**Monitoring and Assessment - 2022**

Roberts McCubbin Primary School (5419)



Submitted for review by Amanda Wigg (School Principal) on 13 December, 2021 at 02:28 PM  
Endorsed by Erika Bienert (Senior Education Improvement Leader) on 22 December, 2021 at 05:02 PM  
Endorsed by Jennifer Buxton (School Council President) on 28 December, 2021 at 10:23 AM  
Term 2 Monitoring submitted by Peter Watson (School Principal) on 03 August, 2022 at 09:57 AM

**Monitoring and Assessment - 2022**

**Term 1 monitoring (optional)**

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| **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 | | Increase the 2022 AtoSS factor "Teacher Concern" from 78% positive endorsement to 81% All students to make 12 months progress in Number & Algebra according to teacher judgments | | | |
| 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 | | Develop a school-wide numeracy strategy and instructional model Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support Maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice  Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom Develop tiered systems of support that enable teachers to identify and respond to students’ individual learning needs Strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported Establish/embed consistent approaches to formative assessment  Use PLC/Ts for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will report higher levels of confidence with numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently implement the agreed assessment schedule  Teachers will provide students with the opportunity to work at their level using differentiated resources | | | |
| Success Indicators | | Student feedback on differentiation, the instructional model, and use of common strategies Teachers’ formative assessment data and summative judgements against the curriculum  Classroom observations and learning walks demonstrating use of strategies from professional learning and instructional model NAPLAN results e.g. Numeracy benchmark growth, PAT data, Digital Assessment Library  Students, staff and parent perception survey results Documentation and data from formative assessments Evidence of communication with parents/carers/kin  A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Differentiated curriculum documents and evidence of student learning at different levels  Semester 2 teacher judgements | | | |
| 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 new assessments added to assessment schedule | | 🗹 School Improvement Team  🗹 PLC Leaders  🗹 Numeracy Leader | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Refine numeracy instructional model | | 🗹 All Staff | from: Term 1  to: Term 2 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Embed a whole school approach to physical/social/ emotional/cultural/civic wellbeing  Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Continue to work with Student Voice Team to promote student voice and seek feedback on the promotion of wellbeing and positive mental health  Implement bullying prevention and cyber safety programs such as the e-Smart schools framework Continue to implement the BeYou framework Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development  Build staff capacity to collect, analyse and respond to student wellbeing data Strengthen in-class relationships through peer and group learning activities Conduct regular check-ins/conferencing with students in classroom care programs  Embed the Resilience, Rights and Respectful Relationships curriculum | | | |
| Outcomes | | Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines  Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Teachers will use the BeYou model to support mentally healthy schools Students will feel supported and engaged in homegroups and contribute to a strong classroom culture  At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Teachers and leaders will implement the wellbeing program in classroom Teachers will implement a range of interventions in their classroom to support student wellbeing | | | |
| Success Indicators | | Classroom and peer observations, observing classroom practice  Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Documentation of referrals/communication processes Students, staff and parent perception survey results Attendance data  Students engagement in wellbeing programs Teacher reports of student wellbeing concerns Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Semester 2 judgements against the Wellbeing Capabilities see Wellbeing Capabilities Curriculum map for further information | | | |
| 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 | Identify and schedule appropriate professional learning for teachers implementing wellbeing programs | | 🗹 All Staff  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Continue to embed protocols and processes to support at-risk students | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Establish activity groups that promote healthy habits and positive relationships - particularly targeting vulnerable students | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| **Goal 2** | | To improve student growth in Numeracy. | | | |
| 12 Month Target 2.1 | | Increase the overall percentage of students achieving high growth in NAPLAN numeracy from 44% to 47% | | | |
| 12 Month Target 2.2 | | Increase the overall percentage of year 3 students in the top two bands in number and algebra from 61% to 65% and year five students in the top two bands from 42% to 45% | | | |
| KIS 2.a Curriculum planning and assessment | | Build a curriculum plan that integrates learning areas and capabilities, pedagogy and assessment. | | | |
| Actions | | SIT to coordinate review of existing curriculum plan, auditing that all areas of the curriculum are being taught across F-6 Implement new assessments, as defined in the 2021 assessment schedule review Tutor learning program to be implemented with a numeracy focus within the 2022 TLI | | | |
| Outcomes | | Staff will demonstrate greater understanding of the curriculum and make links between curriculum and assessment Students will be assessed with tools designed to inform teaching and relevant to supporting key numeracy skills and strategies Students who didn't show 12 months growth in numeracy will have the opportunity to catch up through participation in the TLI | | | |
| Success Indicators | | The completed/updated curriculum plan The success of the new assessment schedule will be evident in the growth of student across January to December, backed by teacher judgments, NAPLAN and PAT data TLI assessments will indicate growth of students within this program | | | |
| 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 | Update and refine curriculum plan | | 🗹 School Improvement Team | from: Term 2  to: Term 3 | 0% |
| Activity 2 | Identify, plan for and implement TLI with numeracy focus | | 🗹 Numeracy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**Mid-year monitoring**

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| **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 | | Increase the 2022 AtoSS factor "Teacher Concern" from 78% positive endorsement to 81% All students to make 12 months progress in Number & Algebra according to teacher judgments | | | |
| 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 | | Develop a school-wide numeracy strategy and instructional model Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support Maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice  Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom Develop tiered systems of support that enable teachers to identify and respond to students’ individual learning needs Strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported Establish/embed consistent approaches to formative assessment  Use PLC/Ts for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will report higher levels of confidence with numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently implement the agreed assessment schedule  Teachers will provide students with the opportunity to work at their level using differentiated resources | | | |
| Success Indicators | | Student feedback on differentiation, the instructional model, and use of common strategies Teachers’ formative assessment data and summative judgements against the curriculum  Classroom observations and learning walks demonstrating use of strategies from professional learning and instructional model NAPLAN results e.g. Numeracy benchmark growth, PAT data, Digital Assessment Library  Students, staff and parent perception survey results Documentation and data from formative assessments Evidence of communication with parents/carers/kin  A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Differentiated curriculum documents and evidence of student learning at different levels  Semester 2 teacher judgements | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence  🗹 Change in school context i.e. SFOE, enrolment | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Implementation of the Tutor Learning Initiative has been a great success, with two expert staff members undertaking literacy and numeracy tutoring with a large number of students identified as not having progressed as expected in 2020 and/or 2021. In literacy, the Maqlit and Minilit programs have been utilised to support expanding practices in supporting literacy learning in classrooms.  Collaboration on a whole school instructional model was undertaken with all staff. Staff were presented with a number of different exemplar models, evidence-based teaching practices and the review of current practice. Teachers worked in collaborative working teams to identify current practices, discuss elements of the exemplars and develop agreements over aligned practices throughout the school. Each group presented their ideas and were then taken to be refined. This was then presented at the newly re-formed Numeracy committee for further scrutiny and feedback before being released with adjustments and modifications considered.   The development of data literacy is a continuing process. The formation of the Numeracy Committee will have a significant focus of looking at numeracy data across the school and upskilling other PLC members on interpreting data, identifying areas for improvement using developmental progressions and more rigorous use of current assessments including Essential Assessment and PAT data. This will continue to be a focus throughout semester 2.   The focus on identification of students that require intervention and further support in line with the Multi-Tiered Systems of Support will be area of improved understanding by teaching staff. Through the introduction of a suite of assessments to identify common misunderstandings, formative assessments practices to continue to pinpoint zones for development will be a continuing focus.   The strengthening of the home-school communication has been developing momentum throughout the year. A particular focus was Education Week where parents were provided resources to support children to both understand numeracy concepts and apply these to mathematical concepts. More regular numeracy communication with families will be a feature of Semester 2.   The development of the Numeracy Committee will further support the PLCs to become more familiar with evidence-based practices, including; CRA, the use of daily and weekly review which connects to our focus on ensuring concepts are not covered in isolation and are interleaved throughout the learning schedule. The PLCs will also draw on assessments to identify students for intervention through the Tutor program and support the need for targeted intervention. The PLCs will continue to implement a range of formative assessment practices to inform planning. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | The continuation of the Numeracy Committee to align practices across the school. This will include the publication of an intranet which will allow access to all resources and information to support learning as well at the publication and implementation of the agreed upon instructional model.   Supporting the implementation of pedagogical and evidence informed practices to support teacher efficacy. This will include professional development with Peter Sullivan and other scheduled professional learning sessions run by the Numeracy Leader in both term 3 and 4. Implementation of the practices will be supported by the Numeracy Committee and reflected in team planners.   A continued focus on parent communication will be a strong feature of Semester 2. This will include resources to support families, regular updates on professional learning and information around support to reduce maths anxiety.   Continued staff professional learning around the Big Ideas in Number and the application of the proficiencies to support mathematical development.   Planning for the continued focus on numeracy for 2023 with staff professional learning opportunities secured. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Schedule and organise professional learning on new assessments added to assessment schedule | | 🗹 School Improvement Team  🗹 PLC Leaders  🗹 Numeracy Leader | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Refine numeracy instructional model | | 🗹 All Staff | from: Term 1  to: Term 2 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Embed a whole school approach to physical/social/ emotional/cultural/civic wellbeing  Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Continue to work with Student Voice Team to promote student voice and seek feedback on the promotion of wellbeing and positive mental health  Implement bullying prevention and cyber safety programs such as the e-Smart schools framework Continue to implement the BeYou framework Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development  Build staff capacity to collect, analyse and respond to student wellbeing data Strengthen in-class relationships through peer and group learning activities Conduct regular check-ins/conferencing with students in classroom care programs  Embed the Resilience, Rights and Respectful Relationships curriculum | | | |
| Outcomes | | Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines  Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Teachers will use the BeYou model to support mentally healthy schools Students will feel supported and engaged in homegroups and contribute to a strong classroom culture  At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Teachers and leaders will implement the wellbeing program in classroom Teachers will implement a range of interventions in their classroom to support student wellbeing | | | |
| Success Indicators | | Classroom and peer observations, observing classroom practice  Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Documentation of referrals/communication processes Students, staff and parent perception survey results Attendance data  Students engagement in wellbeing programs Teacher reports of student wellbeing concerns Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Semester 2 judgements against the Wellbeing Capabilities see Wellbeing Capabilities Curriculum map for further information | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | We have implemented the BeYou program to strategically target the improvement of Social and Emotional outcomes for our students. The targeted modules around ‘Resilience’ and ‘Developing Mentally Healthy Communities’ have been completed by all staff. Time allocation for ES staff has been provided to continue to take a whole school approach to improving wellbeing outcomes. Once each module is completed the understanding is then shared amongst PLC teams with actions to be decided by each team. This culminates in a whole school professional learning session where staff have a final presentation and actions are decided and implemented throughout the school. The framework will build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development.   Working closely with Whitehorse Council Youth Connections program to support students with high absenteeism and anxiety-related mental health distress. The Whitehorse Council Youth Connections program will fund a Paws in Schools and Drumbeat program to support students identified as ‘at risk’.   The implementation of the whole school digital student check in has been building staff capacity to collect, analyse and respond to student wellbeing data in a timely and efficient manner. Supporting the identification of students needing support and promoting positive relationships between students and staff.   The RRRR program continues to be imbedded across the school. PLC teams complete a tracking document to ensure explicit lessons are being taught and monitored throughout the school. The 5/6 students have undertaken the ByStander training provided by DET to support the reduction in bullying incidents throughout the school and promote help seeking strategies. Roberts McCubbin continues to be a Lead School for RRRR and regularly supports our CoP to implement RRRR as well as promote best practices around implementation.   A whole school Cyber Safety training will be undertaken in Term 3 by the Cyber Safety Project as a whole school. This will include staff Professional Learning as well as Parent Information Modules. This will continue our work already done around eSmart. Students will also engage in a whole school buddy session with a cyber safety focus.   The implementation of the Berry St Education Model is underway, developing a whole school approach to Trauma Informed Practices. Staff have been presented with professional learning and goals around developing clear and consistent routines that will be a feature of each class. There are provisions for ES staff to have professional learning opportunities to support the implementation across the school. This was also presented to the community at Education Committee.   The Student Voice Team continues to be very active in the school. They have reviewed a number of policies around wellbeing. They developed procedures around provided feedback and concerns. They actively developed the Safe and Happy book which provides a student friendly resource to support wellbeing, promote mentally healthy practise and help seeking strategies. The Student Voice Team has also been responsible for discussing ways to improve our awareness of indigenous culture and be more culturally safe.   Staff were presented a document that clearly demonstrated the links between the RRRR program and Vic Curriculum outcomes. This supported teachers to assess progress and identify areas of student development that needed to be strengthened. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | The results of the Attitude to School Data will be something that both staff and students reflect and make goals for improvement.   Parents, Staff and Students will undertake the BullyStoppers Survey. This will provide valuable feedback on areas the need to be strengthened.   Further Professional Learning around BeYou and the Berry St Education model. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Identify and schedule appropriate professional learning for teachers implementing wellbeing programs | | 🗹 All Staff  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Continue to embed protocols and processes to support at-risk students | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
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| **Goal 2** | | To improve student growth in Numeracy. | | | |
| 12 Month Target 2.1 | | Increase the overall percentage of students achieving high growth in NAPLAN numeracy from 44% to 47% | | | |
| 12 Month Target 2.2 | | Increase the overall percentage of year 3 students in the top two bands in number and algebra from 61% to 65% and year five students in the top two bands from 42% to 45% | | | |
| KIS 2.a Curriculum planning and assessment | | Build a curriculum plan that integrates learning areas and capabilities, pedagogy and assessment. | | | |
| Actions | | SIT to coordinate review of existing curriculum plan, auditing that all areas of the curriculum are being taught across F-6 Implement new assessments, as defined in the 2021 assessment schedule review Tutor learning program to be implemented with a numeracy focus within the 2022 TLI | | | |
| Outcomes | | Staff will demonstrate greater understanding of the curriculum and make links between curriculum and assessment Students will be assessed with tools designed to inform teaching and relevant to supporting key numeracy skills and strategies Students who didn't show 12 months growth in numeracy will have the opportunity to catch up through participation in the TLI | | | |
| Success Indicators | | The completed/updated curriculum plan The success of the new assessment schedule will be evident in the growth of student across January to December, backed by teacher judgments, NAPLAN and PAT data TLI assessments will indicate growth of students within this program | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | SIT reviewed the current assessment schedule. A range of new assessments were considered for literacy and numeracy. The additional of more formative assessments that detailed student developmental learning progression was a feature. The use of the Common Misunderstandings and SENA assessments to draw out zones of development. These assessments and practise will be reviewed at the conclusion of the year for their effectiveness and information provided. The Numeracy Committee will support their implementation throughout the school.   The developmental assessment will be used to support the Tutor Learning Initiative. The use of PAT Adaptive and Essential Assessment will act as screening assessments to identify students that require intervention.  Two members of SIT have taken on Curriculum Planning as a specific role for the remainder of 2022, leading into our school review. They have met with our SEIL and an EIL to discuss a plan of action and have begun work on auditing the curriculum at RMPS. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | Review of the Assessment Schedule by the SIT team with feedback from staff around the effectiveness of assessments as well a consideration to the time required to implement.   Continued time allocation support for the TLI to work across the school.  Creation of a more coherent curriculum plan, clearly indicating where each outcome is addressed and that sufficient time is allocated. SIT members will be given time to work with team leaders and representatives to complete this work ahead of the review. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Update and refine curriculum plan | | 🗹 School Improvement Team | from: Term 2  to: Term 3 | 0% |
| Activity 2 | Identify, plan for and implement TLI with numeracy focus | | 🗹 Numeracy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**Term 3 monitoring (optional)**

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| **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 | | Increase the 2022 AtoSS factor "Teacher Concern" from 78% positive endorsement to 81% All students to make 12 months progress in Number & Algebra according to teacher judgments | | | |
| 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 | | Develop a school-wide numeracy strategy and instructional model Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support Maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice  Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom Develop tiered systems of support that enable teachers to identify and respond to students’ individual learning needs Strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported Establish/embed consistent approaches to formative assessment  Use PLC/Ts for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will report higher levels of confidence with numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently implement the agreed assessment schedule  Teachers will provide students with the opportunity to work at their level using differentiated resources | | | |
| Success Indicators | | Student feedback on differentiation, the instructional model, and use of common strategies Teachers’ formative assessment data and summative judgements against the curriculum  Classroom observations and learning walks demonstrating use of strategies from professional learning and instructional model NAPLAN results e.g. Numeracy benchmark growth, PAT data, Digital Assessment Library  Students, staff and parent perception survey results Documentation and data from formative assessments Evidence of communication with parents/carers/kin  A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Differentiated curriculum documents and evidence of student learning at different levels  Semester 2 teacher judgements | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence  🗹 Change in school context i.e. SFOE, enrolment | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Implementation of the Tutor Learning Initiative has been a great success, with two expert staff members undertaking literacy and numeracy tutoring with a large number of students identified as not having progressed as expected in 2020 and/or 2021. In literacy, the Maqlit and Minilit programs have been utilised to support expanding practices in supporting literacy learning in classrooms.  Collaboration on a whole school instructional model was undertaken with all staff. Staff were presented with a number of different exemplar models, evidence-based teaching practices and the review of current practice. Teachers worked in collaborative working teams to identify current practices, discuss elements of the exemplars and develop agreements over aligned practices throughout the school. Each group presented their ideas and were then taken to be refined. This was then presented at the newly re-formed Numeracy committee for further scrutiny and feedback before being released with adjustments and modifications considered.   The development of data literacy is a continuing process. The formation of the Numeracy Committee will have a significant focus of looking at numeracy data across the school and upskilling other PLC members on interpreting data, identifying areas for improvement using developmental progressions and more rigorous use of current assessments including Essential Assessment and PAT data. This will continue to be a focus throughout semester 2.   The focus on identification of students that require intervention and further support in line with the Multi-Tiered Systems of Support will be area of improved understanding by teaching staff. Through the introduction of a suite of assessments to identify common misunderstandings, formative assessments practices to continue to pinpoint zones for development will be a continuing focus.   The strengthening of the home-school communication has been developing momentum throughout the year. A particular focus was Education Week where parents were provided resources to support children to both understand numeracy concepts and apply these to mathematical concepts. More regular numeracy communication with families will be a feature of Semester 2.   The development of the Numeracy Committee will further support the PLCs to become more familiar with evidence-based practices, including; CRA, the use of daily and weekly review which connects to our focus on ensuring concepts are not covered in isolation and are interleaved throughout the learning schedule. The PLCs will also draw on assessments to identify students for intervention through the Tutor program and support the need for targeted intervention. The PLCs will continue to implement a range of formative assessment practices to inform planning. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | The continuation of the Numeracy Committee to align practices across the school. This will include the publication of an intranet which will allow access to all resources and information to support learning as well at the publication and implementation of the agreed upon instructional model.   Supporting the implementation of pedagogical and evidence informed practices to support teacher efficacy. This will include professional development with Peter Sullivan and other scheduled professional learning sessions run by the Numeracy Leader in both term 3 and 4. Implementation of the practices will be supported by the Numeracy Committee and reflected in team planners.   A continued focus on parent communication will be a strong feature of Semester 2. This will include resources to support families, regular updates on professional learning and information around support to reduce maths anxiety.   Continued staff professional learning around the Big Ideas in Number and the application of the proficiencies to support mathematical development.   Planning for the continued focus on numeracy for 2023 with staff professional learning opportunities secured. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Schedule and organise professional learning on new assessments added to assessment schedule | | 🗹 School Improvement Team  🗹 PLC Leaders  🗹 Numeracy Leader | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Refine numeracy instructional model | | 🗹 All Staff | from: Term 1  to: Term 2 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Embed a whole school approach to physical/social/ emotional/cultural/civic wellbeing  Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Continue to work with Student Voice Team to promote student voice and seek feedback on the promotion of wellbeing and positive mental health  Implement bullying prevention and cyber safety programs such as the e-Smart schools framework Continue to implement the BeYou framework Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development  Build staff capacity to collect, analyse and respond to student wellbeing data Strengthen in-class relationships through peer and group learning activities Conduct regular check-ins/conferencing with students in classroom care programs  Embed the Resilience, Rights and Respectful Relationships curriculum | | | |
| Outcomes | | Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines  Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Teachers will use the BeYou model to support mentally healthy schools Students will feel supported and engaged in homegroups and contribute to a strong classroom culture  At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Teachers and leaders will implement the wellbeing program in classroom Teachers will implement a range of interventions in their classroom to support student wellbeing | | | |
| Success Indicators | | Classroom and peer observations, observing classroom practice  Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Documentation of referrals/communication processes Students, staff and parent perception survey results Attendance data  Students engagement in wellbeing programs Teacher reports of student wellbeing concerns Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Semester 2 judgements against the Wellbeing Capabilities see Wellbeing Capabilities Curriculum map for further information | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | We have implemented the BeYou program to strategically target the improvement of Social and Emotional outcomes for our students. The targeted modules around ‘Resilience’ and ‘Developing Mentally Healthy Communities’ have been completed by all staff. Time allocation for ES staff has been provided to continue to take a whole school approach to improving wellbeing outcomes. Once each module is completed the understanding is then shared amongst PLC teams with actions to be decided by each team. This culminates in a whole school professional learning session where staff have a final presentation and actions are decided and implemented throughout the school. The framework will build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development.   Working closely with Whitehorse Council Youth Connections program to support students with high absenteeism and anxiety-related mental health distress. The Whitehorse Council Youth Connections program will fund a Paws in Schools and Drumbeat program to support students identified as ‘at risk’.   The implementation of the whole school digital student check in has been building staff capacity to collect, analyse and respond to student wellbeing data in a timely and efficient manner. Supporting the identification of students needing support and promoting positive relationships between students and staff.   The RRRR program continues to be imbedded across the school. PLC teams complete a tracking document to ensure explicit lessons are being taught and monitored throughout the school. The 5/6 students have undertaken the ByStander training provided by DET to support the reduction in bullying incidents throughout the school and promote help seeking strategies. Roberts McCubbin continues to be a Lead School for RRRR and regularly supports our CoP to implement RRRR as well as promote best practices around implementation.   A whole school Cyber Safety training will be undertaken in Term 3 by the Cyber Safety Project as a whole school. This will include staff Professional Learning as well as Parent Information Modules. This will continue our work already done around eSmart. Students will also engage in a whole school buddy session with a cyber safety focus.   The implementation of the Berry St Education Model is underway, developing a whole school approach to Trauma Informed Practices. Staff have been presented with professional learning and goals around developing clear and consistent routines that will be a feature of each class. There are provisions for ES staff to have professional learning opportunities to support the implementation across the school. This was also presented to the community at Education Committee.   The Student Voice Team continues to be very active in the school. They have reviewed a number of policies around wellbeing. They developed procedures around provided feedback and concerns. They actively developed the Safe and Happy book which provides a student friendly resource to support wellbeing, promote mentally healthy practise and help seeking strategies. The Student Voice Team has also been responsible for discussing ways to improve our awareness of indigenous culture and be more culturally safe.   Staff were presented a document that clearly demonstrated the links between the RRRR program and Vic Curriculum outcomes. This supported teachers to assess progress and identify areas of student development that needed to be strengthened. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | The results of the Attitude to School Data will be something that both staff and students reflect and make goals for improvement.   Parents, Staff and Students will undertake the BullyStoppers Survey. This will provide valuable feedback on areas the need to be strengthened.   Further Professional Learning around BeYou and the Berry St Education model. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Identify and schedule appropriate professional learning for teachers implementing wellbeing programs | | 🗹 All Staff  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Continue to embed protocols and processes to support at-risk students | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Establish activity groups that promote healthy habits and positive relationships - particularly targeting vulnerable students | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| **Goal 2** | | To improve student growth in Numeracy. | | | |
| 12 Month Target 2.1 | | Increase the overall percentage of students achieving high growth in NAPLAN numeracy from 44% to 47% | | | |
| 12 Month Target 2.2 | | Increase the overall percentage of year 3 students in the top two bands in number and algebra from 61% to 65% and year five students in the top two bands from 42% to 45% | | | |
| KIS 2.a Curriculum planning and assessment | | Build a curriculum plan that integrates learning areas and capabilities, pedagogy and assessment. | | | |
| Actions | | SIT to coordinate review of existing curriculum plan, auditing that all areas of the curriculum are being taught across F-6 Implement new assessments, as defined in the 2021 assessment schedule review Tutor learning program to be implemented with a numeracy focus within the 2022 TLI | | | |
| Outcomes | | Staff will demonstrate greater understanding of the curriculum and make links between curriculum and assessment Students will be assessed with tools designed to inform teaching and relevant to supporting key numeracy skills and strategies Students who didn't show 12 months growth in numeracy will have the opportunity to catch up through participation in the TLI | | | |
| Success Indicators | | The completed/updated curriculum plan The success of the new assessment schedule will be evident in the growth of student across January to December, backed by teacher judgments, NAPLAN and PAT data TLI assessments will indicate growth of students within this program | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | SIT reviewed the current assessment schedule. A range of new assessments were considered for literacy and numeracy. The additional of more formative assessments that detailed student developmental learning progression was a feature. The use of the Common Misunderstandings and SENA assessments to draw out zones of development. These assessments and practise will be reviewed at the conclusion of the year for their effectiveness and information provided. The Numeracy Committee will support their implementation throughout the school.   The developmental assessment will be used to support the Tutor Learning Initiative. The use of PAT Adaptive and Essential Assessment will act as screening assessments to identify students that require intervention.  Two members of SIT have taken on Curriculum Planning as a specific role for the remainder of 2022, leading into our school review. They have met with our SEIL and an EIL to discuss a plan of action and have begun work on auditing the curriculum at RMPS. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | Review of the Assessment Schedule by the SIT team with feedback from staff around the effectiveness of assessments as well a consideration to the time required to implement.   Continued time allocation support for the TLI to work across the school.  Creation of a more coherent curriculum plan, clearly indicating where each outcome is addressed and that sufficient time is allocated. SIT members will be given time to work with team leaders and representatives to complete this work ahead of the review. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Update and refine curriculum plan | | 🗹 School Improvement Team | from: Term 2  to: Term 3 | 0% |
| Activity 2 | Identify, plan for and implement TLI with numeracy focus | | 🗹 Numeracy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2022**

**End-of-year monitoring**

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| --- | --- | --- | --- | --- | --- |
| **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 | | Increase the 2022 AtoSS factor "Teacher Concern" from 78% positive endorsement to 81% All students to make 12 months progress in Number & Algebra according to teacher judgments | | | |
| 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 | | Develop a school-wide numeracy strategy and instructional model Develop data literacy of teachers to inform understanding of student needs and identify students requiring additional support Maintain PLCs structures to support teacher collaboration and reflection of strengthen teaching practice  Plan whole school professional learning in evidence-based approaches to supporting students with additional needs and/or disabilities in the classroom Develop tiered systems of support that enable teachers to identify and respond to students’ individual learning needs Strengthen the school-wide approach to communication with parents/carers/kin, with a focus on communicating how individual learning needs are being identified and supported Establish/embed consistent approaches to formative assessment  Use PLC/Ts for staff to collaboratively plan units of work with a focus on differentiation and meeting the needs of students with additional needs and/or disabilities | | | |
| Outcomes | | Students will know how lessons are structured and how this supports their learning Students will be supported to learn at point of need Student will report higher levels of confidence with numeracy skills Teachers will confidently and accurately identify student learning needs of all of their students PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons Teachers will consistently implement the agreed assessment schedule  Teachers will provide students with the opportunity to work at their level using differentiated resources | | | |
| Success Indicators | | Student feedback on differentiation, the instructional model, and use of common strategies Teachers’ formative assessment data and summative judgements against the curriculum  Classroom observations and learning walks demonstrating use of strategies from professional learning and instructional model NAPLAN results e.g. Numeracy benchmark growth, PAT data, Digital Assessment Library  Students, staff and parent perception survey results Documentation and data from formative assessments Evidence of communication with parents/carers/kin  A documented assessment schedule and evidence of teachers inputting data and moderating assessments  Differentiated curriculum documents and evidence of student learning at different levels  Semester 2 teacher judgements | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence  🗹 Change in school context i.e. SFOE, enrolment | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Implementation of the Tutor Learning Initiative has been a great success, with two expert staff members undertaking literacy and numeracy tutoring with a large number of students identified as not having progressed as expected in 2020 and/or 2021. In literacy, the Maqlit and Minilit programs have been utilised to support expanding practices in supporting literacy learning in classrooms.  Collaboration on a whole school instructional model was undertaken with all staff. Staff were presented with a number of different exemplar models, evidence-based teaching practices and the review of current practice. Teachers worked in collaborative working teams to identify current practices, discuss elements of the exemplars and develop agreements over aligned practices throughout the school. Each group presented their ideas and were then taken to be refined. This was then presented at the newly re-formed Numeracy committee for further scrutiny and feedback before being released with adjustments and modifications considered.   The development of data literacy is a continuing process. The formation of the Numeracy Committee will have a significant focus of looking at numeracy data across the school and upskilling other PLC members on interpreting data, identifying areas for improvement using developmental progressions and more rigorous use of current assessments including Essential Assessment and PAT data. This will continue to be a focus throughout semester 2.   The focus on identification of students that require intervention and further support in line with the Multi-Tiered Systems of Support will be area of improved understanding by teaching staff. Through the introduction of a suite of assessments to identify common misunderstandings, formative assessments practices to continue to pinpoint zones for development will be a continuing focus.   The strengthening of the home-school communication has been developing momentum throughout the year. A particular focus was Education Week where parents were provided resources to support children to both understand numeracy concepts and apply these to mathematical concepts. More regular numeracy communication with families will be a feature of Semester 2.   The development of the Numeracy Committee will further support the PLCs to become more familiar with evidence-based practices, including; CRA, the use of daily and weekly review which connects to our focus on ensuring concepts are not covered in isolation and are interleaved throughout the learning schedule. The PLCs will also draw on assessments to identify students for intervention through the Tutor program and support the need for targeted intervention. The PLCs will continue to implement a range of formative assessment practices to inform planning. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | The continuation of the Numeracy Committee to align practices across the school. This will include the publication of an intranet which will allow access to all resources and information to support learning as well at the publication and implementation of the agreed upon instructional model.   Supporting the implementation of pedagogical and evidence informed practices to support teacher efficacy. This will include professional development with Peter Sullivan and other scheduled professional learning sessions run by the Numeracy Leader in both term 3 and 4. Implementation of the practices will be supported by the Numeracy Committee and reflected in team planners.   A continued focus on parent communication will be a strong feature of Semester 2. This will include resources to support families, regular updates on professional learning and information around support to reduce maths anxiety.   Continued staff professional learning around the Big Ideas in Number and the application of the proficiencies to support mathematical development.   Planning for the continued focus on numeracy for 2023 with staff professional learning opportunities secured. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Schedule and organise professional learning on new assessments added to assessment schedule | | 🗹 School Improvement Team  🗹 PLC Leaders  🗹 Numeracy Leader | from: Term 1  to: Term 2 | 0% |
| Activity 2 | Refine numeracy instructional model | | 🗹 All Staff | from: Term 1  to: Term 2 | 0% |
| KIS 1.b Priority 2022 Dimension | | Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable | | | |
| Actions | | Embed a whole school approach to physical/social/ emotional/cultural/civic wellbeing  Plan how whole school professional learning on chosen areas will be implemented and revisited throughout the year Continue to work with Student Voice Team to promote student voice and seek feedback on the promotion of wellbeing and positive mental health  Implement bullying prevention and cyber safety programs such as the e-Smart schools framework Continue to implement the BeYou framework Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development  Build staff capacity to collect, analyse and respond to student wellbeing data Strengthen in-class relationships through peer and group learning activities Conduct regular check-ins/conferencing with students in classroom care programs  Embed the Resilience, Rights and Respectful Relationships curriculum | | | |
| Outcomes | | Teachers will incorporate trauma informed practices in classes and in planning units of work Teachers will implement and model consistent routines  Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, cultural and civic wellbeing Teachers and leaders will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Teachers will use the BeYou model to support mentally healthy schools Students will feel supported and engaged in homegroups and contribute to a strong classroom culture  At-risk students will be identified and receive targeted support in a timely manner Students will have strong relationships with peers/staff Teachers and leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use Teachers and leaders will implement the wellbeing program in classroom Teachers will implement a range of interventions in their classroom to support student wellbeing | | | |
| Success Indicators | | Classroom and peer observations, observing classroom practice  Documentation of frameworks, policies or programs Internal and external professional learning attendance and shared readings for staff are documented Documentation of referrals/communication processes Students, staff and parent perception survey results Attendance data  Students engagement in wellbeing programs Teacher reports of student wellbeing concerns Documentation of resources for wellbeing programs Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns Semester 2 judgements against the Wellbeing Capabilities see Wellbeing Capabilities Curriculum map for further information | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | We have implemented the BeYou program to strategically target the improvement of Social and Emotional outcomes for our students. The targeted modules around ‘Resilience’ and ‘Developing Mentally Healthy Communities’ have been completed by all staff. Time allocation for ES staff has been provided to continue to take a whole school approach to improving wellbeing outcomes. Once each module is completed the understanding is then shared amongst PLC teams with actions to be decided by each team. This culminates in a whole school professional learning session where staff have a final presentation and actions are decided and implemented throughout the school. The framework will build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development.   Working closely with Whitehorse Council Youth Connections program to support students with high absenteeism and anxiety-related mental health distress. The Whitehorse Council Youth Connections program will fund a Paws in Schools and Drumbeat program to support students identified as ‘at risk’.   The implementation of the whole school digital student check in has been building staff capacity to collect, analyse and respond to student wellbeing data in a timely and efficient manner. Supporting the identification of students needing support and promoting positive relationships between students and staff.   The RRRR program continues to be imbedded across the school. PLC teams complete a tracking document to ensure explicit lessons are being taught and monitored throughout the school. The 5/6 students have undertaken the ByStander training provided by DET to support the reduction in bullying incidents throughout the school and promote help seeking strategies. Roberts McCubbin continues to be a Lead School for RRRR and regularly supports our CoP to implement RRRR as well as promote best practices around implementation.   A whole school Cyber Safety training will be undertaken in Term 3 by the Cyber Safety Project as a whole school. This will include staff Professional Learning as well as Parent Information Modules. This will continue our work already done around eSmart. Students will also engage in a whole school buddy session with a cyber safety focus.   The implementation of the Berry St Education Model is underway, developing a whole school approach to Trauma Informed Practices. Staff have been presented with professional learning and goals around developing clear and consistent routines that will be a feature of each class. There are provisions for ES staff to have professional learning opportunities to support the implementation across the school. This was also presented to the community at Education Committee.   The Student Voice Team continues to be very active in the school. They have reviewed a number of policies around wellbeing. They developed procedures around provided feedback and concerns. They actively developed the Safe and Happy book which provides a student friendly resource to support wellbeing, promote mentally healthy practise and help seeking strategies. The Student Voice Team has also been responsible for discussing ways to improve our awareness of indigenous culture and be more culturally safe.   Staff were presented a document that clearly demonstrated the links between the RRRR program and Vic Curriculum outcomes. This supported teachers to assess progress and identify areas of student development that needed to be strengthened. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | The results of the Attitude to School Data will be something that both staff and students reflect and make goals for improvement.   Parents, Staff and Students will undertake the BullyStoppers Survey. This will provide valuable feedback on areas the need to be strengthened.   Further Professional Learning around BeYou and the Berry St Education model. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Identify and schedule appropriate professional learning for teachers implementing wellbeing programs | | 🗹 All Staff  🗹 Wellbeing Team | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Continue to embed protocols and processes to support at-risk students | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 3 | Establish activity groups that promote healthy habits and positive relationships - particularly targeting vulnerable students | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| **Goal 2** | | To improve student growth in Numeracy. | | | |
| 12 Month Target 2.1 | | Increase the overall percentage of students achieving high growth in NAPLAN numeracy from 44% to 47% | | | |
| Has this 12 month target met | | Not Met | | | |
| 12 Month Target 2.2 | | Increase the overall percentage of year 3 students in the top two bands in number and algebra from 61% to 65% and year five students in the top two bands from 42% to 45% | | | |
| Has this 12 month target met | | Not Met | | | |
| KIS 2.a Curriculum planning and assessment | | Build a curriculum plan that integrates learning areas and capabilities, pedagogy and assessment. | | | |
| Actions | | SIT to coordinate review of existing curriculum plan, auditing that all areas of the curriculum are being taught across F-6 Implement new assessments, as defined in the 2021 assessment schedule review Tutor learning program to be implemented with a numeracy focus within the 2022 TLI | | | |
| Outcomes | | Staff will demonstrate greater understanding of the curriculum and make links between curriculum and assessment Students will be assessed with tools designed to inform teaching and relevant to supporting key numeracy skills and strategies Students who didn't show 12 months growth in numeracy will have the opportunity to catch up through participation in the TLI | | | |
| Success Indicators | | The completed/updated curriculum plan The success of the new assessment schedule will be evident in the growth of student across January to December, backed by teacher judgments, NAPLAN and PAT data TLI assessments will indicate growth of students within this program | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | SIT reviewed the current assessment schedule. A range of new assessments were considered for literacy and numeracy. The additional of more formative assessments that detailed student developmental learning progression was a feature. The use of the Common Misunderstandings and SENA assessments to draw out zones of development. These assessments and practise will be reviewed at the conclusion of the year for their effectiveness and information provided. The Numeracy Committee will support their implementation throughout the school.   The developmental assessment will be used to support the Tutor Learning Initiative. The use of PAT Adaptive and Essential Assessment will act as screening assessments to identify students that require intervention.  Two members of SIT have taken on Curriculum Planning as a specific role for the remainder of 2022, leading into our school review. They have met with our SEIL and an EIL to discuss a plan of action and have begun work on auditing the curriculum at RMPS. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Review of the Assessment Schedule by the SIT team with feedback from staff around the effectiveness of assessments as well a consideration to the time required to implement.   Continued time allocation support for the TLI to work across the school.  Creation of a more coherent curriculum plan, clearly indicating where each outcome is addressed and that sufficient time is allocated. SIT members will be given time to work with team leaders and representatives to complete this work ahead of the review. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Update and refine curriculum plan | | 🗹 School Improvement Team | from: Term 2  to: Term 3 | 0% |
| Activity 2 | Identify, plan for and implement TLI with numeracy focus | | 🗹 Numeracy Leader  🗹 Teacher(s) | from: Term 1  to: Term 4 | 0% |

**Monitoring and Self-assessment - 2022**

SEIL Feedback

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| **Submitted Feedback** |
| Congratulations on the progress that you have made towards your AIP at mid-year, particularly in light of the complex challenges that schools are navigating at this time. Your progress towards the 2022 DET priority goals, with an increased focus on numeracy and student wellbeing, reflects your unwavering commitment to the learning growth and individual needs of each student at Roberts McCubbin Primary School. Enablers of this work have been: - the commitment of strategic resources and aligning workforce - targeted use of DET resources and tools - a focused professional learning plan to build staff capability and consistency of practice - a positive staff culture and readiness for change - highly effective change management practices Significant achievements over Semester 1 have included: - Focusing attention on delivering individualised programs to support all students, particularly those who are vulnerable and at-risk - Embedding schoolwide assessment practices and data analysis processes to provide targeted and differentiated instruction at students’ point of need, and - Building the capacity of middle leaders to support teacher collaboration and reflection on teaching practice. The way in which you have supported your staff to pull together as a team to maintain on-site attendance, at the same time as delivering a highly effective teaching and learning program is a testament to your leadership. Thank you for your work so far and I look forward to seeing your progress through Semester 2, particularly as we work through a thorough PRSE process in preparation for your upcoming School Review in Term 4.  **Submitted by Erika Bienert (SEIL) on 05 August, 2022 at 12:49 PM** |