

Monitoring and Assessment - 2022

Sunshine Primary School (3113)



Submitted for review by Lyn Read (School Principal) on 15 March, 2022 at 12:33 PM

Endorsed by Charles Branciforte (Senior Education Improvement Leader) on 15 March, 2022 at 03:23 PM

Endorsed by Katie Butler (School Council President) on 16 March, 2022 at 01:05 PM

Term 2 Monitoring submitted by Lyn Read (School Principal) on 22 July, 2022 at 02:26 PM

Monitoring and Assessment - 2022

Mid-year monitoring

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	***
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	***
Outcomes	***
Success Indicators	***
Delivery of the annual actions for this KIS	Not Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	

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> 	***			
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	***			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	<p>Classroom level</p> <ul style="list-style-type: none"> - Implement wellbeing program through teaching and learning including whole school social skills - Build staff capacity in relation to understanding and implementing the SWPBS framework - Strengthen in-class relationships through peer and group learning experiences - Enhance students readiness to learn by explicitly teaching "Growth Mindset" principles - Engage students in stimulating learning experiences - Enhance opportunities for authentic student voice and agency in learning <p>Individual and small group level</p> <ul style="list-style-type: none"> - Students with emerging or acute wellbeing needs to be identified and referred appropriately - Survey students to obtain baseline data - Develop an action plan in conjunction with student leadership team (Captains and JSC)
Outcomes	<p>Outcomes:</p> <p>Whole school level</p> <ul style="list-style-type: none"> - Teachers will implement and model consistent classroom learning routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to school-wide positive behaviours - Teachers and leaders will integrate physical, social, emotional, cultural wellbeing learning into teaching and learning programs <p>Classroom level</p> <ul style="list-style-type: none"> - Students will feel supported and engaged with their learning - At-Risk students will be identified and receive targeted support in a timely manner - Teachers will have strong relationships with students - Students will have strong relationships with their peers - Teachers will follow the SWPBS framework and routines in their class <p>Individual and small group intervention</p> <ul style="list-style-type: none"> - Students and families will be connected to allied health and mental health services as required - Families of at-risk students will receive regular communication and support from the school - Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers - Leadership will monitor and provide timely support for students in need and utilise SSS as required

	- Improved student voice and advocacy
Success Indicators	<ul style="list-style-type: none"> * Matrix used routinely in and out of the classroom • Classroom and peer observations. • Climate data surveys eg. safety, connectedness to school (ATSS). • Documentation of frameworks, policies or programs. • Internal and external professional learning eg. Respectful Relationships. • Curriculum documentation reflecting social and emotional learning.
Delivery of the annual actions for this KIS	Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> 	<ul style="list-style-type: none"> * Whole school PL begun * Growth mindset implementation across the school (constantly re visited) * Use of resources eg videos from Class Dojo * 3-6 student reflections in reports * Dog therapy program * Teachers monitoring and providing timely support for students with additional needs

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 		<ul style="list-style-type: none"> * Further investigations into students identified as having possible additional needs * Continue Respectful Relationships PL * Purchase resources 		
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Plan for and schedule professional learning, including subsequent sessions (Respectful Relationships) 	<input checked="" type="checkbox"/> All Staff	from: Term 2 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> • Lunchtime engagement activities. Grade 5's to conduct in Term 4 as part of their leadership development 	<input checked="" type="checkbox"/> Student(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Goal 2	Improve literacy outcomes for all students			
12 Month Target 2.1	Increase the percentage of students achieving in the top two NAPLAN bands in reading in Year 3 from 40 per cent in 2018 to 50 per cent in 2022 and in Year 5 from 31 per cent in 2018 to 40 per cent by 2022. Increase the percentage of students achieving medium and high gain in NAPLAN reading from 85 per cent in 2018 to 90 per cent by 2022.			

12 Month Target 2.2	Staff Opinion Survey Increase the per cent positive endorsement for the measure Collective efficacy from 54 per cent in 2018 to 75 per cent in 2022. Increase the per cent positive endorsement for the measure Academic emphasis from 52 per cent in 2018 to 75 per cent in 2022.
KIS 2.a Building practice excellence	Develop consistent, high performing Professional Learning Communities (PLCs) that use data to plan, differentiate and inform the impact of instruction, with a focus on literacy.
Actions	<ul style="list-style-type: none"> • Implement intensive intervention program in Literacy and Numeracy with regular monitoring of student achievement data (Tutoring program). • Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support • Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice • Revisit and strengthen the use of HITS in classrooms • Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. consistent Instructional model, HITS, differentiation) • With staff input, establish a targeted support program for students • Establish a small group tutoring program
Outcomes	<ul style="list-style-type: none"> • Teachers will confidently and accurately identify student learning needs through the collection and analysis of data. • PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons at students' point of need. • Teachers will use HITS to plan lessons and units. HITS to be incorporated into planning documents and to be visible. • Teachers will consistently and explicitly implement the school's instructional model. • Students will know how lessons are structured and how this supports their learning. • Students in need of targeted academic support or intervention will be identified and supported. • Nominated or relevant teachers and leaders will establish intervention/small group tutoring.
Success Indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data (SPA) • Classroom observations and feedback. • Student feedback on differentiation, the instructional model, and use of common strategies eg. LLI check in with students. • Data used to identify students for tailored supports. • Differentiated resources used in tailored supports * Planning documents. • Assessment data and student surveys from intervention groups. • Appointment/staffing of programs.

	<ul style="list-style-type: none"> * Termly data chats show improved student outcome data. * Regular tracking outcome data through SPA
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <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"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence
<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> 	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data (SPA) • Classroom observations and feedback • Data used to identify students for tailored supports • Differentiated resources used in tailored supports (LLI & Sounds Write) * Planning documents • Assessment data and student surveys from intervention groups • Appointment/staffing of programs (TL initiative & Teaching Partners) * Termly data chats show improved student outcome data * Regular tracking outcome data through SPA * Utilising Teaching Partners and Tutor Learning initiative staff in team planning * Regular PL with TP's
Future planning	<ul style="list-style-type: none"> • Student feedback on differentiation, the instructional model, and use of common strategies eg. LLI check in with students. * Tutor Learning initiative has been interrupted due to staff absences

<ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * Upskilling teachers in Reading moderation * Using formative reading data regularly in PLT's * Succession planning leaders to eventually take over TP's 			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop PL schedule	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 3	0%
Activity 2	Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Implement intensive intervention program in Literacy and Numeracy with regular monitoring of student achievement data (Tutoring program).	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 3		Improve numeracy outcomes for all students		
12 Month Target 3.1		Year 3 from 29 per cent in 2018 to 40 per cent by 2022 Year 5 from 15 per cent in 2018 to 30 per cent by 2022		
12 Month Target 3.2		Increase the proportion of students making medium and high gain between year 3 and 5 NAPLAN numeracy from 53 per cent in 2018 to 75 per cent by 2022.		

KIS 3.a Building practice excellence	Develop consistent, high performing Professional Learning Communities (PLCs) that use data to plan, differentiate and inform the impact of instruction, with a focus on numeracy.
Actions	<ul style="list-style-type: none"> • Implement intensive intervention program in Literacy and Numeracy with regular monitoring of student achievement data (Tutoring program). • Develop data literacy of teachers and education support staff to inform understanding of student needs and progress, and identify students requiring additional support • Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice • Revisit and strengthen the use of HITS in classrooms • Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. consistent Instructional model, HITS, differentiation) • With staff input, establish a targeted support program for students • Establish a small group tutoring program
Outcomes	<ul style="list-style-type: none"> • Teachers will confidently and accurately identify student learning needs through the collection and analysis of data. • PLCs/Ts will meet to engage in reflective practice, evaluate and plan curriculum, assessments and lessons at students' point of need. • Teachers will use HITS to plan lessons and units. HITS to be incorporated into planning documents and to be visible. • Teachers will consistently and explicitly implement the school's instructional model. • Students will know how lessons are structured and how this supports their learning. • Students in need of targeted academic support or intervention will be identified and supported. • Nominated or relevant teachers and leaders will establish intervention/small group tutoring.
Success Indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data (SPA) • Classroom observations and feedback. • Student feedback on differentiation, the instructional model, and use of common strategies eg. LLI check in with students. • Data used to identify students for tailored supports. • Differentiated resources used in tailored supports * Planning documents. • Assessment data and student surveys from intervention groups. • Appointment/staffing of programs. * Termly data chats show improved student outcome data. * Regular tracking outcome data through SPA
Delivery of the annual actions for this KIS	Partially Completed

<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Time constraints i.e. not enough time allocated ☑ Change in priorities of the school i.e. school review identified new directions
<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> 	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data (SPA) • Classroom observations and feedback. • Student feedback on differentiation, the instructional model, and use of common strategies eg. check in with students. • Data used to identify students for tailored supports. • Differentiated resources used in tailored supports * Collaborative planning documents • Assessment data * Regular tracking outcome data through SPA * Curriculum day to analyse student outcome data
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> * Student surveys/ feedback from intervention groups • Appointment/staffing of programs * Termly data chats show improved student outcome data * Further develop teacher capacity in Essential Assessments * Whole school development on how to use problem solving as an effective strategy * Reflection on term planners
<p>OPTIONAL: Upload Evidence</p>	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop PL schedule	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Establish/embed/maintain PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Implement intensive intervention program in Literacy and Numeracy with regular monitoring of student achievement data (Tutoring program).	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 4	Improve students' engagement and connectedness to school and peers			
12 Month Target 4.1	Increase the per cent positive endorsement on the AToSS for years 4 to 6 students in the following measures by 2022: Sense of connectedness from 79% (2021) to 95% (2022) Sense of confidence from 81% (2021) to 90% (2022) Student voice, agency and leadership from 61% to 90% (2022) Stimulated learning from 86% (2021) to 90% (2022)			
KIS 4.a Setting expectations and promoting inclusion	Strengthen and embed understanding and implementation of school wide positive behaviour framework and approach for students, staff and the school community			
Actions	Classroom level - Implement wellbeing program through teaching and learning including whole school social skills - Build staff capacity in relation to understanding and implementing the SWPBS framework - Strengthen in-class relationships through peer and group learning experiences			

	<ul style="list-style-type: none"> - Enhance students readiness to learn by explicitly teaching "Growth Mindset" principles - Engage students in stimulating learning experiences - Enhance opportunities for authentic student voice and agency in learning <p>Individual and small group level</p> <ul style="list-style-type: none"> - Students with emerging or acute wellbeing needs to be identified and referred appropriately
Outcomes	<p>Outcomes:</p> <p>Whole school level</p> <ul style="list-style-type: none"> - Teachers will implement and model consistent classroom learning routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to school-wide positive behaviours - Teachers and leaders will integrate physical, social, emotional, cultural wellbeing learning into teaching and learning programs <p>Classroom level</p> <ul style="list-style-type: none"> - Students will feel supported and engaged with their learning - At-Risk students will be identified and receive targeted support in a timely manner - Teachers will have strong relationships with students - Students will have strong relationships with their peers - Teachers will follow the SWPBS framework and routines in their class <p>Individual and small group intervention</p> <ul style="list-style-type: none"> - Students and families will be connected to allied health and mental health services as required - Families of at-risk students will receive regular communication and support from the school - Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers - Leadership will monitor and provide timely support for students in need and utilise SSS as required
Success Indicators	<ul style="list-style-type: none"> • Teachers' formative assessment data and teacher judgement data (SPA) • Classroom observations and feedback. • Student feedback on differentiation, the instructional model, and use of common strategies eg. LLI check in with students. • Data used to identify students for tailored supports. • Differentiated resources used in tailored supports * Planning documents. • Assessment data and student surveys from intervention groups. • Appointment/staffing of programs.

	<ul style="list-style-type: none"> * Termly data chats show improved student outcome data. * Regular tracking outcome data through SPA
Delivery of the annual actions for this KIS	Partially Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Budget constraints
<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> 	<ul style="list-style-type: none"> - Teachers implement and model consistent classroom learning routines - Teachers, leaders and the school community will share a common understanding of the whole school approach to school-wide positive behaviours - Teachers and leaders will integrate physical, social, emotional, cultural wellbeing learning into teaching and learning programs - Students feel supported and engaged with their learning - At-Risk students will be identified and receive targeted support in a timely manner - Teachers have strong relationships with students - Teachers follow the SWPBS framework and routines in their class - Families of at-risk students will receive regular communication and support from the school - Teachers will support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers - Leadership will monitor and provide timely support for students in need and utilise SSS as required

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<ul style="list-style-type: none"> - Students have strong relationships with their peers: 3-6 student survey and collecting data for P-2s. - Students and families will be connected to allied health and mental health services as required. - Teachers will continue to support students with emerging or acute wellbeing needs to remain engaged in learning and connected to their peers. 			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<ul style="list-style-type: none"> • Plan for and schedule professional learning, including subsequent sessions (Respectful Relationships) 	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	<ul style="list-style-type: none"> • Lunchtime engagement activities. Grade 5's to conduct in Term 4 as part of their leadership development 	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Student(s)	from: Term 2 to: Term 4	0%

Monitoring and Self-assessment - 2022

SEIL Feedback