

Monitoring and assessment - 2024

Buxton Primary School (1669)



Submitted for review by Sarah Irving (School Principal) on 27 January, 2024 at 01:20 PM

Endorsed by Steven Rogers (Senior Education Improvement Leader) on 29 January, 2024 at 04:35 PM

Endorsed by Indiana Hale (School Council President) on 22 February, 2024 at 11:49 AM

Term 2 Monitoring submitted by Sarah Irving (School Principal) on 18 June, 2024 at 08:59 AM

Term 4 Monitoring submitted by Sarah Irving (School Principal) on 20 December, 2024 at 12:57 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1 target	By 2024, increase the percentage of Foundation to Year 6 students achieving At or Above Expected Level in Teacher Judgement in: -Reading and Viewing from 74% (three year rolling average 2021 - 2023) to 78% (three year rolling average 2022 - 2024) -Writing from 64% (three year rolling average 2021 - 2023) to 70% (three year rolling average 2022 - 2024) - Number & Algebra from 76% (three year rolling average 2021 - 2023) to 80% (three year rolling average 2022 - 2024)
12-month target 1.2 target	By 2024 increase the proportion of positive response scores on the Staff Opinion Survey in: - Moderate assessment tasks together module in the Teaching and learning implementation module from 55% (three-year average 2021-23) to 65% (three-year average 2022-2024). - Understand how to use data module in the Teaching and learning evaluation module in the Staff Opinion Survey from 78% (three-year average 2021-23) to 85% (three-year average 2022-2024).
12-month target 1.3 target	Target no longer relevant due to lack of AToSS data available. School based tool to be developed and used for 2024.
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.

Actions	Develop a school-wide numeracy strategy that encompasses the instructional approach, assessment strategies and curriculum documentation.
Delivery of the annual actions for this KIS	
Outcomes	Principal will: - PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Lead the development of the school wide Numeracy strategy document Teachers will: - Teachers will consistently implement the agreed assessment schedule and instructional model - Teachers will provide students with the opportunity to work at their level using differentiated resources - Teachers will provide regular feedback and monitor student progress using data walls Students will: - 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
Success indicators	Early indicators - Student feedback on differentiation, the instructional model, and use of common strategies - Teachers' formative assessment data and summative judgements against the curriculum - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating use of strategies from professional learning Late Indicators - Post-test results from assessments from sources such as PAT or the Digital Assessment Library - Students, staff and parent perception survey results
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 2	Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Employ additional teacher to implement the Tutor Learning Initiative for 12 months (above allocation) to support student growth in Numeracy.	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 4	Establish processes and protocols for regular moderation of student work within the teaching team	☑ Principal	from: Term 1 to: Term 4	-1%
Activity 5	Monitor implementation of the revised instructional approach and curriculum documentation via	☑ Principal	from: Term 2	-1%

	learning walks and review of documentation as a PLC		to: Term 4	
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Goal 2	To strengthen student wellbeing capabilities.
12-month target 2.1 target	Target no longer relevant due to lack of AToSS data available. School based tool to be developed and used for 2024.
12-month target 2.2 target	By 2024 increase the proportion of positive response scores for the "Not experiencing bullying factor" in the Safety module on the Parent Opinion Survey from 68% (three-year average 2021-23) to 72% (three-year average 2022-2024).
12-month target 2.3 target	By 2024 reduce the percentage of students with 20 or more days of absence from 32% (three-year average 2021-23) to 15% (three-year average 2022-2024).
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Explore opportunities for all students to participate in enriching and engaging learning challenges.
Actions	- Strengthen the whole school approach towards social and emotional learning
Delivery of the annual actions for this KIS	
Outcomes	Principal will: - Guide the community in developing a shared common understanding of the whole school approach to supporting

	physical, social, emotional, cultural and civic wellbeing - Integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs - Implement the Disability Inclusion model for our school context and facilitate learning for staff and parents/guardians - Implement regular wellbeing surveys for students and focus groups to seek feedback on mental health and wellbeing at the school Teachers will: - Teachers will incorporate trauma informed practices in classes and in planning units of work - Teachers will implement and model consistent routines - Teachers will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Students will: - Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success - Students will feel supported and engaged in homegroups and contribute to a strong classroom culture
Success indicators	Early indicators - Classroom and peer observations - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Documentation of referrals/communication processes Late indicators - Semester 2 Teacher judgements - Students, staff and parent survey results and focus group feedback - Attendance data - Health and wellbeing dashboards
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deliver occupational therapy and speech therapy fortnightly to students in need	✅ Principal	from: Term 1 to: Term 4	-1%
Activity 2	Deliver music therapy fortnightly for small groups	✅ Principal	from: Term 1 to: Term 4	-1%
Activity 3	Implement staff professional learning program to refresh knowledge of the Berry Street Education Model and trauma-informed practice	✅ Principal	from: Term 1 to: Term 4	-1%
Activity 4	Implement a professional learning program for staff to increase knowledge and skills to recognise and refer mental health concerns through appropriate channels	✅ Principal	from: Term 2 to: Term 4	-1%
Activity 5	Employ an additional classroom teacher part time to reduce class sizes and maximise learning and wellbeing support for students with disabilities and additional needs, including mental health needs	✅ Principal	from: Term 1 to: Term 4	-1%

Activity 6	- Gather regular student feedback via surveys and focus groups to promote student voice and feedback on the promotion of wellbeing and positive mental health	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 7	Implement Disability Inclusion and educate school community on the model	☑ Principal	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1 target	By 2024, increase the percentage of Foundation to Year 6 students achieving At or Above Expected Level in Teacher Judgement in: -Reading and Viewing from 74% (three year rolling average 2021 - 2023) to 78% (three year rolling average 2022 - 2024) -Writing from 64% (three year rolling average 2021 - 2023) to 70% (three year rolling average 2022 - 2024) - Number & Algebra from 76% (three year rolling average 2021 - 2023) to 80% (three year rolling average 2022 - 2024)
12-month target 1.2 target	By 2024 increase the proportion of positive response scores on the Staff Opinion Survey in: - Moderate assessment tasks together module in the Teaching and learning implementation module from 55% (three-year average 2021-23) to 65% (three-year average 2022-2024). - Understand how to use data module in the Teaching and learning evaluation module in the Staff Opinion Survey from 78% (three-year average 2021-23) to 85% (three-year average 2022-2024).
12-month target 1.3 target	Target no longer relevant due to lack of AToSS data available. School based tool to be developed and used for 2024.
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.

Actions	Develop a school-wide numeracy strategy that encompasses the instructional approach, assessment strategies and curriculum documentation.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Principal will: - PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Lead the development of the school wide Numeracy strategy document Teachers will: - Teachers will consistently implement the agreed assessment schedule and instructional model - Teachers will provide students with the opportunity to work at their level using differentiated resources - Teachers will provide regular feedback and monitor student progress using data walls Students will: - 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
Success indicators	Early indicators - Student feedback on differentiation, the instructional model, and use of common strategies - Teachers' formative assessment data and summative judgements against the curriculum - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating use of strategies from professional learning Late Indicators - Post-test results from assessments from sources such as PAT or the Digital Assessment Library - Students, staff and parent perception survey results
Enablers	✓ Access to resources/programs ✓ The school was able to prioritise well ✓ Positive staff culture and readiness for change

• What enablers are supporting the delivery of this KIS?	
Barriers • What barriers are impeding the delivery of this KIS?	✅ Workforce constraints
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	We have achieved progress with our 2024 AIP actions and activities during Semester 1, though not as much as we planned for, due to workforce shortages and the principal/instructional leader teaching full time in the classroom until late May 2024. We were unable to run the Tutor Learning Initiative in Semester 1. Despite these challenges, summative assessment data demonstrates satisfactory growth for students in Literacy and Numeracy, with 50% of students achieving above the 72nd percentile in PAT Reading and PAT Maths. Teacher judgement shows that 95% of students achieved a minimum of six months growth for six months of learning in literacy and numeracy. The updated instructional model has been trialled by teachers in Term 2 and will be further refined for full implementation in Term 3. The updated Assessment Schedule and Pyramid has been trialled for Semester 1 student reporting and will be further refined for full implementation in Semester 2.
Future planning • What action will be taken next? • What support is required?	- Implement strategically targeted TLI program in Semester 2 to support students with Literacy and Numeracy growth. - Ensure alignment of the revised assessment schedule and pyramid, new instructional model and curriculum plans. - Use the refined tools to create a school-wide Numeracy Strategy Guide in Term 3. - Track and monitor student confidence in Mathematics.

What adjustments or additions will you make to your AIP to document these next steps?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	✅ Principal	from: Term 1 to: Term 4	50%
Activity 2	Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	✅ Principal	from: Term 1 to: Term 4	25%
Activity 3	Employ additional teacher to implement the Tutor Learning Initiative for 12 months (above allocation) to support student growth in Numeracy.	✅ Principal	from: Term 1 to: Term 4	0%
Activity 4	Establish processes and protocols for regular moderation of student work within the teaching team	✅ Principal	from: Term 1 to: Term 4	25%

Activity 5	Monitor implementation of the revised instructional approach and curriculum documentation via learning walks and review of documentation as a PLC	✅ Principal	from: Term 2 to: Term 4	25%
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Goal 2	To strengthen student wellbeing capabilities.			
12-month target 2.1 target	Target no longer relevant due to lack of AToSS data available. School based tool to be developed and used for 2024.			
12-month target 2.2 target	By 2024 increase the proportion of positive response scores for the "Not experiencing bullying factor" in the Safety module on the Parent Opinion Survey from 68% (three-year average 2021-23) to 72% (three-year average 2022-2024).			
12-month target 2.3 target	By 2024 reduce the percentage of students with 20 or more days of absence from 32% (three-year average 2021-23) to 15% (three-year average 2022-2024).			
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Explore opportunities for all students to participate in enriching and engaging learning challenges.			
Actions	- Strengthen the whole school approach towards social and emotional learning			
Delivery of the annual actions for this KIS	Completed			

Outcomes	Principal will: - Guide the community in developing a shared common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing - Integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs - Implement the Disability Inclusion model for our school context and facilitate learning for staff and parents/guardians - Implement regular wellbeing surveys for students and focus groups to seek feedback on mental health and wellbeing at the school Teachers will: - Teachers will incorporate trauma informed practices in classes and in planning units of work - Teachers will implement and model consistent routines - Teachers will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Students will: - Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success - Students will feel supported and engaged in homegroups and contribute to a strong classroom culture
Success indicators	Early indicators - Classroom and peer observations - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Documentation of referrals/communication processes Late indicators - Semester 2 Teacher judgements - Students, staff and parent survey results and focus group feedback - Attendance data - Health and wellbeing dashboards
Enablers	✓ Access to resources/programs ✓ Key improvement strategies are able to be implemented

• What enablers are supporting the delivery of this KIS?	☒ Staff capability and consistency of practice
Barriers • What barriers are impeding the delivery of this KIS?	☒ Workforce constraints
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	Attendance data has improved for the majority of students since 2023, with 91% of students under 20 days absent (YTD). Attendance challenges for a couple of students have impacted school averages, but these are being managed using a case management approach with consultation from SSS. Consistent application of the school Behaviour Policy and processes for addressing challenging behaviour have improved. Loss of OT services in the area have impacted individual students, but we continue to consistently deliver fortnightly speech therapy for students in need. Staff professional learning has been completed in supporting students with additional needs (e.g. pathological demand avoidance) and the RRRR program implementation continues.
Future planning • What action will be taken next? • What support is required?	- Complete Berry Street Education Model training for new staff - Integrate the Wellbeing HITS into the school's wellbeing policy and approaches - Continue implementation of the Disability Inclusion Model - Source a new OT provider - Gather student feedback via regular check ins

What adjustments or additions will you make to your AIP to document these next steps?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deliver occupational therapy and speech therapy fortnightly to students in need	✓ Principal	from: Term 1 to: Term 4	50%
Activity 2	Deliver music therapy fortnightly for small groups	✓ Principal	from: Term 1 to: Term 4	50%
Activity 3	Implement staff professional learning program to refresh knowledge of the Berry Street Education Model and trauma-informed practice	✓ Principal	from: Term 1 to: Term 4	50%
Activity 4	Implement a professional learning program for staff to increase knowledge and skills to recognise and refer mental health concerns through appropriate channels	✓ Principal	from: Term 2 to: Term 4	25%

Activity 5	Employ an additional classroom teacher part time to reduce class sizes and maximise learning and wellbeing support for students with disabilities and additional needs, including mental health needs	☑ Principal	from: Term 1 to: Term 4	100%
Activity 6	- Gather regular student feedback via surveys and focus groups to promote student voice and feedback on the promotion of wellbeing and positive mental health	☑ All staff	from: Term 1 to: Term 4	25%
Activity 7	Implement Disability Inclusion and educate school community on the model	☑ Principal	from: Term 1 to: Term 4	25%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1 target	By 2024, increase the percentage of Foundation to Year 6 students achieving At or Above Expected Level in Teacher Judgement in: -Reading and Viewing from 74% (three year rolling average 2021 - 2023) to 78% (three year rolling average 2022 - 2024) -Writing from 64% (three year rolling average 2021 - 2023) to 70% (three year rolling average 2022 - 2024) - Number & Algebra from 76% (three year rolling average 2021 - 2023) to 80% (three year rolling average 2022 - 2024)
12-month target 1.2 target	By 2024 increase the proportion of positive response scores on the Staff Opinion Survey in: - Moderate assessment tasks together module in the Teaching and learning implementation module from 55% (three-year average 2021-23) to 65% (three-year average 2022-2024). - Understand how to use data module in the Teaching and learning evaluation module in the Staff Opinion Survey from 78% (three-year average 2021-23) to 85% (three-year average 2022-2024).
12-month target 1.3 target	Target no longer relevant due to lack of AToSS data available. School based tool to be developed and used for 2024.
KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.

Actions	Develop a school-wide numeracy strategy that encompasses the instructional approach, assessment strategies and curriculum documentation.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Principal will: - PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Lead the development of the school wide Numeracy strategy document Teachers will: - Teachers will consistently implement the agreed assessment schedule and instructional model - Teachers will provide students with the opportunity to work at their level using differentiated resources - Teachers will provide regular feedback and monitor student progress using data walls Students will: - 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
Success indicators	Early indicators - Student feedback on differentiation, the instructional model, and use of common strategies - Teachers' formative assessment data and summative judgements against the curriculum - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating use of strategies from professional learning Late Indicators - Post-test results from assessments from sources such as PAT or the Digital Assessment Library - Students, staff and parent perception survey results
Enablers	

• What enablers are supporting the delivery of this KIS?	
Barriers • What barriers are impeding the delivery of this KIS?	
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	
Future planning • What action will be taken next? • What support is required?	

What adjustments or additions will you make to your AIP to document these next steps?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	✓ Principal	from: Term 1 to: Term 4	50%
Activity 2	Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	✓ Principal	from: Term 1 to: Term 4	25%
Activity 3	Employ additional teacher to implement the Tutor Learning Initiative for 12 months (above allocation) to support student growth in Numeracy.	✓ Principal	from: Term 1 to: Term 4	0%
Activity 4	Establish processes and protocols for regular moderation of student work within the teaching team	✓ Principal	from: Term 1 to: Term 4	25%

Activity 5	Monitor implementation of the revised instructional approach and curriculum documentation via learning walks and review of documentation as a PLC	✅ Principal	from: Term 2 to: Term 4	25%
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Goal 2	To strengthen student wellbeing capabilities.
12-month target 2.1 target	Target no longer relevant due to lack of AToSS data available. School based tool to be developed and used for 2024.
12-month target 2.2 target	By 2024 increase the proportion of positive response scores for the "Not experiencing bullying factor" in the Safety module on the Parent Opinion Survey from 68% (three-year average 2021-23) to 72% (three-year average 2022-2024).
12-month target 2.3 target	By 2024 reduce the percentage of students with 20 or more days of absence from 32% (three-year average 2021-23) to 15% (three-year average 2022-2024).
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Explore opportunities for all students to participate in enriching and engaging learning challenges.
Actions	- Strengthen the whole school approach towards social and emotional learning
Delivery of the annual actions for this KIS	Completed

Outcomes	Principal will: - Guide the community in developing a shared common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing - Integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs - Implement the Disability Inclusion model for our school context and facilitate learning for staff and parents/guardians - Implement regular wellbeing surveys for students and focus groups to seek feedback on mental health and wellbeing at the school Teachers will: - Teachers will incorporate trauma informed practices in classes and in planning units of work - Teachers will implement and model consistent routines - Teachers will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Students will: - Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success - Students will feel supported and engaged in homegroups and contribute to a strong classroom culture
Success indicators	Early indicators - Classroom and peer observations - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Documentation of referrals/communication processes Late indicators - Semester 2 Teacher judgements - Students, staff and parent survey results and focus group feedback - Attendance data - Health and wellbeing dashboards
Enablers	

• What enablers are supporting the delivery of this KIS?	
Barriers • What barriers are impeding the delivery of this KIS?	
Commentary on progress • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence?	
Future planning • What action will be taken next? • What support is required?	

What adjustments or additions will you make to your AIP to document these next steps?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deliver occupational therapy and speech therapy fortnightly to students in need	☑ Principal	from: Term 1 to: Term 4	50%
Activity 2	Deliver music therapy fortnightly for small groups	☑ Principal	from: Term 1 to: Term 4	50%
Activity 3	Implement staff professional learning program to refresh knowledge of the Berry Street Education Model and trauma-informed practice	☑ Principal	from: Term 1 to: Term 4	50%
Activity 4	Implement a professional learning program for staff to increase knowledge and skills to recognise and refer mental health concerns through appropriate channels	☑ Principal	from: Term 2 to: Term 4	25%

Activity 5	Employ an additional classroom teacher part time to reduce class sizes and maximise learning and wellbeing support for students with disabilities and additional needs, including mental health needs	☑ Principal	from: Term 1 to: Term 4	100%
Activity 6	- Gather regular student feedback via surveys and focus groups to promote student voice and feedback on the promotion of wellbeing and positive mental health	☑ All staff	from: Term 1 to: Term 4	25%
Activity 7	Implement Disability Inclusion and educate school community on the model	☑ Principal	from: Term 1 to: Term 4	25%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	To optimise literacy and numeracy outcomes for all students.
12-month target 1.1 target	By 2024, increase the percentage of Foundation to Year 6 students achieving At or Above Expected Level in Teacher Judgement in: -Reading and Viewing from 74% (three year rolling average 2021 - 2023) to 78% (three year rolling average 2022 - 2024) -Writing from 64% (three year rolling average 2021 - 2023) to 70% (three year rolling average 2022 - 2024) - Number & Algebra from 76% (three year rolling average 2021 - 2023) to 80% (three year rolling average 2022 - 2024)
Has this 12-month target been met	Partially Met
12-month target 1.2 target	By 2024 increase the proportion of positive response scores on the Staff Opinion Survey in: - Moderate assessment tasks together module in the Teaching and learning implementation module from 55% (three-year average 2021-23) to 65% (three-year average 2022-2024). - Understand how to use data module in the Teaching and learning evaluation module in the Staff Opinion Survey from 78% (three-year average 2021-23) to 85% (three-year average 2022-2024).
Has this 12-month target been met	Partially Met
12-month target 1.3 target	Target no longer relevant due to lack of AToSS data available. School based tool to be developed and used for 2024.
Has this 12-month target been met	Met

KIS 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Review and refine instructional practices, curriculum documentation and assessment strategies (including the collection, analysis and use of data) for Teaching and learning.
Actions	Develop a school-wide numeracy strategy that encompasses the instructional approach, assessment strategies and curriculum documentation.
Delivery of the annual actions for this KIS	Partially Completed
Outcomes	Principal will: - PLC will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons - Lead the development of the school wide Numeracy strategy document Teachers will: - Teachers will consistently implement the agreed assessment schedule and instructional model - Teachers will provide students with the opportunity to work at their level using differentiated resources - Teachers will provide regular feedback and monitor student progress using data walls Students will: - 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
Success indicators	Early indicators - Student feedback on differentiation, the instructional model, and use of common strategies - Teachers' formative assessment data and summative judgements against the curriculum - Teacher records and observations of student progress - Classroom observations and learning walks demonstrating use of strategies from professional learning

	Late Indicators - Post-test results from assessments from sources such as PAT or the Digital Assessment Library - Students, staff and parent perception survey results
Reflection on progress	KIS 2.A was partially completed in 2024, however the work was disrupted by workforce pressures and staff turnover. This impacted the consistency of implementation of the new numeracy strategy across the school. Key outcomes achieved include: - An audit of the assessment approaches and model were completed by the teaching staff and a draft assessment model implemented by most teachers - The numeracy instructional model was revised and implemented consistently by all classroom teachers - Documented feedback and student goal setting was implemented consistently by some teachers - Through student teacher conferences, students reported increased confidence in numeracy learning and they improved their ability to articulate what they were learning and why. - Parent survey data was 100% across all areas of Student Cognitive Engagement and Student Confidence and Resiliency Skills - Staff survey data was 100% for Collective Responsibility and 92% for Guaranteed and Viable Curriculum
Enablers • What enablers are supporting/supported the delivery of this KIS?	☑ Sufficient budget ☑ Positive staff culture and readiness for change
Barriers • What barriers are impeding/impeded the delivery of this KIS?	☑ Workforce constraints ☑ Time constraints ☑ Staff readiness for change / limited change management support in place
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	☑ Principal	from: Term 1 to: Term 4	100%
Activity 2	Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	☑ Principal	from: Term 1 to: Term 4	100%
Activity 3	Employ additional teacher to implement the Tutor Learning Initiative for 12 months (above allocation) to support student growth in Numeracy.	☑ Principal	from: Term 1 to: Term 4	100%
Activity 4	Establish processes and protocols for regular moderation of student work within the teaching team	☑ Principal	from: Term 1 to: Term 4	75%
Activity 5	Monitor implementation of the revised instructional approach and curriculum documentation via learning walks and review of documentation as a PLC	☑ Principal	from: Term 2 to: Term 4	50%

Goal 2	To strengthen student wellbeing capabilities.
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12-month target 2.1 target	Target no longer relevant due to lack of AToSS data available. School based tool to be developed and used for 2024.
Has this 12-month target been met	Partially Met
12-month target 2.2 target	By 2024 increase the proportion of positive response scores for the "Not experiencing bullying factor" in the Safety module on the Parent Opinion Survey from 68% (three-year average 2021-23) to 72% (three-year average 2022-2024).
Has this 12-month target been met	Met
12-month target 2.3 target	By 2024 reduce the percentage of students with 20 or more days of absence from 32% (three-year average 2021-23) to 15% (three-year average 2022-2024).
Has this 12-month target been met	Partially Met
KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Explore opportunities for all students to participate in enriching and engaging learning challenges.
Actions	- Strengthen the whole school approach towards social and emotional learning
Delivery of the annual actions for this KIS	Completed

Outcomes	Principal will: - Guide the community in developing a shared common understanding of the whole school approach to supporting physical, social, emotional, cultural and civic wellbeing - Integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs - Implement the Disability Inclusion model for our school context and facilitate learning for staff and parents/guardians - Implement regular wellbeing surveys for students and focus groups to seek feedback on mental health and wellbeing at the school Teachers will: - Teachers will incorporate trauma informed practices in classes and in planning units of work - Teachers will implement and model consistent routines - Teachers will integrate physical, social, emotional, cultural and civic wellbeing learning into school practice, policies and programs Students will: - Students with emerging or acute wellbeing needs remain connected to school and peers and experience learning success - Students will feel supported and engaged in homegroups and contribute to a strong classroom culture
Success indicators	Early indicators - Classroom and peer observations - Observations of changes to classroom practices - Documentation of frameworks, policies or programs - Documentation of referrals/communication processes Late indicators - Semester 2 Teacher judgements - Students, staff and parent survey results and focus group feedback - Attendance data - Health and wellbeing dashboards
Reflection on progress	The 2024 AIP wellbeing improvement work was a strength and positively contributed to student learning outcomes and wellbeing. Increased student enrolments throughout 2024 created a greater demand for additional supports in mental health and wellbeing. Key outcomes achieved were:

	- New staff completed trauma-informed practice training, enabling greater consistency of implementation of behaviour and wellbeing support approaches - Staff completed professional learning on Disability Inclusion and the school community educated about the changes - CASEL Student Wellbeing Survey implemented once per term with students in Years 2 - 6 - Morning circle, positive primers and other tier 1 universal supports to build student wellbeing and resilience were implemented consistently - Parent survey data was positive across the different factors for Student Wellbeing and Support (92%)			
Enablers • What enablers are supporting/supported the delivery of this KIS?	✓ Sufficient budget ✓ Sufficient time allocated ✓ Key improvement strategies are able to be implemented ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change			
Barriers • What barriers are impeding/imposed the delivery of this KIS?	✓ Workforce constraints ✓ Staff readiness for change / limited change management support in place			
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deliver occupational therapy and speech therapy fortnightly to students in need	✓ Principal	from: Term 1 to: Term 4	100%

Activity 2	Deliver music therapy fortnightly for small groups	☑ Principal	from: Term 1 to: Term 4	100%
Activity 3	Implement staff professional learning program to refresh knowledge of the Berry Street Education Model and trauma-informed practice	☑ Principal	from: Term 1 to: Term 4	100%
Activity 4	Implement a professional learning program for staff to increase knowledge and skills to recognise and refer mental health concerns through appropriate channels	☑ Principal	from: Term 2 to: Term 4	100%
Activity 5	Employ an additional classroom teacher part time to reduce class sizes and maximise learning and wellbeing support for students with disabilities and additional needs, including mental health needs	☑ Principal	from: Term 1 to: Term 4	100%
Activity 6	- Gather regular student feedback via surveys and focus groups to promote student voice and feedback on the promotion of wellbeing and positive mental health	☑ All staff	from: Term 1 to: Term 4	100%
Activity 7	Implement Disability Inclusion and educate school community on the model	☑ Principal	from: Term 1 to: Term 4	100%

Future planning	Our four year SSP targets will be slightly modified due to changes in the data sets available SWPBS implementation will begin in 2025 and will be a large piece of work Implementing the new VTLM 2.0 and F- 2 Reading changes
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Monitoring and Self-assessment - 2024

SEIL Feedback

Submitted Feedback
Semester 2 2024 The 2024 school year has provided opportunities for the school to implement both school and Department of Education priorities. The school has had a consistent focus on achieving the Goals, Actions, and Activities as outlined in the 2024 AIP. Self-assessment responses 1. Does your school have a documented whole-school curriculum plan that: (a) includes a planned approach to learning support and extension? (b) includes explicit teaching as a core component? Partially 2. Does your school have a documented whole-school approach to building positive relationships, cultural responsiveness and student behaviour? Partially 3. Is planned feedback and regular assessment included in the lesson/unit plans used by your teachers? Yes Reading Approach- Primary 1. Does your school's curriculum plan for the first three years of school include a substantial focus (for example, two hours per day) on literacy, including the six key elements of reading (oral language, phonics, phonemic awareness, fluency, vocabulary, and comprehension)? Partially 2. Does your school's reading program for the first three years of school include about 25 minutes each day of explicit teaching of phonics and phonemic awareness using a systematic synthetic phonics approach? Partially As such, it is important that strategies to address those sections self-assessed as Partially be included in your 2025 as Activities. Successes and achievements in 2024 included School was fully staffed in second half of year- 3 new teachers and ES Student growth – now 28 (25% increase) Induction of staff Support for new students T & L focus on numeracy- planning, assessment, IM Numeracy IM implemented consistently Students develop learning goals with teachers – these are celebrated when achieved POS data was very positive SSS data was very positive Wellbeing support for new students including calm classrooms Berry Street trauma informed practice completed for new staff Student wellbeing survey- data collected using local processes have been developed and regularly tracked It is recommended that planning for 2025 include Wellbeing – resilience development for students TLI teacher appointed and program to be implemented SWPBS PL and implementation PLCs with other small schools – F-2 curriculum changes VTLM 2.0 Reading F-2 Involvement in all network CoPs DI to be further embedded – DIPs to be undertaken Attendance Again, well done to the school and leadership on your efforts and achievements this year. Looking forward to working with you and supporting you to achieve a successful 2025. Submitted by Steven Rogers (SEIL) on 20 December, 2024 at 01:15 PM
SEMESTER 1 Well done on your tremendous efforts during the first half of the year. This semester has involved hard and high-quality work. There have also been challenges along with opportunities. Semester 1 completed activities have included: Learning • Staffing and induction have been significant challenges • Trialling new IM and Assessment schedule • Small schools PLC Wellbeing • Started DI rollout • DI PL completed • Practice DIP registered Successes for semester 1 include: • 95% have made 6 months growth (PAT data/TJ) • Strength in HITS and instructional approach • Consistency of practice • Yr 1 & 2 cohort performing highly (have been at school since prep) Semester 2 Priorities: • Shared workload • Review trial of new IM and Assessment schedule • Update to include adjustments (DI) and add adjustment s to SSG/IEP's • Update IM to include wellbeing HITs documentation • Improve small schools PLC • Embed DI and ensure modules are completed •

Implement TLI • Continue small schools COP (meeting) • BSEM PL • Look at ways to enhance wellbeing of leader/staff- redefine structures and processes

Submitted by Steven Rogers (SEIL) on 12 July, 2024 at 09:30 AM