Monitoring and Assessment - 2021

Patterson Lakes Primary School (5190)

Submitted for review by Carole Mayes (School Principal) on 03 March, 2021 at 02:19 PM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 12 July, 2021 at 02:23 PM
Awaiting endorsement by School Council President
Term 2 Monitoring submitted by Carole Mayes (School Principal) on 21 July, 2021 at 05:27 PM

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	Learning catchup and extension: * Continued involvement in the Victorian High Abilities Program * Tutor mentoring program for 2021 * Classroom differentiation learning programs NAPLAN results PAT data Fountas & Pinnell Happy active and healthy kids: * Continued involvement in the Respectful Relationships Program * Year level rotations - Visual Arts/Digitech/Student Wellbeing * Student leadership program Attitudes To School Survey Parent Opinion Survey Connected Schools: * Focus Groups - staff, students, parents * School website traffic data * Compass student engagement data analysis * Whole school events * Attendance data - families at risk Attitudes To School Survey Parent Opinion Survey Staff Opinion Survey Data which will measure progress to all priorities * Observations of classrooms and other areas in the school on the level and breadth of student engagement and teaching practices

	(e.g. questioning, differentiation, checking for understanding) * Self-assessment against the FISO Continua
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Whole School Level - Develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support Classroom Level - Prioritise curriculum 'essentials': mathematics, reading, writing and science. Ensure these are taught efforts to support students' learning in taught / revisited across wider curriculum subjects Individual and Tailored level - With staff input, establish a targeted support program for students and establish small group tutoring programs through the Tutor mentoring program for 2021 Use PLCs / PLTs for staff to collaboratively plan units of work with a focus on differentiation Continued involvement in the Victorian High Abilities Program
Outcomes	Teachers will confidently and accurately identify student learning needs of their students Teachers will develop an understanding of curriculum essentials to ensure mastery Students in need of targeted academic support or intervention will be identified and supported through the tutor mentoring program in Literacy and Numeracy Years 1 -6 Students in need of targeted academic extension will be identified and supported through the Victorian High Abilities Program
Success Indicators	Teachers' formative assessment data and teacher judgement data Data used to identify students for tailored supports (at risk and extension)
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	Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	☑ PLC Leaders ☑ Leadership Team ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 2	Establish resourcing for individual and tailored support programs and establish criteria for identifying students requiring individual and tailored support (at risk and extension) (Budget of $125664 for Tutoring plus $12000 for High Performance)	☑ School Leadership Team	from: Term 1 to: Term 4	0%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Continue with the whole school approach to social-emotional learning, belonging and engagement through the Respectful Relationships framework the InSPIRE program to strengthen cross-class and year level relationships through peer and group learning activities
Outcomes	Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers and leaders will integrate social-emotional learning into school practice, policies and programs Students will feel supported and engaged in InSPIRE homegroups and contribute to a strong classroom culture Students will have strong relationships with peers

Success Indicators	Respectful Relationships curriculum documentation reflecting social and emotional learning Documentation of frameworks, policies or programs Students engagement in wellbeing programs Samples of student work Documentation of resources for wellbeing programs
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	Develop curriculum units collaboratively with wellbeing team members and Develop curriculum resources which reflect wellbeing and social-emotional learning focus Develop documentation for wellbeing programs Hold professional learning for teachers implementing wellbeing programs	☑ Wellbeing Team ☑ School Improvement Team	from: Term 1 to: Term 4	0%
KIS 1.c	Connected schools priority			

Building communities	
Actions	Plan for school facilities and grounds works that will mean every school is a great place to learn
Outcomes	The wider community will feel welcome in the school and regularly use school facilities All students will be connected to resources and learning opportunities
Success Indicators	Student/staff/parent feedback
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	Enhance the use of the school grounds and facilities as a community	☑ School Improvement Team	from: Term 1 to: Term 4	0%
Goal 2	To maximise the learning growth of all students with a focus on Literacy			

12 Month Target 2.1	By the end of 2021, increase the percentage of students in the top two NAPLAN bands for: •Year 3 Writing from 75.9% (2019) to 77% •Year 3 Reading from 56.1% (2019) to 58% •Year 5 Writing from 28.1% (2019) to 30% •Year 5 Reading from 37.5% (2019) to 39%
12 Month Target 2.2	By the end of 2021 reduce the percentage of students making high NAPLAN relative growth in: •Writing from 30% (2019) to 32% •Reading from 39% (2019) to 41%
12 Month Target 2.3	Improve the percentage of students showing more than 12 months growth by 2.5% per year using Fountas and Pinnell data: •Foundation - Year 1 from 13.5% (2018) to 15.5% •Year 1 - Year 2 from 55.6% (2018) to 57.6% •Year 2 - Year 3 from 24.2% (2018) to 26.2% •Average (Foundation - Year 3) from 30.1% to 32.
12 Month Target 2.4	PAT Reading: To achieve the expected growth targets for each year level, in each year of the Strategic Plan •Foundation [June 2019 no data, Target June 2023....] Growth Target 12.2 Points of growth for the expected level •Year One [June 2019 no data, Target June 2023....] Growth Target 11 Points of growth for the expected level •Year Two [June 2019 77.12, Target June 2023 93 97] Growth Target 12.86 Points of growth for the expected level •Year Three [June 2019 97.25, Target June 2023 110.04] Growth Target 12.79 Points of growth for the expected level •Year Four [June 2019 109.58, Target June 2023 118.9] Growth Target 9.32 Points of growth for the expected level •Year Five [June 2019 120.4, Target June 2023 126.25] Growth Target 5.85 Points of growth for the expected level •Year Six [June 2019 123.72, Target June 2023 128.54] Growth Target 4.82 Points of growth for the expected level
KIS 2.a Instructional and shared leadership	**Embed consistency of best practice through highly effective collaborative teams**
Actions	Implement Professional Learning Communities at Patterson Lakes Primary School
Outcomes	Teachers will: • understand the characteristics of high-quality PLCs • engage in regular conversations about student learning • use PLC time to evaluate the impact of teaching on student outcomes • give and receive feedback.

	Leaders will: • communicate high expectations about the PLC program • use multiple sources of evidence to track implementation of PLCs including barriers and enablers • model how to give and receive feedback with staff, prioritise strategic resourcing of PLCs.
Success Indicators	Teachers: • PLC notes/minutes • evidence used within PLC to evaluate impact of teaching on student outcomes • Staff Survey data for factors Discuss problems of practice; Timetabled meetings to support collaboration; Monitor effectiveness using data; Use evidence to inform teaching practice to improve by 5% Leaders: • minutes/agendas/presentations from staff meetings • survey data, observations or other evidence related to PLC implementation • notes/records of conversations where feedback has been given/received (e.g. PDP conversations); financial and organisational documents.
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	All staff complete professional learning workshops on analysing and using data	☑ All Staff	from: Term 2 to: Term 4	0%

Activity 2	Key staff to participate in professional learning and school visits	☑ PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Develop structure and protocols for PLCs at Patterson Lakes Primary School	☑ PLC Leaders	from: Term 1 to: Term 1	0%

KIS 2.b Curriculum planning and assessment	Effectively deliver the guaranteed and viable curriculum that addresses student point of need consistently across the school
Actions	Develop staff capabilities to use identified literacy teaching strategies in the classroom; incorporate differentiation within their program implementation and support the implementation of the Tutoring in Schools Initiative.
Outcomes	Students will: • apply identified literacy strategies within their work • be able to apply subject-specific terminology Teachers will • understand and explicitly use identified literacy teaching strategies • undertake pre- and post-testing of all students on a semester basis • differentiate literacy activities within all subject areas • explicitly teach subject-specific terminology School Improvement Teachers will: • leading the implementation of a structured literacy intervention program • co-lead professional learning around consistent implementation of the identified literacy teaching strategies • co-lead professional learning around differentiation of literacy tasks • model the identified literacy teaching strategies Leaders will • develop a deep understanding of identified literacy teaching strategies • co-lead professional learning around the identified literacy teaching strategies • model the identified literacy teaching strategies • conduct learning walks to monitor consistency of implementation

Success Indicators	Students: • student work samples • contribute to discussions during learning walks • moderated assessment samples • pre- and post-testing. Teachers: • lesson and unit plans • notes from learning walks • samples of pre- and post-testing tasks School Improvement Teachers: • evidence of delivered professional learning • pre- and post-testing of students within the structured intervention program • lesson and unit plans • student work samples • moderated assessment samples. Leaders: • evidence of delivered professional learning • notes from learning walks/observations
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Implement a schedule of professional learning for staff on differentiation in the classroom	☑ All Staff	from: Term 1 to: Term 4	0%

KIS 2.c Building practice excellence	Embed the agreed instructional model consistently across the school
Actions	Develop staff capabilities to implement the agreed instructional model consistently across the school incorporating - Scaffolding Literacy and the Single Word Spelling Test through professional development sessions, learning walks and observations.
Outcomes	Students will: • apply identified literacy strategies within their work • be able to apply subject-specific terminology Teachers will • understand and explicitly use identified literacy teaching strategies • undertake pre- and post-testing of all students on a semester basis • differentiate literacy activities within all subject areas • explicitly teach subject-specific terminology School Improvement Teachers will: • leading the implementation of a structured literacy intervention program • co-lead professional learning around consistent implementation of the identified literacy teaching strategies • co-lead professional learning around differentiation of literacy tasks • model the identified literacy teaching strategies Leaders will • develop a deep understanding of identified literacy teaching strategies • co-lead professional learning around the identified literacy teaching strategies • model the identified literacy teaching strategies • conduct learning walks to monitor consistency of implementation
Success Indicators	Students: • student work samples • contribute to discussions during learning walks • moderated assessment samples • pre- and post-testing. Teachers:

	• lesson and unit plans
	• notes from learning walks
	• samples of pre- and post-testing tasks
	School Improvement Teachers:
	• evidence of delivered professional learning
	• pre- and post-testing of students within the structured intervention program
	• lesson and unit plans
	• student work samples
	• moderated assessment samples.
	Leaders:
	• evidence of delivered professional learning
	• notes from learning walks/observations
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Implement a schedule of professional learning for staff on identified literacy teaching strategies	☑ All Staff	from: Term 1 to: Term 4	