

Monitoring and Assessment - 2020

Jeparit Primary School (2988)

Jeparit



Primary School

Submitted for review by Iain Sedgman (School Principal) on 19 December, 2019 at 02:11 PM

Endorsed by Joanna Day (Senior Education Improvement Leader) on 19 December, 2019 at 02:12 PM

Endorsed by Brett Schultz (School Council President) on 25 February, 2020 at 06:48 PM

Term 2 Monitoring submitted by Helena Croser (School Principal) on 22 July, 2020 at 03:45 PM

Term 4 Monitoring submitted by Helena Croser (School Principal) on 27 October, 2020 at 04:37 PM

Monitoring and Assessment - 2020

Term 1 monitoring (optional)

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| Goal 1 | Improve individual student learning growth and outcomes in literacy. |
| 12 Month Target 1.1 | 75% of Year 5 students (in the matched school cohort) who participate in NAPLAN will achieve medium or high relative learning growth in reading and writing. |
| 12 Month Target 1.2 | Year 3 100%, and Year 5 75% of students who participate in NAPLAN will achieve in the top four bands in reading and writing. |
| 12 Month Target 1.3 | Each year of the SSP, all students will achieve at least twelve months learning growth in English based on teacher judgements against the Victorian Curriculum. |
| 12 Month Target 1.4 | Improve the percentage of positive responses to the following factors of the School Staff Survey (SSS): Maintain applicability of professional learning at 100% Collective participation from 90.5% to 92% Active participation from 80.6% to 85% Feedback from 90% to 92% |
| KIS 1.a Building practice excellence | Develop an agreed approach to the effective teaching of literacy. |
| Actions | Ensure an agreed instructional model for reading is in place. Conduct peer observations. Attend targeted PD and/or school visits around reading. Promote the reading model to students. |
| Outcomes | Students achieving 12 months growth in reading. Students can articulate their understanding of the reading model. Staff are consistent and review and enhance their agreed reading instructional model. Literacy leader will document the instructional reading model and plan regular reviews with all literacy staff. |

| Success Indicators | Instructional Reading Model NAPLAN Data PAT Data Fountas and Pinnell Data Evidence of peer observations Minutes of literacy meetings | | | |
|---|---|--|----------------------------------|---------------------|
| 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 | The literacy leader and the principal to visit another school to observe reading. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 2 | 0% |
| Activity 2 | Conduct two literacy / reading specific staff meetings for all staff, per term. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 3 | Review existing Instructional model to ensure that literacy is explicit in it or else create a separate Reading Instructional Model and | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 | 0% |

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| | use other reading instructional models as a guide. | | to: Term 1 | |
| Activity 4 | Continue with peer observations in reading for all staff. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 5 | In respect of the developed reading model, an accompanying poster will be designed by and for the students, to put the model in terms that our students fully understand. This poster will include graphics to enhance meaning. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 1 | 0% |
| Goal 2 | Inspire and empower students in their learning. | | | |
| 12 Month Target 2.1 | Stimulated learning from 55% to 60% or greater Classroom behaviour from 66% to 75% or greater Learning confidence from 68% to 75% or greater Student voice and agency from 57% to 75% or greater. | | | |
| KIS 2.a Empowering students and building school pride | Enhance personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world. (ES&BSP) | | | |
| Actions | <ol style="list-style-type: none"> 1. Provide staff with appropriate planning time around KIS 2.a (this is also a shared staff PDP goal) 2. Students should be involved in the process of steering their learning and with feedback later being obtained. For instance if life-cycles are being studied the students could be asked to select from a list of several options. 3. Increase the inclusion of real world issues and problems into all classes. This will be done by adopting a theme each term school wide based upon the cross curriculum content from the Vic Curriculum and focused on current global topics that impact our students. This allows for multiple subjects to be taught with a connection to the cross curriculum theme and sub topics chosen in consultation with students. 4. Students will be encouraged to voice their ideas for their studies within the constraints of the curriculum. | | | |

| Outcomes | Teachers will be bringing topical issues into the classroom. Students will be engaged in solving real issues and discussing many of these with their parents and the community. Students should have a greater awareness and knowledge of issues affecting the world around them. Parents will have a better appreciation of the broader themes being taught. Increased engagement with parents should also be a flow on effect. | | | |
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| Success Indicators | <p>ATOS results to increase from 45% to 60% for the question, "My teacher makes the work we do in class interesting." Also for the question, "My teacher makes learning fun", the result should increase by 10% from the 2019 level of 64%.</p> <p>Parent Opinion survey to have a 20% increase for the responses to, "Stimulating learning environment", and "Student motivation and support".</p> <p>Newsletter items will be created and comment made on the themes students are engaged on. Student surveys conducted in-house. Pre-test and post-tests. Student portfolios. Student project posters.</p> | | | |
| 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 | Activity: Two staff to undertake PD on 'amplifying student agency and voice' which | <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 | 0% |

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| | includes personalising lessons and utilising authentic real life issues. | | to: Term 1 | |
| Activity 2 | Milestone: Refine the cross curriculum theme process mid-year and review it's integrity and effectiveness. | <input checked="" type="checkbox"/> Teacher(s) | from: Term 3 to: Term 3 | 0% |
| Activity 3 | Activity: Trial a student led parent-teacher interview approach to stimulate student learning interest. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 2 | 0% |
| Activity 4 | Activity: One of the student free days to be allocated in term 1 for staff to workshop and review what personalised learning has taken place in 2019 at the school and how to increase personalised learning within the school. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support | from: Term 1 to: Term 1 | 0% |
| Activity 5 | Milestone: A student voice plan will be created by the end of term 1. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 1 | 0% |
| Activity 6 | Activity: Increase the use of video technology in classes to stimulate interest | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 7 | Activity: Establish termly themes consistent with the Vic Curriculum cross curriculum topics of indigenous, Asia- Australia relationship and sustainability areas. The | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 4 | 0% |

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| | theme setting process shall include input from staff and students. | | | |
| Activity 8 | Activity: Create regular newsletter items around the themes being taught. Students to be involved as well. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 4 | 0% |

Monitoring and Assessment - 2020

Mid-year monitoring

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| Goal 1 | Improve individual student learning growth and outcomes in literacy. |
| 12 Month Target 1.1 | 75% of Year 5 students (in the matched school cohort) who participate in NAPLAN will achieve medium or high relative learning growth in reading and writing. |
| 12 Month Target 1.2 | Year 3 100%, and Year 5 75% of students who participate in NAPLAN will achieve in the top four bands in reading and writing. |
| 12 Month Target 1.3 | Each year of the SSP, all students will achieve at least twelve months learning growth in English based on teacher judgements against the Victorian Curriculum. |
| 12 Month Target 1.4 | Improve the percentage of positive responses to the following factors of the School Staff Survey (SSS): Maintain applicability of professional learning at 100% Collective participation from 90.5% to 92% Active participation from 80.6% to 85% Feedback from 90% to 92% |
| KIS 1.a Building practice excellence | Develop an agreed approach to the effective teaching of literacy. |
| Actions | Ensure an agreed instructional model for reading is in place. Conduct peer observations. Attend targeted PD and/or school visits around reading. Promote the reading model to students. |
| Outcomes | Students achieving 12 months growth in reading. Students can articulate their understanding of the reading model. Staff are consistent and review and enhance their agreed reading instructional model. Literacy leader will document the instructional reading model and plan regular reviews with all literacy staff. |

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| Success Indicators | Instructional Reading Model NAPLAN Data PAT Data Fountas and Pinnell Data Evidence of peer observations Minutes of literacy meetings |
| Delivery of the annual actions for this KIS | Partially Completed |
| Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Other Change in leadership, at this time delivery of the KIS will be happen later than anticipated See modified template |
| Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence |
| Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> | See modified template |
| Future planning | Upload modified template in 'Optional evidence' |

| <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | | | | |
|--|--|--|----------------------------------|---------------------|
| OPTIONAL: Upload Evidence | | 1. 2020 AIP COVID19 Mid-year AIP monitoring template FINAL.docx (0.08 MB) | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Conduct two literacy / reading specific staff meetings for all staff, per term. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 2 | Review existing Instructional model to ensure that literacy is explicit in it or else create a separate Reading Instructional Model and use other reading instructional models as a guide. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 1 | 0% |
| Activity 3 | Continue with peer observations in reading for all staff. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 4 | The literacy leader and the principal to visit another school to observe reading. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 2 | 0% |

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| Activity 5 | In respect of the developed reading model, an accompanying poster will be designed by and for the students, to put the model in terms that our students fully understand. This poster will include graphics to enhance meaning. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 1 | 0% |
| Goal 2 | Inspire and empower students in their learning. | | | |
| 12 Month Target 2.1 | Stimulated learning from 55% to 60% or greater Classroom behaviour from 66% to 75% or greater Learning confidence from 68% to 75% or greater Student voice and agency from 57% to 75% or greater. | | | |
| KIS 2.a Empowering students and building school pride | Enhance personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world. (ES&BSP) | | | |
| Actions | <ol style="list-style-type: none"> 1. Provide staff with appropriate planning time around KIS 2.a (this is also a shared staff PDP goal) 2. Students should be involved in the process of steering their learning and with feedback later being obtained. For instance if life-cycles are being studied the students could be asked to select from a list of several options. 3. Increase the inclusion of real world issues and problems into all classes. This will be done by adopting a theme each term school wide based upon the cross curriculum content from the Vic Curriculum and focused on current global topics that impact our students. This allows for multiple subjects to be taught with a connection to the cross curriculum theme and sub topics chosen in consultation with students. 4. Students will be encouraged to voice their ideas for their studies within the constraints of the curriculum. | | | |
| Outcomes | Teachers will be bringing topical issues into the classroom. Students will be engaged in solving real issues and discussing many of these with their parents and the community. Students should have a greater awareness and knowledge of issues affecting the world around them. Parents will have a better appreciation of the broader themes being taught. Increased engagement with parents should also be a flow on effect. | | | |
| Success Indicators | ATOS results to increase from 45% to 60% for the question, "My teacher makes the work we do in class interesting." Also for the question, "My teacher makes learning fun", the result should increase by 10% from the 2019 level of 64%. Parent Opinion survey to have a 20% increase for the responses to, "Stimulating learning environment", and "Student motivation and | | | |

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| | <p>support".</p> <p>Newsletter items will be created and comment made on the themes students are engaged on. Student surveys conducted in-house. Pre-test and post-tests. Student portfolios. Student project posters.</p> |
| Delivery of the annual actions for this KIS | Partially Completed |
| Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Other Change in leadership, at this time delivery of the KIS will be happen later than anticipated See modified template |
| Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Other Change in leadership, at this time delivery of the KIS will be happen later than anticipated See modified template |
| Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> | Change in leadership, at this time delivery of the KIS will be happen later than anticipated See modified template |

| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> | Change in leadership, at this time delivery of the KIS will be happen later than anticipated See modified template | | | |
|--|---|--|----------------------------------|---------------------|
| OPTIONAL: Upload Evidence | 1. 2020 AIP COVID19 Mid-year AIP monitoring template FINAL.docx (0.08 MB) | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Activity: Create regular newsletter items around the themes being taught. Students to be involved as well. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 4 | 0% |
| Activity 2 | Activity: Two staff to undertake PD on 'amplifying student agency and voice' which includes personalising lessons and utilising authentic real life issues. | <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 1 | 0% |
| Activity 3 | Milestone: Refine the cross curriculum theme process mid-year and review it's integrity and effectiveness. | <input checked="" type="checkbox"/> Teacher(s) | from: Term 3 to: Term 3 | 0% |
| Activity 4 | Activity: Trial a student led parent-teacher interview approach to stimulate student learning interest. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) | from: Term 1 | 0% |

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| | | <input checked="" type="checkbox"/> Principal | to: Term 2 | |
| Activity 5 | Activity: One of the student free days to be allocated in term 1 for staff to workshop and review what personalised learning has taken place in 2019 at the school and how to increase personalised learning within the school. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support | from: Term 1 to: Term 1 | 0% |
| Activity 6 | Milestone: A student voice plan will be created by the end of term 1. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 1 | 0% |
| Activity 7 | Activity: Increase the use of video technology in classes to stimulate interest | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 8 | Activity: Establish termly themes consistent with the Vic Curriculum cross curriculum topics of indigenous, Asia- Australia relationship and sustainability areas. The theme setting process shall include input from staff and students. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 4 | 0% |

Monitoring and Assessment - 2020

Term 3 monitoring (optional)

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| Goal 1 | Improve individual student learning growth and outcomes in literacy. |
| 12 Month Target 1.1 | 75% of Year 5 students (in the matched school cohort) who participate in NAPLAN will achieve medium or high relative learning growth in reading and writing. |
| 12 Month Target 1.2 | Year 3 100%, and Year 5 75% of students who participate in NAPLAN will achieve in the top four bands in reading and writing. |
| 12 Month Target 1.3 | Each year of the SSP, all students will achieve at least twelve months learning growth in English based on teacher judgements against the Victorian Curriculum. |
| 12 Month Target 1.4 | Improve the percentage of positive responses to the following factors of the School Staff Survey (SSS): Maintain applicability of professional learning at 100% Collective participation from 90.5% to 92% Active participation from 80.6% to 85% Feedback from 90% to 92% |
| KIS 1.a Building practice excellence | Develop an agreed approach to the effective teaching of literacy. |
| Actions | Ensure an agreed instructional model for reading is in place. Conduct peer observations. Attend targeted PD and/or school visits around reading. Promote the reading model to students. |
| Outcomes | Students achieving 12 months growth in reading. Students can articulate their understanding of the reading model. Staff are consistent and review and enhance their agreed reading instructional model. Literacy leader will document the instructional reading model and plan regular reviews with all literacy staff. |

| Success Indicators | Instructional Reading Model NAPLAN Data PAT Data Fountas and Pinnell Data Evidence of peer observations Minutes of literacy meetings | | | |
|---|---|--|----------------------------------|---------------------|
| 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 | The literacy leader and the principal to visit another school to observe reading. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 2 | 0% |
| Activity 2 | Conduct two literacy / reading specific staff meetings for all staff, per term. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 3 | Review existing Instructional model to ensure that literacy is explicit in it or else create a separate Reading Instructional Model and | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 | 0% |

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| | use other reading instructional models as a guide. | | to: Term 1 | |
| Activity 4 | Continue with peer observations in reading for all staff. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 5 | In respect of the developed reading model, an accompanying poster will be designed by and for the students, to put the model in terms that our students fully understand. This poster will include graphics to enhance meaning. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 1 | 0% |
| Goal 2 | Inspire and empower students in their learning. | | | |
| 12 Month Target 2.1 | Stimulated learning from 55% to 60% or greater Classroom behaviour from 66% to 75% or greater Learning confidence from 68% to 75% or greater Student voice and agency from 57% to 75% or greater. | | | |
| KIS 2.a Empowering students and building school pride | Enhance personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world. (ES&BSP) | | | |
| Actions | <ol style="list-style-type: none"> 1. Provide staff with appropriate planning time around KIS 2.a (this is also a shared staff PDP goal) 2. Students should be involved in the process of steering their learning and with feedback later being obtained. For instance if life-cycles are being studied the students could be asked to select from a list of several options. 3. Increase the inclusion of real world issues and problems into all classes. This will be done by adopting a theme each term school wide based upon the cross curriculum content from the Vic Curriculum and focused on current global topics that impact our students. This allows for multiple subjects to be taught with a connection to the cross curriculum theme and sub topics chosen in consultation with students. 4. Students will be encouraged to voice their ideas for their studies within the constraints of the curriculum. | | | |

| Outcomes | Teachers will be bringing topical issues into the classroom. Students will be engaged in solving real issues and discussing many of these with their parents and the community. Students should have a greater awareness and knowledge of issues affecting the world around them. Parents will have a better appreciation of the broader themes being taught. Increased engagement with parents should also be a flow on effect. | | | |
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| Success Indicators | <p>ATOS results to increase from 45% to 60% for the question, "My teacher makes the work we do in class interesting." Also for the question, "My teacher makes learning fun", the result should increase by 10% from the 2019 level of 64%.</p> <p>Parent Opinion survey to have a 20% increase for the responses to, "Stimulating learning environment", and "Student motivation and support".</p> <p>Newsletter items will be created and comment made on the themes students are engaged on. Student surveys conducted in-house. Pre-test and post-tests. Student portfolios. Student project posters.</p> | | | |
| 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 | Activity: Two staff to undertake PD on 'amplifying student agency and voice' which | <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 | 0% |

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| | includes personalising lessons and utilising authentic real life issues. | | to: Term 1 | |
| Activity 2 | Milestone: Refine the cross curriculum theme process mid-year and review it's integrity and effectiveness. | <input checked="" type="checkbox"/> Teacher(s) | from: Term 3 to: Term 3 | 0% |
| Activity 3 | Activity: Trial a student led parent-teacher interview approach to stimulate student learning interest. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 2 | 0% |
| Activity 4 | Activity: One of the student free days to be allocated in term 1 for staff to workshop and review what personalised learning has taken place in 2019 at the school and how to increase personalised learning within the school. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support | from: Term 1 to: Term 1 | 0% |
| Activity 5 | Milestone: A student voice plan will be created by the end of term 1. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 1 | 0% |
| Activity 6 | Activity: Increase the use of video technology in classes to stimulate interest | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 7 | Activity: Establish termly themes consistent with the Vic Curriculum cross curriculum topics of indigenous, Asia- Australia relationship and sustainability areas. The | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 4 | 0% |

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| | theme setting process shall include input from staff and students. | | | |
| Activity 8 | Activity: Create regular newsletter items around the themes being taught. Students to be involved as well. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 4 | 0% |

Monitoring and Assessment - 2020

End-of-year monitoring

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| Goal 1 | Improve individual student learning growth and outcomes in literacy. |
| 12 Month Target 1.1 | 75% of Year 5 students (in the matched school cohort) who participate in NAPLAN will achieve medium or high relative learning growth in reading and writing. |
| Has this 12 month target met | No Longer Appropriate Because Of COVID-19 Impact |
| 12 Month Target 1.2 | Year 3 100%, and Year 5 75% of students who participate in NAPLAN will achieve in the top four bands in reading and writing. |
| Has this 12 month target met | No Longer Appropriate Because Of COVID-19 Impact |
| 12 Month Target 1.3 | Each year of the SSP, all students will achieve at least twelve months learning growth in English based on teacher judgements against the Victorian Curriculum. |
| Has this 12 month target met | Not Met |
| 12 Month Target 1.4 | Improve the percentage of positive responses to the following factors of the School Staff Survey (SSS): Maintain applicability of professional learning at 100% Collective participation from 90.5% to 92% Active participation from 80.6% to 85% Feedback from 90% to 92% |
| Has this 12 month target met | No Longer Appropriate Because Of COVID-19 Impact |
| KIS 1.a Building practice excellence | Develop an agreed approach to the effective teaching of literacy. |
| Actions | Ensure an agreed instructional model for reading is in place. Conduct peer observations. |

| | |
|---|---|
| | Attend targeted PD and/or school visits around reading. Promote the reading model to students. |
| Outcomes | Students achieving 12 months growth in reading. Students can articulate their understanding of the reading model. Staff are consistent and review and enhance their agreed reading instructional model. Literacy leader will document the instructional reading model and plan regular reviews with all literacy staff. |
| Success Indicators | Instructional Reading Model NAPLAN Data PAT Data Fountas and Pinnell Data Evidence of peer observations Minutes of literacy meetings |
| Delivery of the annual actions for this KIS | Partially Completed |
| Enablers • <i>What enablers are supporting/supported the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Workforce stability and effective change management practices |
| Barriers • <i>What barriers are impeding/impeded the delivery of this KIS?</i> | <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Key Improvement Strategies' focus too broad / too ambitious <input checked="" type="checkbox"/> Change in priorities of the school i.e. school review identified new directions <input checked="" type="checkbox"/> Workforce capability i.e. in use of data and evidence |
| Commentary on progress | At Jeparit Primary School a change in leadership occurred halfway through the year and I came at start of Term 3 as Acting Principal. JPS is a small school with low numbers and an excess amount of staff. Staff has been reduced, along with this changes to |

- *What changes in behaviour / practice / mindset have been observed?*
- *What is the evidence?*

the timetables structure and staff working appropriately to their expected duties. Although staff were initially taken about by the new principal making changes, they have seen the benefits of this and enjoy the changes.

The actions for KIS 1.a were:

Ensure an agreed instructional model for reading is in place.

Conduct peer observations/ Attend targeted PD and/or school visits around reading.

This was organised between Yapeet PS and Jeparit PS before the second lockdown so that both the principals and Early Years teachers could buddy up and mentoring could occur. This did not occur in 2020, hopefully that connections can be brought back in 2021. With changes of principals this will depend on new staff.

Promote the reading model to students.

The school was opened for 4 weeks before Covid 19 closed the school down and we went into remote learning.

The second time staff commented on how much more straightforward it was compared to last time as we approached the programme with feedback from the first time and set up to purposefully outline a more 'hands on' and less www focussed. As the new principal it was important that I listened to the feedback by the school community and:

*created blended classes of both online and independent learners

*reduced the focus of Webex and made sure students were well aware of what Edmodo could offer in sharing resources, collecting items for classes.

*Ensured students had the materials and resources to understand and complete tasks

* Created a safe and contactless drop off and pick up zone at the school where teachers and parents could exchange work to do/be marked (if not able to do online)

*Made lessons more straight forward and provided materials for households whom did not have technology.

*Experiential learning did not stop: Stephanie Alexander Gardening and kitchen programme, Art , PE, Music continued.

Parents liked the 'less meetings' and 'start and end' to the day approach as they were less stressed with internet connection issues and ensuring their child was online. We had no children 'drop off' from the programme and all were still attending online classes in the last week. This was a huge change from the first round of remote learning that was online classes for 5 hours straight and students unable to focus on actual skill.

During this time the staff and I had collaborated over Webex meetings and sharing online planning tools such as Google Drive for staff, curriculum and consultative meetings. As a staff we have begun to restructure the teaching programme to have it come more inline with DET guidelines with numeracy and literacy as the main focus in the mornings and mid-morning sessions. For example the timetable was a smattering of lessons that were stop, start during the day and decided to base our timetable from a sister rural primary school (tried and tested) and follow a more orthodox style of timetabling. Have the block system and focussing on routine each day has allowed students and staff become more focussed during these times and there is a routine for Independent Learning

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| | <p>from Grade 3 to 6 to allow for the multi level classroom.</p> <p>The level of complexity in the programmes at JPS needed to be reduced and allow the focus to return to literacy and numeracy. From Term 4 onwards, the actions placed into our plan of improving our teaching and learning strategies and are:</p> <ul style="list-style-type: none"> *developing Instructional teaching models to put in place over the next term for P - 6. *identifying resources at the school and using these to create a concrete outline for students to follow *implementing and formalising the Hease Maths Books to be used from Gades 3-6 as a tool to teach multi-levelled classroom and create consistency *professional development on Fountas and Pinnell to align all teachers with the literacy/intervention programme *benchmarking demonstrated students same or gone backwards *greater understanding and focus amongst all staff *small group teaching and learning *integrating subjects *rearrange planning periods to assist teaching collaboration *asking for and accepting help with our programme *where are we at this point of time with teaching and learning/our student levels | | | |
| <p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> | <p>Key Improvement Strategy needs to be carried over to next year:</p> <p>KIS 1.a Building practice excellence; From Term 4 2021 began planning with PD to outline what was needed in our literacy and numeracy programmes. Staff are currently working to develop an agreed approach to the effective teaching of literacy. Activity 2: Principal and staff to visit another school to observe reading and form 'buddy' relationships to ensure that there is focus and reflection on their own practices. Continue to work with Michelle Norton for both literacy and numeracy for professional development and support Fountas and Pinnell, PAT testing will occur in Term 4, 2020 to guide AIP for 2021 and ensure that focus is explicit to needs based on testing from Term 4, 2020.</p> | | | |
| <p>OPTIONAL: Upload Evidence</p> | <p>1. 26 October '20.docx (0.03 MB)</p> | | | |
| <p>Activities and Milestones</p> | <p>Activity</p> | <p>Who</p> | <p>When</p> | <p>Percentage complete</p> |

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| Activity 1 | Continue with peer observations in reading for all staff. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 25% |
| Activity 2 | Conduct two literacy / reading specific staff meetings for all staff, per term. | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 50% |
| Activity 3 | The literacy leader and the principal to visit another school to observe reading. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 2 | 0% |
| Activity 4 | Review existing Instructional model to ensure that literacy is explicit in it or else create a separate Reading Instructional Model and use other reading instructional models as a guide. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 1 | 0% |
| Activity 5 | In respect of the developed reading model, an accompanying poster will be designed by and for the students, to put the model in terms that our students fully understand. This poster will include graphics to enhance meaning. | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 1 | 0% |
| Goal 2 | Inspire and empower students in their learning. | | | |
| 12 Month Target 2.1 | Stimulated learning from 55% to 60% or greater Classroom behaviour from 66% to 75% or greater Learning confidence from 68% to 75% or greater Student voice and agency from 57% to 75% or greater. | | | |
| Has this 12 month target met | No Longer Appropriate Because Of COVID-19 Impact | | | |

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| KIS 2.a Empowering students and building school pride | Enhance personalised learning for students to stimulate interest, curiosity, promote questioning and connect learning to the real world. (ES&BSP) |
| Actions | <ol style="list-style-type: none"> 1. Provide staff with appropriate planning time around KIS 2.a (this is also a shared staff PDP goal) 2. Students should be involved in the process of steering their learning and with feedback later being obtained. For instance if life-cycles are being studied the students could be asked to select from a list of several options. 3. Increase the inclusion of real world issues and problems into all classes. This will be done by adopting a theme each term school wide based upon the cross curriculum content from the Vic Curriculum and focused on current global topics that impact our students. This allows for multiple subjects to be taught with a connection to the cross curriculum theme and sub topics chosen in consultation with students. 4. Students will be encouraged to voice their ideas for their studies within the constraints of the curriculum. |
| Outcomes | Teachers will be bringing topical issues into the classroom. Students will be engaged in solving real issues and discussing many of these with their parents and the community. Students should have a greater awareness and knowledge of issues affecting the world around them. Parents will have a better appreciation of the broader themes being taught. Increased engagement with parents should also be a flow on effect. |
| Success Indicators | <p>ATOS results to increase from 45% to 60% for the question, "My teacher makes the work we do in class interesting." Also for the question, "My teacher makes learning fun", the result should increase by 10% from the 2019 level of 64%.</p> <p>Parent Opinion survey to have a 20% increase for the responses to, "Stimulating learning environment", and "Student motivation and support".</p> <p>Newsletter items will be created and comment made on the themes students are engaged on. Student surveys conducted in-house. Pre-test and post-tests. Student portfolios. Student project posters.</p> |
| Delivery of the annual actions for this KIS | -1 |
| Enablers | |

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|---|--|
| <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> | |
| <p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> | |
| <p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> | <p>As the Acting Principal I took over in Term 3, four weeks into term and we went into remote learning for the rest of the term. Fourth and final term saw all return with professional development occurring within curriculum meetings to develop curriculum literacy, formal PD with Michelle Norton (DET) for Literacy/Fountas & Pinnell.</p> <ol style="list-style-type: none"> 1. Provided staff with appropriate planning time around KIS 2.a (this is also a shared staff PDP goal) to develop the experiential learning programmes we developed for the third block of learning each day. 2. Students should be involved in the process of steering their learning and with feedback later being obtained. For instance if life-cycles are being studied the students could be asked to select from a list of several options. This was observed for both Junior and Senior classes as curriculum focussed more on skill in Term 4 than content based learning. 3. Increase the inclusion of real world issues and problems into all classes. This will be done by adopting a theme each term school wide based upon the cross curriculum content from the Vic Curriculum and focused on current global topics that impact our students. This allows for multiple subjects to be taught with a connection to the cross curriculum theme and sub topics chosen in consultation with students. As per the experiential learning that the entire school has in the third block of learning each day. 4. Students will be encouraged to voice their ideas for their studies within the constraints of the curriculum. Students are able to do this through formal classrooms and the experiential learning classes taken in the third block of the day. Evidence will be gathered later in the term for parent and student feedback gathered from a school based survey. 5. Term 4 focus on experiential learning. Every afternoon was 'hands on' learning. |

| Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> | | Action: 2021: To focus on Goal 2 from 2020 Goal 2 Inspire and empower students in their learning. 12 month Target 2.1 Stimulated learning from 55% to 60% or greater Classroom behaviour from 66% to 75% or greater Learning confidence from 68% to 75% or greater Student voice and agency from 57% to 75% or greater. Support: Michelle Norton for literacy/numeracy Timetable: continue the three blocks a day Literacy 2 hours Numeracy 1 hour - 1.5 hours Experiential Learning - 1.5 - 2 hours Breadth of curriculum to benefit of ELR: Music, PE, Art, Auslan, Well-being, Stephanie Alexander Gardening and Kitchen programme, PBL (Senior and Junior), Choir, Student Representative Council Support: Onpsych services, Victorian Deaf Education, Stephanie Alexander programme, Landcare Continue to work with Michelle Norton for both literacy and numeracy for professional development and support Fountas and Pinnell, PAT testing will occur in Term 4, 2020 to guide AIP for 2021 and ensure that focus is explicit to needs based on testing from Term 4, 2020. The outcome from the testing and feedback will influence AIP in regards to curriculum development and focus to try to achieve Target 2.1, rolling it over from 2020 to 2021. | | |
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| OPTIONAL: Upload Evidence | | | | |
| Activities and Milestones | Activity | Who | When | Percentage complete |
| Activity 1 | Activity: Trial a student led parent-teacher interview approach to stimulate student learning interest. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) | from: Term 1 | 0% |

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| | | <input checked="" type="checkbox"/> Principal | to: Term 2 | |
| Activity 2 | Activity: One of the student free days to be allocated in term 1 for staff to workshop and review what personalised learning has taken place in 2019 at the school and how to increase personalised learning within the school. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support | from: Term 1 to: Term 1 | 0% |
| Activity 3 | Milestone: Refine the cross curriculum theme process mid-year and review it's integrity and effectiveness. | <input checked="" type="checkbox"/> Teacher(s) | from: Term 3 to: Term 3 | 0% |
| Activity 4 | Activity: Two staff to undertake PD on 'amplifying student agency and voice' which includes personalising lessons and utilising authentic real life issues. | <input checked="" type="checkbox"/> Teacher(s) | from: Term 1 to: Term 1 | 0% |
| Activity 5 | Activity: Increase the use of video technology in classes to stimulate interest | <input checked="" type="checkbox"/> All Staff | from: Term 1 to: Term 4 | 0% |
| Activity 6 | Milestone: A student voice plan will be created by the end of term 1. | <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | from: Term 1 to: Term 1 | 0% |
| Activity 7 | Activity: Create regular newsletter items around the themes being taught. Students to be involved as well. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Principal | from: Term 1 to: Term 4 | 0% |

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| | | <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader | | |
| Activity 8 | Activity: Establish termly themes consistent with the Vic Curriculum cross curriculum topics of indigenous, Asia- Australia relationship and sustainability areas. The theme setting process shall include input from staff and students. | <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Student(s) | from: Term 1 to: Term 4 | 0% |

Monitoring and Self-assessment - 2020

SEIL Feedback

Submitted Feedback

A meeting to discuss AIP progress was held on 15 October. All students have returned to school, including some school refusers. Student illness has impacted attendance also. Staff are teaching consistently using the Reading Instructional model. Michelle Norton has been providing advice re Fountas and Pinnell benchmarking. Reading will need to continue to be a focus, also the reluctance of students to write will need to be addressed. There is a lot of work needed on curriculum. This needs to be a priority to ensure there is a smooth transition for staff. There has been a re launch of the Breakfast Club program and food parcels have been provided to families as needed. There will need to be some work done on school culture next year, to ensure that the whole school community feel welcome and valued. Thanks for your great work over the last two terms. You have made a lot of changes, and relly got to the work that is needed.

Submitted by Joanna Day (SEIL) on 12 November, 2020 at 05:36 PM

Thank you for your comprehensive reflection, based on discussions with Iain and other staff, on the term of Remote and Flexible Learning. There is much for your staff, your students and your school community to be very proud of in terms of working collectively to minimise the disruption to the engagement in schooling and the learning of your students and the new learnings for staff and parents. The staff developed new knowledge and skills throughout this period and this should be celebrated. Clearly there were some families who struggled with remote learning, but the staff did their best to support them. Congratulations on the way your team managed the demands of supervising vulnerable students on site, as well as delivering a remote learning program to students at home. This was demanding work that challenged the staff, but meant that as many children as possible were able to be supported in their learning. There will be some valuable learnings that can be retained from this time, about the use of online learning, or not, depending on individual family capacity and engagement. Semester 2 will be a time to reflect on the way the school is currently operating and to plan for the future, with a decline in enrolments. Thank you for the work you have already begun in approaching the work with fresh eyes and a willingness to tackle the challenges.

Submitted by Joanna Day (SEIL) on 28 July, 2020 at 01:53 PM