program for all relevant students in Foundation delivered by three ES staff each day for 30 minutes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 4	- Implementation of Maths Intervention (0.2EFT) as a TLI program for students across grades Prep - 2. This teacher will embed themselves into maths lessons across the cohorts to support students.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 5	- Implementation of Levelled Literacy Intervention for students from grades 1-6 in groups of no more than 5 students, being seen three times per week for 45 minutes as a TLI program comprising two teachers	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2022 Dimension	
Actions	Appoint an Acting Leading Teacher (0.8EFT) to lead Welfare and Wellbeing processes at the school including SWPBS, RRRR and PSD as well as case management of students requiring more specialised support. Acting Leading Teacher forms part of the Executive Team who determine placements for TLI inclusion.
Outcomes	The Leading Teacher will: <ul style="list-style-type: none"> - provide student and parent support for welfare matters by incorporating the use of SSS staff and allied health professionals. - coordinate the integration aide staff to best meet the needs of students on the PSD. - ensure the SWPBS and RRRR programs run in accordance with DET policy and processes. - build the capacity of staff in the area of welfare and wellbeing through PL, mentoring and coaching as appropriate. Staff will: <ul style="list-style-type: none"> - Seek support of the Welfare team to support students with welfare and wellbeing related matters. - undertake necessary PL to meet the needs of students in their care and across the school - implement key school programs such as SWPBS and RRRR to build the safety of students across the school. Students will: <ul style="list-style-type: none"> - know how to access support for themselves and their peers for wellbeing, welfare and safety concerns. - actively take part in SWPBS and RRRR curricula activities. - be represented on a Junior School Council and take part in age related leadership programs.
Success Indicators	Using the AtoSS, POS and Staff opinion Surveys to chart progress in student connectedness, management of bullying and student safety.
Delivery of the annual actions for this KIS	
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Continue with a SWPBS committee to implement the school's SWPBS and RRRR curriculum programs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Appoint a Leading Teacher (0.8 EFT) to the Welfare and Wellbeing Role	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Leading Teacher to implement a range of student leadership programs including the establishment of a Junior School Council, grade 5 and 6 leadership curriculum programs and House Captains.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	To improve achievement and growth in literacy and numeracy student outcomes.			
12 Month Target 2.1	<p>Increase the percentage of students achieving Medium Relative Growth in Reading from 56% (2021) to 65%, High Relative Growth from 6% to 15% and reduce the percentage of students achieving low relative growth from 38% (2021) to <30%.</p> <p>Increase the percentage of students achieving Medium Relative Growth in Writing from 53% (2021) to 65%, High Relative Growth from 28% to 30% and maintain the percentage of students achieving low relative growth (19% in 2021) to <20%.</p> <p>Increase the percentage of students achieving Medium Relative Growth in Numeracy from 43% (2021) to 50%, High Relative Growth from 19% (2021) to 25% and reduce the percentage of students achieving Low Relative Growth in Numeracy from 38% (2021) to <30%.</p>			

12 Month Target 2.2	Increase percentage of year 5 students in the top 2 bands of NAPLAN in Reading from 23% (2021) to 30%, in Writing from 9% (2021) to 15% and in Numeracy from 15% (2021) to 20%.
12 Month Target 2.3	Improve the percentage of year 5 students in the top 4 bands of NAPLAN for Reading from 77% (2021) to 80%, in Writing from 72% (2021) to 80% and in Numeracy from 58% (2021) to 65%.
12 Month Target 2.4	Reduce year 3 Reading variation from 26% (2021) to <10% Reduce year 3 Writing variation from 28% (2021) to <10% Reduce year 3 Numeracy variation from 14% (2021) to <10% Maintain year 5 Reading variation 0% (2021) to <5% Reduce year 5 Writing variation from 6% (2021) to <5% Reduce year 5 Numeracy variation from 15% (2021) to <10%
12 Month Target 2.5	Increase Trust in Colleagues (principal and teachers) from 66% (2021) to 70% Increase Teacher Collaboration from 73% (2021) to 77% Increase Collective Efficacy from 73% (2021) to 77%
KIS 2.a Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.
Actions	<ul style="list-style-type: none"> - Contract two consultants focussing on explicitly teaching English and mathematics. - Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about what constitutes explicit teaching and how to coach for this across all classes. - Coached staff in explicitly teaching English and Mathematics through modelling lessons, observing teachers' practice, providing feedback & attending PLCs <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed their understanding of what constitutes explicitly teaching English and Mathematics, and how to successfully differentiate and scaffold learning for students. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLCs. <p>Students will have:</p> <ul style="list-style-type: none"> - had English and Mathematics consultants in their classrooms and will have actively taken part in differentiated learning scaffolded

	to meet their individual needs. - benefitted from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice.			
Success Indicators	- Planning documents from PLCs reflect the professional learning provided by consultants. - Coaching documents reflect implementation of explicit teaching in alignment with professional learning from consultants. - Minutes from PLCs detail inquiry cycles linked to student data and taught consistent with Learning Specialist and consultant professional learning.			
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	CRTs to cover consultants, coaching, lesson observations etc...	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Implement a school-wide coaching program for all teachers to support the implementation of explicit teaching in English and Mathematics.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Student Wellbeing Coordinator	from: Term 1 to: Term 4	0%

Activity 3	Provide for a Learning Specialist (English) and a Learning Specialist in Mathematics to support the implementation of explicitly teaching across the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Contract an English consultant for 10 days and a Maths Consultant for 16 days of professional learning throughout the year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Develop specific assessment and data analysis tools to determine progress of programs and to support the implementation of strategies. These include PAT Maths, Maths 300, Reading and Fountas and Pinnell resources.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
KIS 2.b Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.			
Actions	<ul style="list-style-type: none"> - Improve school climate by working with consultants from the University of Southern Queensland implementing IDEAS (Innovative Designs Enhancing Achievement in Schools). - Continue participation in the DET Professional Learning Communities (PLC) initiative. 			
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Built from the success of creating our school vision, leaders will support staff to now create our school narrative and school-wide pedagogy. - Provided extensive professional learning/engagement with staff to improve alignment between school processes/ understandings. - Attended PLC meetings and supported the implementation of PLC inquiries consistent with agreed pedagogical approaches to teaching. 			

	<p>Teachers will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at pupil free days, meetings and processes. - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Driven their own inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics and Future Focussed Learning. - Evaluated the impact of their teaching on student learning growth by using the toolkit specifically designed for implementing a PLC. <p>Students will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at JSC, classroom level and whole-school level. - Understood the process for co-construction of learning intentions and success criteria in Future Focussed Learning lessons. - Provide qualitative and formative feedback to teachers and peers. 			
Success Indicators	<ul style="list-style-type: none"> - Updated diagnostic Inventory of School Alignment (DISA) data. - PLC minutes and participation in the PLC initiative. - PLC inquiry cycle minutes and feedback from coaches. - AtoSS, POP & Staff Opinion Data. 			
Delivery of the annual actions for this KIS				
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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	Implement a pupil-free day centred on school alignment and the commencement of IDEAS (USQ Costs) and fallow-up staff meetings throughout the year.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Participation in the IDEAS process to formalise our school narrative and school-wide pedagogy plus CRTs	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Continuation of the PLC initiative throughout 2021 (CRT costs).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
KIS 2.c Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.			
Actions	<ul style="list-style-type: none"> - Implement our newly created teaching and learning plan (Curriculum Map) as a whole staff - Implement proficiency scales for English and Mathematics - Develop consistent assessment documentation linked to the teaching and learning program - Provide coaching through Learning Specialists and consultants. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead committees to document associated assessment practice guides to compliment the teaching and learning program. - Oversee and coach the implementation of proficiency scales across Mathematics and English. - Participate and lead actions such as learning walks focused on implementation of Teaching and Learning program - Provide structured coaching to all teachers to support the viability of the curriculum. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Further developed their understanding of what constitutes explicit teaching and learning in English and Mathematics. - Been coached on the implementation of explicitly teaching English and Mathematics. - Been part of the implementation of a teaching and learning plan for all curriculum areas. - Implemented proficiency scales in English and Mathematics. 			

	Students will have - gained a firm understanding of the explicit teaching of Mathematics and English and will be able to transfer this to their work for improved student outcomes.			
Success Indicators	<ul style="list-style-type: none"> - implementation of the Mackellar Teaching and Learning Plan across the school for all teacher planning. - Successful implementation of proficiency scales in English and Mathematics evident in all planning and lesson observations. - Implementation of assessment guides to ensure consistent and precise implementation of assessment practices across the school. - Coaching documentation reflecting the use of the curriculum map and newly developed assessment guides. 			
Delivery of the annual actions for this KIS				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Professional learning from consultants, SIT working with staff to implement the curriculum map. Professional learning from consultants, SIT working with staff to implement proficiency scales in English and mathematics.</p> <p>Professional learning from consultants, SIT working with staff to implement the assessment guides</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	from: Term 1 to: Term 4	0%

Activity 2	Establishment of SIT committees in Curriculum Assessment to develop assessment guides to ensure consistent and best practice in the execution, analysis and subsequent planning in English and Mathematics.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Goal 3	To improve student voice, agency and leadership in learning.			
12 Month Target 3.1	Increase the positive response rate on the AtoSS in: -Student voice and agency from 64% to 70% -Inclusion from 91% to 93% -Sense of confidence from 74% to 80%			
12 Month Target 3.2	Increase the positive response rate on the Parent Opinion Survey for: -The school provides my child with opportunities to build his/her confidence from 90% to 92%.			
12 Month Target 3.3	Increase the positive response rate on the Staff Opinion Survey in the: -use of student feedback to improve practice from 64% (2021) to 70%.			
KIS 3.a Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.			
Actions	Implement Future Focussed Learning strategies in Health, Science, Languages (Italian), The Arts, Humanities and the Capabilities.			
Outcomes	Leaders will: - Have participated in Leadership Coaching and development from 'FFL' - Structured opportunities to professionally develop staff online, in-person and in PLCs. - Provide limited coaching in FFL through FFL personnel or school-based staff. Teachers will: - Have taken part in appropriate professional learning regarding FFL and implemented these strategies into their inquiry learning practice. - Contributed to the building of collective capacity through regular involvement in the FFL community.			

	<ul style="list-style-type: none"> - Use the PLC cycle of inquiry to build teacher practice. <p>Students will:</p> <ul style="list-style-type: none"> - Contribute to the formation of inquiry learning topics, direction and involvement 			
Success Indicators	<ul style="list-style-type: none"> - Regular contributions from teachers into the FFL online community - Evidence of FFL masterclasses in the planning and delivery of inquiry learning. - PLC cycles devoted to implementing FFL strategies. 			
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	FFL will be a cyclic inquiry for all PLCs focussing on embedding FFL strategies in inquiry learning. They will be regularly supported by FFL staff in their PLCs and an FFL SIT committee will support this learning across the school.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Goal 4	To improve the wellbeing of all students.			
12 Month Target 4.1	Increase the positive response on the Parent Opinion Survey for: -Promoting positive behaviour from 89% to 92%			

12 Month Target 4.2	Increase the positive response on the AtoSS for: -Advocate at School from 88% (2021) to 90% -Sense of Inclusion from 91% (2021) to 93% -Effective Classroom Behaviour from 74% (2021) to 80% -Resilience from 72% (2021) to 80%
12 Month Target 4.3	Increase the positive response rate on the Staff Opinion Survey in: -Collective Efficacy from 73% (2021) to 75%
KIS 4.a Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.
Actions	Promote and implement the work of the IDEAS process through the IDEAS School Management Team (ISMT) throughout the school community.
Outcomes	Leaders will: - Have facilitated the creation of a school narrative and associated school-wide pedagogy. - Promoted the vision, values, narrative and SWP across the community. Teachers will: - Have started implementing key elements of the school-wide pedagogy into their planning. - Build collective understanding around our narrative and SWP. Students will: - Have had input into our SWP by way of the Junior School Council
Success Indicators	-Documented evidence of our school narrative and SWP - Signage around the school of our school values and school vision
Delivery of the annual actions for this KIS	
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Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> - Hold x2 ISMT meetings with facilitators from USQ - Hold a school-wide curriculum day for all staff on IDEAS in term 1 - Run multiple IDEAS meetings with staff as part of our meeting schedule - Involve JSC in the feedback stage of our SWP 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
KIS 4.b Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.			
Actions	Achieve Bronze Status accreditation for SWPBS			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have taken part in relevant training for themselves in SWPBS - Led the school through relevant surveys and data collection - Implemented actions based on data to improve the positive behaviours across the school <p>Teachers will:</p> <ul style="list-style-type: none"> - Implemented the actions of PL into their classrooms and across the school. - Taken part in professional learning at school - Input data relevant to track student behaviour across the school <p>Students will:</p> <ul style="list-style-type: none"> - Have improved their positive behaviours as a result of SWPBS - Taken part in lessons and yard activities which recognise school-wide behaviours 			

Success Indicators	<ul style="list-style-type: none"> - Reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate School behaviours 			
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Participation from all teachers in SWPBS professional learning (CRTs)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 2	PBS rewards given weekly from Buzz Award recipients (Replacement awards)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 3	Data Collection and analysis of student behaviour (XUNO)	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%

Activity 4	Participation in Universal Training A & B for SWPBS team through the SWVR - Brimbank/Melton Area (CRTs)	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
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Monitoring and Assessment - 2022

Mid-year monitoring

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>TUTORING GOALS 12 Month Targets Reading AT and ABOVE Expected F&P Level</p> <ul style="list-style-type: none"> • Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 61% in 2021 to >80%. • Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 54% in 2021 to >70%. • Increase the number of students at and above the expected F&P Benchmark level for grade 3 from 52% in 2021 to >80% • Increase the number of students at and above the expected F&P Benchmark level for grade 4 from 42% in 2021 to >80% • Increase the number of students at and above the expected F&P Benchmark level for grade 5 from 39% in 2021 to >70% • Increase the number of students at and above the expected F&P Benchmark level for grade 6 from 42% in 2021 to >65% <p>ENGLISH EXTENSION GOALS By end of 2022, 95% of students participating in English extension from grade 5 achieve top 2 bands in NAPLAN in Reading and Writing.</p> <p>ORAL LANGUAGE GOALS By the end of 2022, >90% of all capable foundation students will have achieved the minimum benchmark for oral language.</p> <p>MATHEMATICS EXTENSION P-2 By the end of 2022, 80% of students will reach expected 'Critical Understandings' in: - MOI 'Counting' for grade prep, one and two - MOI 'Place Value' for grade prep, one and two</p>
<p>KIS 1.a Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<ul style="list-style-type: none"> - Increase the English Extension program from 0.2 EFT in 2021 to 0.4EFT in 2022 to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing. - Implement an Oral Language Program for all relevant students in Foundation. - Implement Levelled Literacy Intervention as a TLI program for students in grades 1-6 utilising two teaching staff. - Implement Reading Intervention as a TLI program for students in grade 3 who need specialised support during semester 1. - Implement Maths Intervention (0.2EFT) as a TLI program for students across grades Prep - 2.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Determined students for these various TLI programs based on improved data tracking and analysis processes. - Allocated time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Developed their understanding of extending students in English with a focus on achieving Top 2 Bands of NAPLAN in Reading and Writing. - Implemented an oral language program for students in foundation to achieve a baseline of success. - Implemented a tutoring program across grades 1-6 focussing in Levelled Literacy Intervention. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring, oral language or extension programs and will have had their progress monitored, moderated and reported on.
Success Indicators	<ul style="list-style-type: none"> - Achievement data from foundation students who have taken part in the oral language program - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results.
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	- Implementation of an Oral Language Program for all relevant students in Foundation delivered by three ES staff each day for 30 minutes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 2	- Implementation of Reading Intervention as a TLI program for students in grade 3 who need specialised support during semester 1.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 3	- Increase the English Extension program from 0.2 EFT in 2021 to 0.4EFT in 2022 to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
Activity 4	- Implementation of Maths Intervention (0.2EFT) as a TLI program for students across grades Prep - 2. This teacher will embed themselves into maths lessons across the cohorts to support students.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 5	- Implementation of Levelled Literacy Intervention for students from grades 1-6 in groups of no more than 5 students, being seen three times per week for 45 minutes as a TLI program comprising two teachers	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2022 Dimension	
Actions	Appoint an Acting Leading Teacher (0.8EFT) to lead Welfare and Wellbeing processes at the school including SWPBS, RRRR and PSD as well as case management of students requiring more specialised support. Acting Leading Teacher forms part of the Executive Team who determine placements for TLI inclusion.
Outcomes	The Leading Teacher will: <ul style="list-style-type: none"> - provide student and parent support for welfare matters by incorporating the use of SSS staff and allied health professionals. - coordinate the integration aide staff to best meet the needs of students on the PSD. - ensure the SWPBS and RRRR programs run in accordance with DET policy and processes. - build the capacity of staff in the area of welfare and wellbeing through PL, mentoring and coaching as appropriate. Staff will: <ul style="list-style-type: none"> - Seek support of the Welfare team to support students with welfare and wellbeing related matters. - undertake necessary PL to meet the needs of students in their care and across the school - implement key school programs such as SWPBS and RRRR to build the safety of students across the school. Students will: <ul style="list-style-type: none"> - know how to access support for themselves and their peers for wellbeing, welfare and safety concerns. - actively take part in SWPBS and RRRR curricula activities. - be represented on a Junior School Council and take part in age related leadership programs.
Success Indicators	Using the AtoSS, POS and Staff opinion Surveys to chart progress in student connectedness, management of bullying and student safety.
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	Continue with a SWPBS committee to implement the school's SWPBS and RRRR curriculum programs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Appoint a Leading Teacher (0.8 EFT) to the Welfare and Wellbeing Role	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Leading Teacher to implement a range of student leadership programs including the establishment of a Junior School Council, grade 5 and 6 leadership curriculum programs and House Captains.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	To improve achievement and growth in literacy and numeracy student outcomes.			
12 Month Target 2.1	<p>Increase the percentage of students achieving Medium Relative Growth in Reading from 56% (2021) to 65%, High Relative Growth from 6% to 15% and reduce the percentage of students achieving low relative growth from 38% (2021) to <30%.</p> <p>Increase the percentage of students achieving Medium Relative Growth in Writing from 53% (2021) to 65%, High Relative Growth from 28% to 30% and maintain the percentage of students achieving low relative growth (19% in 2021) to <20%.</p> <p>Increase the percentage of students achieving Medium Relative Growth in Numeracy from 43% (2021) to 50%, High Relative Growth from 19% (2021) to 25% and reduce the percentage of students achieving Low Relative Growth in Numeracy from 38% (2021) to <30%.</p>			

12 Month Target 2.2	Increase percentage of year 5 students in the top 2 bands of NAPLAN in Reading from 23% (2021) to 30%, in Writing from 9% (2021) to 15% and in Numeracy from 15% (2021) to 20%.
12 Month Target 2.3	Improve the percentage of year 5 students in the top 4 bands of NAPLAN for Reading from 77% (2021) to 80%, in Writing from 72% (2021) to 80% and in Numeracy from 58% (2021) to 65%.
12 Month Target 2.4	Reduce year 3 Reading variation from 26% (2021) to <10% Reduce year 3 Writing variation from 28% (2021) to <10% Reduce year 3 Numeracy variation from 14% (2021) to <10% Maintain year 5 Reading variation 0% (2021) to <5% Reduce year 5 Writing variation from 6% (2021) to <5% Reduce year 5 Numeracy variation from 15% (2021) to <10%
12 Month Target 2.5	Increase Trust in Colleagues (principal and teachers) from 66% (2021) to 70% Increase Teacher Collaboration from 73% (2021) to 77% Increase Collective Efficacy from 73% (2021) to 77%
KIS 2.a Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.
Actions	<ul style="list-style-type: none"> - Contract two consultants focussing on explicitly teaching English and mathematics. - Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about what constitutes explicit teaching and how to coach for this across all classes. - Coached staff in explicitly teaching English and Mathematics through modelling lessons, observing teachers' practice, providing feedback & attending PLCs <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed their understanding of what constitutes explicitly teaching English and Mathematics, and how to successfully differentiate and scaffold learning for students. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLCs. <p>Students will have:</p> <ul style="list-style-type: none"> - had English and Mathematics consultants in their classrooms and will have actively taken part in differentiated learning scaffolded

	to meet their individual needs. - benefitted from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice.			
Success Indicators	- Planning documents from PLCs reflect the professional learning provided by consultants. - Coaching documents reflect implementation of explicit teaching in alignment with professional learning from consultants. - Minutes from PLCs detail inquiry cycles linked to student data and taught consistent with Learning Specialist and consultant professional learning.			
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	Implement a school-wide coaching program for all teachers to support the implementation of explicit teaching in English and Mathematics.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Student Wellbeing Coordinator	from: Term 1 to: Term 4	0%
Activity 2	CRTs to cover consultants, coaching, lesson observations etc...	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%

Activity 3	Provide for a Learning Specialist (English) and a Learning Specialist in Mathematics to support the implementation of explicitly teaching across the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Contract an English consultant for 10 days and a Maths Consultant for 16 days of professional learning throughout the year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Develop specific assessment and data analysis tools to determine progress of programs and to support the implementation of strategies. These include PAT Maths, Maths 300, Reading and Fountas and Pinnell resources.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
KIS 2.b Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.			
Actions	<ul style="list-style-type: none"> - Improve school climate by working with consultants from the University of Southern Queensland implementing IDEAS (Innovative Designs Enhancing Achievement in Schools). - Continue participation in the DET Professional Learning Communities (PLC) initiative. 			
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Built from the success of creating our school vision, leaders will support staff to now create our school narrative and school-wide pedagogy. - Provided extensive professional learning/engagement with staff to improve alignment between school processes/ understandings. - Attended PLC meetings and supported the implementation of PLC inquiries consistent with agreed pedagogical approaches to teaching. 			

	<p>Teachers will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at pupil free days, meetings and processes. - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Driven their own inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics and Future Focussed Learning. - Evaluated the impact of their teaching on student learning growth by using the toolkit specifically designed for implementing a PLC. <p>Students will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at JSC, classroom level and whole-school level. - Understood the process for co-construction of learning intentions and success criteria in Future Focussed Learning lessons. - Provide qualitative and formative feedback to teachers and peers. 			
Success Indicators	<ul style="list-style-type: none"> - Updated diagnostic Inventory of School Alignment (DISA) data. - PLC minutes and participation in the PLC initiative. - PLC inquiry cycle minutes and feedback from coaches. - AtoSS, POP & Staff Opinion 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	Continuation of the PLC initiative throughout 2021 (CRT costs).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 2	Participation in the IDEAS process to formalise our school narrative and school-wide pedagogy plus CRTs	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Implement a pupil-free day centred on school alignment and the commencement of IDEAS (USQ Costs) and fallow-up staff meetings throughout the year.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
KIS 2.c Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.			
Actions	<ul style="list-style-type: none"> - Implement our newly created teaching and learning plan (Curriculum Map) as a whole staff - Implement proficiency scales for English and Mathematics - Develop consistent assessment documentation linked to the teaching and learning program - Provide coaching through Learning Specialists and consultants. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead committees to document associated assessment practice guides to compliment the teaching and learning program. - Oversee and coach the implementation of proficiency scales across Mathematics and English. - Participate and lead actions such as learning walks focused on implementation of Teaching and Learning program - Provide structured coaching to all teachers to support the viability of the curriculum. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Further developed their understanding of what constitutes explicit teaching and learning in English and Mathematics. - Been coached on the implementation of explicitly teaching English and Mathematics. - Been part of the implementation of a teaching and learning plan for all curriculum areas. - Implemented proficiency scales in English and Mathematics. 			

	<p>Students will have</p> <ul style="list-style-type: none"> - gained a firm understanding of the explicit teaching of Mathematics and English and will be able to transfer this to their work for improved student outcomes. 			
Success Indicators	<ul style="list-style-type: none"> - implementation of the Mackellar Teaching and Learning Plan across the school for all teacher planning. - Successful implementation of proficiency scales in English and Mathematics evident in all planning and lesson observations. - Implementation of assessment guides to ensure consistent and precise implementation of assessment practices across the school. - Coaching documentation reflecting the use of the curriculum map and newly developed assessment guides. 			
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	<p>Professional learning from consultants, SIT working with staff to implement the curriculum map. Professional learning from consultants, SIT working with staff to implement proficiency scales in English and mathematics.</p> <p>Professional learning from consultants, SIT working with staff to implement the assessment guides</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

Activity 2	Establishment of SIT committees in Curriculum Assessment to develop assessment guides to ensure consistent and best practice in the execution, analysis and subsequent planning in English and Mathematics.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Goal 3	To improve student voice, agency and leadership in learning.			
12 Month Target 3.1	Increase the positive response rate on the AtoSS in: -Student voice and agency from 64% to 70% -Inclusion from 91% to 93% -Sense of confidence from 74% to 80%			
12 Month Target 3.2	Increase the positive response rate on the Parent Opinion Survey for: -The school provides my child with opportunities to build his/her confidence from 90% to 92%.			
12 Month Target 3.3	Increase the positive response rate on the Staff Opinion Survey in the: -use of student feedback to improve practice from 64% (2021) to 70%.			
KIS 3.a Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.			
Actions	Implement Future Focussed Learning strategies in Health, Science, Languages (Italian), The Arts, Humanities and the Capabilities.			
Outcomes	Leaders will: - Have participated in Leadership Coaching and development from 'FFL' - Structured opportunities to professionally develop staff online, in-person and in PLCs. - Provide limited coaching in FFL through FFL personnel or school-based staff. Teachers will: - Have taken part in appropriate professional learning regarding FFL and implemented these strategies into their inquiry learning practice. - Contributed to the building of collective capacity through regular involvement in the FFL community.			

	<ul style="list-style-type: none"> - Use the PLC cycle of inquiry to build teacher practice. <p>Students will:</p> <ul style="list-style-type: none"> - Contribute to the formation of inquiry learning topics, direction and involvement 			
Success Indicators	<ul style="list-style-type: none"> - Regular contributions from teachers into the FFL online community - Evidence of FFL masterclasses in the planning and delivery of inquiry learning. - PLC cycles devoted to implementing FFL strategies. 			
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	FFL will be a cyclic inquiry for all PLCs focussing on embedding FFL strategies in inquiry learning. They will be regularly supported by FFL staff in their PLCs and an FFL SIT committee will support this learning across the school.	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team 	from: Term 1 to: Term 4	0%
Goal 4	To improve the wellbeing of all students.			
12 Month Target 4.1	Increase the positive response on the Parent Opinion Survey for: -Promoting positive behaviour from 89% to 92%			

12 Month Target 4.2	Increase the positive response on the AtoSS for: -Advocate at School from 88% (2021) to 90% -Sense of Inclusion from 91% (2021) to 93% -Effective Classroom Behaviour from 74% (2021) to 80% -Resilience from 72% (2021) to 80%
12 Month Target 4.3	Increase the positive response rate on the Staff Opinion Survey in: -Collective Efficacy from 73% (2021) to 75%
KIS 4.a Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.
Actions	Promote and implement the work of the IDEAS process through the IDEAS School Management Team (ISMT) throughout the school community.
Outcomes	Leaders will: - Have facilitated the creation of a school narrative and associated school-wide pedagogy. - Promoted the vision, values, narrative and SWP across the community. Teachers will: - Have started implementing key elements of the school-wide pedagogy into their planning. - Build collective understanding around our narrative and SWP. Students will: - Have had input into our SWP by way of the Junior School Council
Success Indicators	-Documented evidence of our school narrative and SWP - Signage around the school of our school values and school vision
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	<ul style="list-style-type: none"> - Hold x2 ISMT meetings with facilitators from USQ - Hold a school-wide curriculum day for all staff on IDEAS in term 1 - Run multiple IDEAS meetings with staff as part of our meeting schedule - Involve JSC in the feedback stage of our SWP 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
KIS 4.b Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.			
Actions	Achieve Bronze Status accreditation for SWPBS			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have taken part in relevant training for themselves in SWPBS - Led the school through relevant surveys and data collection - Implemented actions based on data to improve the positive behaviours across the school <p>Teachers will:</p> <ul style="list-style-type: none"> - Implemented the actions of PL into their classrooms and across the school. - Taken part in professional learning at school - Input data relevant to track student behaviour across the school <p>Students will:</p> <ul style="list-style-type: none"> - Have improved their positive behaviours as a result of SWPBS - Taken part in lessons and yard activities which recognise school-wide behaviours 			

Success Indicators	<ul style="list-style-type: none"> - Reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate School behaviours 			
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	Participation from all teachers in SWPBS professional learning (CRTs)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 2	PBS rewards given weekly from Buzz Award recipients (Replacement awards)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 3	Data Collection and analysis of student behaviour (XUNO)	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%

Activity 4	Participation in Universal Training A & B for SWPBS team through the SWVR - Brimbank/Melton Area (CRTs)	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
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Monitoring and Assessment - 2022

Term 3 monitoring (optional)

<p>Goal 1</p>	<p>2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.</p>
<p>12 Month Target 1.1</p>	<p>TUTORING GOALS 12 Month Targets Reading AT and ABOVE Expected F&P Level</p> <ul style="list-style-type: none"> • Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 61% in 2021 to >80%. • Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 54% in 2021 to >70%. • Increase the number of students at and above the expected F&P Benchmark level for grade 3 from 52% in 2021 to >80% • Increase the number of students at and above the expected F&P Benchmark level for grade 4 from 42% in 2021 to >80% • Increase the number of students at and above the expected F&P Benchmark level for grade 5 from 39% in 2021 to >70% • Increase the number of students at and above the expected F&P Benchmark level for grade 6 from 42% in 2021 to >65% <p>ENGLISH EXTENSION GOALS By end of 2022, 95% of students participating in English extension from grade 5 achieve top 2 bands in NAPLAN in Reading and Writing.</p> <p>ORAL LANGUAGE GOALS By the end of 2022, >90% of all capable foundation students will have achieved the minimum benchmark for oral language.</p> <p>MATHEMATICS EXTENSION P-2 By the end of 2022, 80% of students will reach expected 'Critical Understandings' in: - MOI 'Counting' for grade prep, one and two - MOI 'Place Value' for grade prep, one and two</p>
<p>KIS 1.a Priority 2022 Dimension</p>	<p>Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy</p>

Actions	<ul style="list-style-type: none"> - Increase the English Extension program from 0.2 EFT in 2021 to 0.4EFT in 2022 to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing. - Implement an Oral Language Program for all relevant students in Foundation. - Implement Levelled Literacy Intervention as a TLI program for students in grades 1-6 utilising two teaching staff. - Implement Reading Intervention as a TLI program for students in grade 3 who need specialised support during semester 1. - Implement Maths Intervention (0.2EFT) as a TLI program for students across grades Prep - 2.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Determined students for these various TLI programs based on improved data tracking and analysis processes. - Allocated time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Developed their understanding of extending students in English with a focus on achieving Top 2 Bands of NAPLAN in Reading and Writing. - Implemented an oral language program for students in foundation to achieve a baseline of success. - Implemented a tutoring program across grades 1-6 focussing in Levelled Literacy Intervention. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring, oral language or extension programs and will have had their progress monitored, moderated and reported on.
Success Indicators	<ul style="list-style-type: none"> - Achievement data from foundation students who have taken part in the oral language program - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results.
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	- Increase the English Extension program from 0.2 EFT in 2021 to 0.4EFT in 2022 to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
Activity 2	- Implementation of Maths Intervention (0.2EFT) as a TLI program for students across grades Prep - 2. This teacher will embed themselves into maths lessons across the cohorts to support students.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	- Implementation of an Oral Language Program for all relevant students in Foundation delivered by three ES staff each day for 30 minutes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 4	- Implementation of Reading Intervention as a TLI program for students in grade 3 who need specialised support during semester 1.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 5	- Implementation of Levelled Literacy Intervention for students from grades 1-6 in groups of no more than 5 students, being seen three times per week for 45 minutes as a TLI program comprising two teachers	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2022 Dimension	
Actions	Appoint an Acting Leading Teacher (0.8EFT) to lead Welfare and Wellbeing processes at the school including SWPBS, RRRR and PSD as well as case management of students requiring more specialised support. Acting Leading Teacher forms part of the Executive Team who determine placements for TLI inclusion.
Outcomes	The Leading Teacher will: <ul style="list-style-type: none"> - provide student and parent support for welfare matters by incorporating the use of SSS staff and allied health professionals. - coordinate the integration aide staff to best meet the needs of students on the PSD. - ensure the SWPBS and RRRR programs run in accordance with DET policy and processes. - build the capacity of staff in the area of welfare and wellbeing through PL, mentoring and coaching as appropriate. Staff will: <ul style="list-style-type: none"> - Seek support of the Welfare team to support students with welfare and wellbeing related matters. - undertake necessary PL to meet the needs of students in their care and across the school - implement key school programs such as SWPBS and RRRR to build the safety of students across the school. Students will: <ul style="list-style-type: none"> - know how to access support for themselves and their peers for wellbeing, welfare and safety concerns. - actively take part in SWPBS and RRRR curricula activities. - be represented on a Junior School Council and take part in age related leadership programs.
Success Indicators	Using the AtoSS, POS and Staff opinion Surveys to chart progress in student connectedness, management of bullying and student safety.
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	Continue with a SWPBS committee to implement the school's SWPBS and RRRR curriculum programs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Appoint a Leading Teacher (0.8 EFT) to the Welfare and Wellbeing Role	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Leading Teacher to implement a range of student leadership programs including the establishment of a Junior School Council, grade 5 and 6 leadership curriculum programs and House Captains.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	To improve achievement and growth in literacy and numeracy student outcomes.			
12 Month Target 2.1	<p>Increase the percentage of students achieving Medium Relative Growth in Reading from 56% (2021) to 65%, High Relative Growth from 6% to 15% and reduce the percentage of students achieving low relative growth from 38% (2021) to <30%.</p> <p>Increase the percentage of students achieving Medium Relative Growth in Writing from 53% (2021) to 65%, High Relative Growth from 28% to 30% and maintain the percentage of students achieving low relative growth (19% in 2021) to <20%.</p> <p>Increase the percentage of students achieving Medium Relative Growth in Numeracy from 43% (2021) to 50%, High Relative Growth from 19% (2021) to 25% and reduce the percentage of students achieving Low Relative Growth in Numeracy from 38% (2021) to <30%.</p>			

12 Month Target 2.2	Increase percentage of year 5 students in the top 2 bands of NAPLAN in Reading from 23% (2021) to 30%, in Writing from 9% (2021) to 15% and in Numeracy from 15% (2021) to 20%.
12 Month Target 2.3	Improve the percentage of year 5 students in the top 4 bands of NAPLAN for Reading from 77% (2021) to 80%, in Writing from 72% (2021) to 80% and in Numeracy from 58% (2021) to 65%.
12 Month Target 2.4	Reduce year 3 Reading variation from 26% (2021) to <10% Reduce year 3 Writing variation from 28% (2021) to <10% Reduce year 3 Numeracy variation from 14% (2021) to <10% Maintain year 5 Reading variation 0% (2021) to <5% Reduce year 5 Writing variation from 6% (2021) to <5% Reduce year 5 Numeracy variation from 15% (2021) to <10%
12 Month Target 2.5	Increase Trust in Colleagues (principal and teachers) from 66% (2021) to 70% Increase Teacher Collaboration from 73% (2021) to 77% Increase Collective Efficacy from 73% (2021) to 77%
KIS 2.a Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.
Actions	<ul style="list-style-type: none"> - Contract two consultants focussing on explicitly teaching English and mathematics. - Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about what constitutes explicit teaching and how to coach for this across all classes. - Coached staff in explicitly teaching English and Mathematics through modelling lessons, observing teachers' practice, providing feedback & attending PLCs <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed their understanding of what constitutes explicitly teaching English and Mathematics, and how to successfully differentiate and scaffold learning for students. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLCs. <p>Students will have:</p> <ul style="list-style-type: none"> - had English and Mathematics consultants in their classrooms and will have actively taken part in differentiated learning scaffolded

	to meet their individual needs. - benefitted from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice.			
Success Indicators	- Planning documents from PLCs reflect the professional learning provided by consultants. - Coaching documents reflect implementation of explicit teaching in alignment with professional learning from consultants. - Minutes from PLCs detail inquiry cycles linked to student data and taught consistent with Learning Specialist and consultant professional learning.			
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	Provide for a Learning Specialist (English) and a Learning Specialist in Mathematics to support the implementation of explicitly teaching across the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Implement a school-wide coaching program for all teachers to support the implementation of explicit teaching in English and Mathematics.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Student Wellbeing Coordinator	from: Term 1 to: Term 4	0%

Activity 3	CRTs to cover consultants, coaching, lesson observations etc...	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 4	Contract an English consultant for 10 days and a Maths Consultant for 16 days of professional learning throughout the year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	Develop specific assessment and data analysis tools to determine progress of programs and to support the implementation of strategies. These include PAT Maths, Maths 300, Reading and Fountas and Pinnell resources.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
KIS 2.b Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.			
Actions	<ul style="list-style-type: none"> - Improve school climate by working with consultants from the University of Southern Queensland implementing IDEAS (Innovative Designs Enhancing Achievement in Schools). - Continue participation in the DET Professional Learning Communities (PLC) initiative. 			
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Built from the success of creating our school vision, leaders will support staff to now create our school narrative and school-wide pedagogy. - Provided extensive professional learning/engagement with staff to improve alignment between school processes/ understandings. 			

	<ul style="list-style-type: none"> - Attended PLC meetings and supported the implementation of PLC inquiries consistent with agreed pedagogical approaches to teaching. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at pupil free days, meetings and processes. - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Driven their own inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics and Future Focussed Learning. - Evaluated the impact of their teaching on student learning growth by using the toolkit specifically designed for implementing a PLC. <p>Students will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at JSC, classroom level and whole-school level. - Understood the process for co-construction of learning intentions and success criteria in Future Focussed Learning lessons. - Provide qualitative and formative feedback to teachers and peers. 			
Success Indicators	<ul style="list-style-type: none"> - Updated diagnostic Inventory of School Alignment (DISA) data. - PLC minutes and participation in the PLC initiative. - PLC inquiry cycle minutes and feedback from coaches. - AtoSS, POP & Staff Opinion 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	Continuation of the PLC initiative throughout 2021 (CRT costs).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 2	Participation in the IDEAS process to formalise our school narrative and school-wide pedagogy plus CRTs	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Implement a pupil-free day centred on school alignment and the commencement of IDEAS (USQ Costs) and fallow-up staff meetings throughout the year.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
KIS 2.c Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.			
Actions	<ul style="list-style-type: none"> - Implement our newly created teaching and learning plan (Curriculum Map) as a whole staff - Implement proficiency scales for English and Mathematics - Develop consistent assessment documentation linked to the teaching and learning program - Provide coaching through Learning Specialists and consultants. 			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Lead committees to document associated assessment practice guides to compliment the teaching and learning program. - Oversee and coach the implementation of proficiency scales across Mathematics and English. - Participate and lead actions such as learning walks focused on implementation of Teaching and Learning program - Provide structured coaching to all teachers to support the viability of the curriculum. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Further developed their understanding of what constitutes explicit teaching and learning in English and Mathematics. - Been coached on the implementation of explicitly teaching English and Mathematics. - Been part of the implementation of a teaching and learning plan for all curriculum areas. - Implemented proficiency scales in English and Mathematics. 			

	<p>Students will have</p> <ul style="list-style-type: none"> - gained a firm understanding of the explicit teaching of Mathematics and English and will be able to transfer this to their work for improved student outcomes. 			
Success Indicators	<ul style="list-style-type: none"> - implementation of the Mackellar Teaching and Learning Plan across the school for all teacher planning. - Successful implementation of proficiency scales in English and Mathematics evident in all planning and lesson observations. - Implementation of assessment guides to ensure consistent and precise implementation of assessment practices across the school. - Coaching documentation reflecting the use of the curriculum map and newly developed assessment guides. 			
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	<p>Professional learning from consultants, SIT working with staff to implement the curriculum map. Professional learning from consultants, SIT working with staff to implement proficiency scales in English and mathematics.</p> <p>Professional learning from consultants, SIT working with staff to implement the assessment guides</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

Activity 2	Establishment of SIT committees in Curriculum Assessment to develop assessment guides to ensure consistent and best practice in the execution, analysis and subsequent planning in English and Mathematics.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Goal 3		To improve student voice, agency and leadership in learning.		
12 Month Target 3.1	Increase the positive response rate on the AtoSS in: -Student voice and agency from 64% to 70% -Inclusion from 91% to 93% -Sense of confidence from 74% to 80%			
12 Month Target 3.2	Increase the positive response rate on the Parent Opinion Survey for: -The school provides my child with opportunities to build his/her confidence from 90% to 92%.			
12 Month Target 3.3	Increase the positive response rate on the Staff Opinion Survey in the: -use of student feedback to improve practice from 64% (2021) to 70%.			
KIS 3.a Empowering students and building school pride	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.			
Actions	Implement Future Focussed Learning strategies in Health, Science, Languages (Italian), The Arts, Humanities and the Capabilities.			
Outcomes	Leaders will: - Have participated in Leadership Coaching and development from 'FFL' - Structured opportunities to professionally develop staff online, in-person and in PLCs. - Provide limited coaching in FFI through FFL personnel or school-based staff. Teachers will: - Have taken part in appropriate professional learning regarding FFL and implemented these strategies into their inquiry learning practice. - Contributed to the building of collective capacity through regular involvement in the FFL community.			

	<ul style="list-style-type: none"> - Use the PLC cycle of inquiry to build teacher practice. <p>Students will:</p> <ul style="list-style-type: none"> - Contribute to the formation of inquiry learning topics, direction and involvement 			
Success Indicators	<ul style="list-style-type: none"> - Regular contributions from teachers into the FFL online community - Evidence of FFL masterclasses in the planning and delivery of inquiry learning. - PLC cycles devoted to implementing FFL strategies. 			
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	FFL will be a cyclic inquiry for all PLCs focussing on embedding FFL strategies in inquiry learning. They will be regularly supported by FFL staff in their PLCs and an FFL SIT committee will support this learning across the school.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Goal 4	To improve the wellbeing of all students.			
12 Month Target 4.1	Increase the positive response on the Parent Opinion Survey for: -Promoting positive behaviour from 89% to 92%			

12 Month Target 4.2	Increase the positive response on the AtoSS for: -Advocate at School from 88% (2021) to 90% -Sense of Inclusion from 91% (2021) to 93% -Effective Classroom Behaviour from 74% (2021) to 80% -Resilience from 72% (2021) to 80%
12 Month Target 4.3	Increase the positive response rate on the Staff Opinion Survey in: -Collective Efficacy from 73% (2021) to 75%
KIS 4.a Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.
Actions	Promote and implement the work of the IDEAS process through the IDEAS School Management Team (ISMT) throughout the school community.
Outcomes	Leaders will: - Have facilitated the creation of a school narrative and associated school-wide pedagogy. - Promoted the vision, values, narrative and SWP across the community. Teachers will: - Have started implementing key elements of the school-wide pedagogy into their planning. - Build collective understanding around our narrative and SWP. Students will: - Have had input into our SWP by way of the Junior School Council
Success Indicators	-Documented evidence of our school narrative and SWP - Signage around the school of our school values and school vision
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	<ul style="list-style-type: none"> - Hold x2 ISMT meetings with facilitators from USQ - Hold a school-wide curriculum day for all staff on IDEAS in term 1 - Run multiple IDEAS meetings with staff as part of our meeting schedule - Involve JSC in the feedback stage of our SWP 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%
KIS 4.b Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.			
Actions	Achieve Bronze Status accreditation for SWPBS			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have taken part in relevant training for themselves in SWPBS - Led the school through relevant surveys and data collection - Implemented actions based on data to improve the positive behaviours across the school <p>Teachers will:</p> <ul style="list-style-type: none"> - Implemented the actions of PL into their classrooms and across the school. - Taken part in professional learning at school - Input data relevant to track student behaviour across the school <p>Students will:</p> <ul style="list-style-type: none"> - Have improved their positive behaviours as a result of SWPBS - Taken part in lessons and yard activities which recognise school-wide behaviours 			

Success Indicators	<ul style="list-style-type: none"> - Reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate School behaviours 			
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	Participation from all teachers in SWPBS professional learning (CRTs)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 2	Data Collection and analysis of student behaviour (XUNO)	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 3	PBS rewards given weekly from Buzz Award recipients (Replacement awards)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%

Activity 4	Participation in Universal Training A & B for SWPBS team through the SWVR - Brimbank/Melton Area (CRTs)	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
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Monitoring and Assessment - 2022

End-of-year monitoring

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	TUTORING GOALS 12 Month Targets Reading AT and ABOVE Expected F&P Level <ul style="list-style-type: none"> • Increase the number of students at and above the expected F&P Benchmark level for grade 1 from 61% in 2021 to >80%. • Increase the number of students at and above the expected F&P Benchmark level for grade 2 from 54% in 2021 to >70%. • Increase the number of students at and above the expected F&P Benchmark level for grade 3 from 52% in 2021 to >80% • Increase the number of students at and above the expected F&P Benchmark level for grade 4 from 42% in 2021 to >80% • Increase the number of students at and above the expected F&P Benchmark level for grade 5 from 39% in 2021 to >70% • Increase the number of students at and above the expected F&P Benchmark level for grade 6 from 42% in 2021 to >65% ENGLISH EXTENSION GOALS By end of 2022, 95% of students participating in English extension from grade 5 achieve top 2 bands in NAPLAN in Reading and Writing. ORAL LANGUAGE GOALS By the end of 2022, >90% of all capable foundation students will have achieved the minimum benchmark for oral language. MATHEMATICS EXTENSION P-2 By the end of 2022, 80% of students will reach expected 'Critical Understandings' in: <ul style="list-style-type: none"> - MOI 'Counting' for grade prep, one and two - MOI 'Place Value' for grade prep, one and two
Has this 12-month target met	Not Met
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy

Actions	<ul style="list-style-type: none"> - Increase the English Extension program from 0.2 EFT in 2021 to 0.4EFT in 2022 to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing. - Implement an Oral Language Program for all relevant students in Foundation. - Implement Levelled Literacy Intervention as a TLI program for students in grades 1-6 utilising two teaching staff. - Implement Reading Intervention as a TLI program for students in grade 3 who need specialised support during semester 1. - Implement Maths Intervention (0.2EFT) as a TLI program for students across grades Prep - 2.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Determined students for these various TLI programs based on improved data tracking and analysis processes. - Allocated time, space, human and physical resources and professional learning to support the implementation of the programs. - Tracked progress and ensured rigor around the accountability of programs and discontinuation of students from the program. <p>Teachers/Staff will have:</p> <ul style="list-style-type: none"> - Developed their understanding of extending students in English with a focus on achieving Top 2 Bands of NAPLAN in Reading and Writing. - Implemented an oral language program for students in foundation to achieve a baseline of success. - Implemented a tutoring program across grades 1-6 focussing in Levelled Literacy Intervention. <p>Selected students will have:</p> <ul style="list-style-type: none"> - Taken part in tutoring, oral language or extension programs and will have had their progress monitored, moderated and reported on.
Success Indicators	<ul style="list-style-type: none"> - Achievement data from foundation students who have taken part in the oral language program - NAPLAN and PAT analysis of impact on student achievement and growth for students in tutoring and/or extension programs - Achievement and growth data for students on tutoring program against Fountas and Pinnell reading levels. - Stronger correlation between Teacher Judgements and NAPLAN results.
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	- Implementation of an Oral Language Program for all relevant students in Foundation delivered by three ES staff each day for 30 minutes.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Activity 2	- Implementation of Reading Intervention as a TLI program for students in grade 3 who need specialised support during semester 1.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 3	- Increase the English Extension program from 0.2 EFT in 2021 to 0.4EFT in 2022 to improve the number of students achieving NAPLAN Top 2 Bands in Reading and Writing.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
Activity 4	- Implementation of Levelled Literacy Intervention for students from grades 1-6 in groups of no more than 5 students, being seen three times per week for 45 minutes as a TLI program comprising two teachers	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 5	- Implementation of Maths Intervention (0.2EFT) as a TLI program for students across grades Prep - 2. This teacher will embed themselves into maths lessons across the cohorts to support students.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

Priority 2022 Dimension	
Actions	Appoint an Acting Leading Teacher (0.8EFT) to lead Welfare and Wellbeing processes at the school including SWPBS, RRRR and PSD as well as case management of students requiring more specialised support. Acting Leading Teacher forms part of the Executive Team who determine placements for TLI inclusion.
Outcomes	The Leading Teacher will: <ul style="list-style-type: none"> - provide student and parent support for welfare matters by incorporating the use of SSS staff and allied health professionals. - coordinate the integration aide staff to best meet the needs of students on the PSD. - ensure the SWPBS and RRRR programs run in accordance with DET policy and processes. - build the capacity of staff in the area of welfare and wellbeing through PL, mentoring and coaching as appropriate. Staff will: <ul style="list-style-type: none"> - Seek support of the Welfare team to support students with welfare and wellbeing related matters. - undertake necessary PL to meet the needs of students in their care and across the school - implement key school programs such as SWPBS and RRRR to build the safety of students across the school. Students will: <ul style="list-style-type: none"> - know how to access support for themselves and their peers for wellbeing, welfare and safety concerns. - actively take part in SWPBS and RRRR curricula activities. - be represented on a Junior School Council and take part in age related leadership programs.
Success Indicators	Using the AtoSS, POS and Staff opinion Surveys to chart progress in student connectedness, management of bullying and student safety.
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	Continue with a SWPBS committee to implement the school's SWPBS and RRRR curriculum programs.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Respectful Relationships Implementation Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Appoint a Leading Teacher (0.8 EFT) to the Welfare and Wellbeing Role	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Leading Teacher to implement a range of student leadership programs including the establishment of a Junior School Council, grade 5 and 6 leadership curriculum programs and House Captains.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Student Leadership Coordinator <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	To improve achievement and growth in literacy and numeracy student outcomes.			
12 Month Target 2.1	<p>Increase the percentage of students achieving Medium Relative Growth in Reading from 56% (2021) to 65%, High Relative Growth from 6% to 15% and reduce the percentage of students achieving low relative growth from 38% (2021) to <30%.</p> <p>Increase the percentage of students achieving Medium Relative Growth in Writing from 53% (2021) to 65%, High Relative Growth from 28% to 30% and maintain the percentage of students achieving low relative growth (19% in 2021) to <20%.</p> <p>Increase the percentage of students achieving Medium Relative Growth in Numeracy from 43% (2021) to 50%, High Relative Growth from 19% (2021) to 25% and reduce the percentage of students achieving Low Relative Growth in Numeracy from 38% (2021) to <30%.</p>			
Has this 12-month target met	Not Met			

12 Month Target 2.2	Increase percentage of year 5 students in the top 2 bands of NAPLAN in Reading from 23% (2021) to 30%, in Writing from 9% (2021) to 15% and in Numeracy from 15% (2021) to 20%.
Has this 12-month target met	Not Met
12 Month Target 2.3	Improve the percentage of year 5 students in the top 4 bands of NAPLAN for Reading from 77% (2021) to 80%, in Writing from 72% (2021) to 80% and in Numeracy from 58% (2021) to 65%.
Has this 12-month target met	Not Met
12 Month Target 2.4	Reduce year 3 Reading variation from 26% (2021) to <10% Reduce year 3 Writing variation from 28% (2021) to <10% Reduce year 3 Numeracy variation from 14% (2021) to <10% Maintain year 5 Reading variation 0% (2021) to <5% Reduce year 5 Writing variation from 6% (2021) to <5% Reduce year 5 Numeracy variation from 15% (2021) to <10%
Has this 12-month target met	Not Met
12 Month Target 2.5	Increase Trust in Colleagues (principal and teachers) from 66% (2021) to 70% Increase Teacher Collaboration from 73% (2021) to 77% Increase Collective Efficacy from 73% (2021) to 77%
Has this 12-month target met	Not Met
KIS 2.a Evidence-based high-impact teaching strategies	Embed high-impact instructional practices to consistently differentiate learning for every student in every classroom.
Actions	<ul style="list-style-type: none"> - Contract two consultants focussing on explicitly teaching English and mathematics. - Provide a coaching program for all teachers provided by the Learning Specialists and Leading Teacher.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Developed a deeper understanding and knowledge about what constitutes explicit teaching and how to coach for this across all classes. - Coached staff in explicitly teaching English and Mathematics through modelling lessons, observing teachers' practice, providing

	<p>feedback & attending PLCs</p> <p>Teachers will have:</p> <ul style="list-style-type: none"> - Developed their understanding of what constitutes explicitly teaching English and Mathematics, and how to successfully differentiate and scaffold learning for students. - Had their lessons observed, had feedback provided to them, observed the practice of others, had extensive PL and actively engaged in PLCs. <p>Students will have:</p> <ul style="list-style-type: none"> - had English and Mathematics consultants in their classrooms and will have actively taken part in differentiated learning scaffolded to meet their individual needs. - benefitted from enhanced teaching and learning provided to them by staff actively reviewing and being coached in their practice. 			
Success Indicators	<ul style="list-style-type: none"> - Planning documents from PLCs reflect the professional learning provided by consultants. - Coaching documents reflect implementation of explicit teaching in alignment with professional learning from consultants. - Minutes from PLCs detail inquiry cycles linked to student data and taught consistent with Learning Specialist and consultant professional learning. 			
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	Implement a school-wide coaching program for all teachers to support the implementation of explicit teaching in English and Mathematics.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%

		<input checked="" type="checkbox"/> Student Wellbeing Co-Ordinator		
Activity 2	CRTs to cover consultants, coaching, lesson observations etc...	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 3	Contract an English consultant for 10 days and a Maths Consultant for 16 days of professional learning throughout the year	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	Develop specific assessment and data analysis tools to determine progress of programs and to support the implementation of strategies. These include PAT Maths, Maths 300, Reading and Fountas and Pinnell resources.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 5	Provide for a Learning Specialist (English) and a Learning Specialist in Mathematics to support the implementation of explicitly teaching across the school.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
KIS 2.b Evaluating impact on learning	Build staff capacity to adopt a PLC inquiry cycle to use data to inform teaching and learning and measure the impact of instruction to improve student learning outcomes and the quality of teaching.			

Actions	<ul style="list-style-type: none"> - Improve school climate by working with consultants from the University of Southern Queensland implementing IDEAS (Innovative Designs Enhancing Achievement in Schools). - Continue participation in the DET Professional Learning Communities (PLC) initiative.
Outcomes	<p>Leaders will have:</p> <ul style="list-style-type: none"> - Built from the success of creating our school vision, leaders will support staff to now create our school narrative and school-wide pedagogy. - Provided extensive professional learning/engagement with staff to improve alignment between school processes/ understandings. - Attended PLC meetings and supported the implementation of PLC inquiries consistent with agreed pedagogical approaches to teaching. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at pupil free days, meetings and processes. - Differentiated learning that is targeted at increasing growth for all students, in particular students at risk (regardless of ability). - Driven their own inquiry cycles within PLCs based on evidence of need and student learning information across English, Mathematics and Future Focussed Learning. - Evaluated the impact of their teaching on student learning growth by using the toolkit specifically designed for implementing a PLC. <p>Students will have:</p> <ul style="list-style-type: none"> - Taken ownership and empowerment of the improvement process (IDEAS) through contributions and actions at JSC, classroom level and whole-school level. - Understood the process for co-construction of learning intentions and success criteria in Future Focussed Learning lessons. - Provide qualitative and formative feedback to teachers and peers.
Success Indicators	<ul style="list-style-type: none"> - Updated diagnostic Inventory of School Alignment (DISA) data. - PLC minutes and participation in the PLC initiative. - PLC inquiry cycle minutes and feedback from coaches. - AtoSS, POP & Staff Opinion 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	Continuation of the PLC initiative throughout 2021 (CRT costs).	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 2	Implement a pupil-free day centred on school alignment and the commencement of IDEAS (USQ Costs) and fallow-up staff meetings throughout the year.	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 3	Participation in the IDEAS process to formalise our school narrative and school-wide pedagogy plus CRTs	<input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
KIS 2.c Curriculum planning and assessment	Develop, document and implement a guaranteed and viable curriculum continuum and proficiency scales that reduces variability and informs teaching.			
Actions	<ul style="list-style-type: none"> - Implement our newly created teaching and learning plan (Curriculum Map) as a whole staff - Implement proficiency scales for English and Mathematics - Develop consistent assessment documentation linked to the teaching and learning program - Provide coaching through Learning Specialists and consultants. 			
Outcomes	Leaders will: <ul style="list-style-type: none"> - Lead committees to document associated assessment practice guides to compliment the teaching and learning program. 			

	<ul style="list-style-type: none"> - Oversee and coach the implementation of proficiency scales across Mathematics and English. - Participate and lead actions such as learning walks focused on implementation of Teaching and Learning program - Provide structured coaching to all teachers to support the viability of the curriculum. <p>Teachers will have:</p> <ul style="list-style-type: none"> - Further developed their understanding of what constitutes explicit teaching and learning in English and Mathematics. - Been coached on the implementation of explicitly teaching English and Mathematics. - Been part of the implementation of a teaching and learning plan for all curriculum areas. - Implemented proficiency scales in English and Mathematics. <p>Students will have</p> <ul style="list-style-type: none"> - gained a firm understanding of the explicit teaching of Mathematics and English and will be able to transfer this to their work for improved student outcomes. 			
Success Indicators	<ul style="list-style-type: none"> - implementation of the Mackellar Teaching and Learning Plan across the school for all teacher planning. - Successful implementation of proficiency scales in English and Mathematics evident in all planning and lesson observations. - Implementation of assessment guides to ensure consistent and precise implementation of assessment practices across the school. - Coaching documentation reflecting the use of the curriculum map and newly developed assessment guides. 			
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	Professional learning from consultants, SIT working with staff to implement the	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	curriculum map. Professional learning from consultants, SIT working with staff to implement proficiency scales in English and mathematics. Professional learning from consultants, SIT working with staff to implement the assessment guides	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	to: Term 4	
Activity 2	Establishment of SIT committees in Curriculum Assessment to develop assessment guides to ensure consistent and best practice in the execution, analysis and subsequent planning in English and Mathematics.	<input checked="" type="checkbox"/> Data Leader <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Goal 3	To improve student voice, agency and leadership in learning.			
12 Month Target 3.1	Increase the positive response rate on the AtoSS in: -Student voice and agency from 64% to 70% -Inclusion from 91% to 93% -Sense of confidence from 74% to 80%			
Has this 12-month target met	Not Met			
12 Month Target 3.2	Increase the positive response rate on the Parent Opinion Survey for: -The school provides my child with opportunities to build his/her confidence from 90% to 92%.			
Has this 12-month target met	Not Met			
12 Month Target 3.3	Increase the positive response rate on the Staff Opinion Survey in the: -use of student feedback to improve practice from 64% (2021) to 70%.			
Has this 12-month target met	Not Met			
KIS 3.a	Develop a collaborative partnership between students and teachers to design and implement rich learning opportunities.			

Empowering students and building school pride	
Actions	Implement Future Focussed Learning strategies in Health, Science, Languages (Italian), The Arts, Humanities and the Capabilities.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have participated in Leadership Coaching and development from 'FFL' - Structured opportunities to professionally develop staff online, in-person and in PLCs. - Provide limited coaching in FL through FFL personnel or school-based staff. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have taken part in appropriate professional learning regarding FFL and implemented these strategies into their inquiry learning practice. - Contributed to the building of collective capacity through regular involvement in the FFL community. - Use the PLC cycle of inquiry to build teacher practice. <p>Students will:</p> <ul style="list-style-type: none"> - Contribute to the formation of inquiry learning topics, direction and involvement
Success Indicators	<ul style="list-style-type: none"> - Regular contributions from teachers into the FFL online community - Evidence of FFL masterclasses in the planning and delivery of inquiry learning. -PLC cycles devoted to implementing FFL strategies.
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	FFL will be a cyclic inquiry for all PLCs focussing on embedding FFL strategies in inquiry learning. They will be regularly supported by FFL staff in their PLCs and an FFL SIT committee will support this learning across the school.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Goal 4	To improve the wellbeing of all students.			
12 Month Target 4.1	Increase the positive response on the Parent Opinion Survey for: -Promoting positive behaviour from 89% to 92%			
Has this 12-month target met	Not Met			
12 Month Target 4.2	Increase the positive response on the AtoSS for: -Advocate at School from 88% (2021) to 90% -Sense of Inclusion from 91% (2021) to 93% -Effective Classroom Behaviour from 74% (2021) to 80% -Resilience from 72% (2021) to 80%			
Has this 12-month target met	Not Met			
12 Month Target 4.3	Increase the positive response rate on the Staff Opinion Survey in: -Collective Efficacy from 73% (2021) to 75%			
Has this 12-month target met	Not Met			
KIS 4.a Setting expectations and promoting inclusion	Engage the school community in the development and implementation of school-wide values.			
Actions	Promote and implement the work of the IDEAS process through the IDEAS School Management Team (ISMT) throughout the school community.			

Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have facilitated the creation of a school narrative and associated school-wide pedagogy. - Promoted the vision, values, narrative and SWP across the community. <p>Teachers will:</p> <ul style="list-style-type: none"> - Have started implementing key elements of the school-wide pedagogy into their planning. - Build collective understanding around our narrative and SWP. <p>Students will:</p> <ul style="list-style-type: none"> - Have had input into our SWP by way of the Junior School Council 			
Success Indicators	<ul style="list-style-type: none"> - Documented evidence of our school narrative and SWP - Signage around the school of our school values and school vision 			
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	<ul style="list-style-type: none"> - Hold x2 ISMT meetings with facilitators from USQ - Hold a school-wide curriculum day for all staff on IDEAS in term 1 - Run multiple IDEAS meetings with staff as part of our meeting schedule 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Principal 	from: Term 1 to: Term 4	0%

	- Involve JSC in the feedback stage of our SWP			
KIS 4.b Health and wellbeing	Implement School-wide Positive Behaviours as a framework for student wellbeing.			
Actions	Achieve Bronze Status accreditation for SWPBS			
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - Have taken part in relevant training for themselves in SWPBS - Led the school through relevant surveys and data collection - Implemented actions based on data to improve the positive behaviours across the school <p>Teachers will:</p> <ul style="list-style-type: none"> - Implemented the actions of PL into their classrooms and across the school. - Taken part in professional learning at school - Input data relevant to track student behaviour across the school <p>Students will:</p> <ul style="list-style-type: none"> - Have improved their positive behaviours as a result of SWPBS - Taken part in lessons and yard activities which recognise school-wide behaviours 			
Success Indicators	<ul style="list-style-type: none"> - Reduction of inappropriate behaviours as evidenced by XUNO data. - Implementation of SWPBS lessons across the school - Increased levels of positive rewards (Buzz Awards) for students for displaying appropriate School behaviours 			
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	PBS rewards given weekly from Buzz Award recipients (Replacement awards)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 2	Data Collection and analysis of student behaviour (XUNO)	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 3	Participation from all teachers in SWPBS professional learning (CRTs)	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%
Activity 4	Participation in Universal Training A & B for SWPBS team through the SWVR - Brimbank/Melton Area (CRTs)	<input checked="" type="checkbox"/> SWPBS Leader/Team	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2022

SEIL Feedback