

# Monitoring and Assessment - 2020

Maroona Primary School (1943)



Submitted for review by Darren Beer (School Principal) on 04 December, 2019 at 10:05 AM

Endorsed by Aaron Wolaniuk (Senior Education Improvement Leader) on 10 December, 2019 at 10:39 AM

Endorsed by Dominique Sparks (School Council President) on 06 January, 2020 at 11:33 AM

# Monitoring and Assessment - 2020

## Term 1 monitoring (optional)

<b>Goal 1</b>	To develop a growth mindset for students to develop confidence, effort, performance and resilience in their own learning.
<b>12 Month Target 1.1</b>	To have 83% or higher of Grade 4-6 students give a positive endorsement of the resilience factor in the attitudes to school survey.
<b>KIS 1.a</b> Vision, values and culture	To develop a consistent whole school culture focusing on growth mindset which, staff, students and parents can articulate
Actions	<p>Staff will implement the respectful relationships program across the school</p> <p>Staff will liaise with peers at Ararat Primary School (Respectful Relationships Lead School) to build professional capacity and understanding of how to best implement the program.</p> <p>The school will work with other schools, families, community groups, local organisations and other industries to deliver the resilience project to students.</p> <p>Ensure student goals are underpinned by social and emotional learning goals and discussed with teachers and families at 3-way conferences</p>
Outcomes	<p>Students can articulate strategies, that they share with teachers and families, that will assist them in becoming confident and resilient learners.</p> <p>Students will be able to articulate projected evidence that they can use to track their progress</p>
Success Indicators	<p>attitudes to school survey will be used to measure student attitudes towards resilience</p> <p>school based surveys will be used to measure Grade F-3 student attitudes to resilience</p> <p>parent opinion survey will be used to measure confidence and resiliency skills</p> <p>school staff survey will be used to measure: promote student ownership of learning goals, support growth and learning of whole student and, believe student engagement is key to learning</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	Staff professional development, school visits,	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>KIS 1.b</b> Vision, values and culture	develop a whole school community understanding of school values.			
Actions	<p>Staff to research and analyse the language in the attitudes to school survey so as to better teach the language of resilience to all students.</p> <p>Staff to use the newsletter, as a medium to promote school values and what they mean to our staff and students.</p> <p>School vision and values to be discussed at school council meetings</p> <p>Values to be displayed around the school.</p>			
Outcomes	Staff and students will be able to articulate: "What Maroona kids are, what they do and why they do it"			
Success Indicators	<p>Attitudes to school survey will be used to measure grade 4-6 student endorsements of the resilience factor</p> <p>School based surveys will be used measure grade F-3 student attitudes to resilience</p> <p>Parent opinion survey will be used to measure; promoting positive behavior, and confidence and resiliency skills</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	staff professional development, coaching	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 2</b>	To improve student outcomes in Literacy and Numeracy through whole school planning and agreed instructional and assessment practices.			
<b>12 Month Target 2.1</b>	To have 12% of students achieving above the expected level in Reading To have 20% of students achieving above the expected level in number and algebra To have 100% of students achieve medium or high benchmark growth in NAPLAN for reading To have 100% of students achieve medium or high benchmark growth in NAPLAN for number and algebra			
<b>KIS 2.a</b> Building leadership teams	build teacher capacity to develop whole school consistent lesson structure, common learning language, curriculum knowledge and understanding in the implementation of the Victorian Curriculum.			
Actions	The 2020 timetable will include built in time for instructional leaders to meet. Meeting time will be dedicated to refining instructional documents, capturing common learning language and completing inquiry cycles. Instructional and school leaders will continue to seek support from the PLC leaders and attend PD as required. Principal to attend network meetings, forums and coaching sessions to continue to develop leadership skills			
Outcomes	Tools, strategies, frameworks and protocols that were discovered during the PLC training will be used during meetings to: look at topics from different positions, explore topics and ideas and reflect on ideas and programs (refer to PLC handbook pages 207 - 209) There will be a clear line of sight between the school strategic plan, AIP, staff PDPs and student outcomes. Collaboration between staff continues to be valued and used to improve outcomes for all students.			

Success Indicators	The school staff survey will be used to measure school climate, in particular; collective efficacy, collective responsibility, collective focus on student learning, and guaranteed and viable curriculum. Teacher judgments, essential assessments results and other assessments for number and algebra and reading will be used to assess the number of students achieving above the expected level. Grade 5 NAPLAN data will be used to measure benchmark growth.			
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	Staff Professional Development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
<b>KIS 2.b</b> Building leadership teams	To develop consistent curriculum and assessment documents, term planners, weekly work programs and assessment schedule.			
Actions	Instructional leaders to meet weekly (where possible) to develop planning and instructional documents. Planning days to be utilized with the intention of creating term planners, learning intentions, success criteria and assessment schedules. Staff to meet each term to moderate writing samples and rich mathematical tasks. Instructional leaders to attend communities of practice (when possible) to further develop leadership skills. Literacy and numeracy leaders to utilise resource kits and supporting FISO documents in developing planning documents.			

Outcomes	<p>Students to be able to articulate: what they are learning, how they are going, what evidence backs that up and what is the next step in their learning.</p> <p>Parents, students and teachers to have discussions around student goals and how they can work together to achieve goals.</p> <p>Teachers' planning references documents in the literacy and numeracy portals.</p>			
Success Indicators	<p>The school staff survey will be used to measure teaching and learning, in particular; time to share pedagogical content knowledge, collaborate to plan curriculum, use data for curriculum planning.</p> <p>Teacher judgments, essential assessments results, and other assessment tasks for number and algebra and reading will be used to assess the number of students achieving above the expected level.</p> <p>Grade 5 NAPLAN data will be used to measure benchmark growth.</p> <p>Parent opinion survey will be used to measure 'effective teaching'</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	Staff professional development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

# Monitoring and Assessment - 2020

## Mid-year monitoring

<b>Goal 1</b>	To develop a growth mindset for students to develop confidence, effort, performance and resilience in their own learning.
<b>12 Month Target 1.1</b>	To have 83% or higher of Grade 4-6 students give a positive endorsement of the resilience factor in the attitudes to school survey.
<b>KIS 1.a</b> Vision, values and culture	To develop a consistent whole school culture focusing on growth mindset which, staff, students and parents can articulate
Actions	<p>Staff will implement the respectful relationships program across the school</p> <p>Staff will liaise with peers at Ararat Primary School (Respectful Relationships Lead School) to build professional capacity and understanding of how to best implement the program.</p> <p>The school will work with other schools, families, community groups, local organisations and other industries to deliver the resilience project to students.</p> <p>Ensure student goals are underpinned by social and emotional learning goals and discussed with teachers and families at 3-way conferences</p>
Outcomes	<p>Students can articulate strategies, that they share with teachers and families, that will assist them in becoming confident and resilient learners.</p> <p>Students will be able to articulate projected evidence that they can use to track their progress</p>
Success Indicators	<p>attitudes to school survey will be used to measure student attitudes towards resilience</p> <p>school based surveys will be used to measure Grade F-3 student attitudes to resilience</p> <p>parent opinion survey will be used to measure confidence and resiliency skills</p> <p>school staff survey will be used to measure: promote student ownership of learning goals, support growth and learning of whole student and, believe student engagement is key to learning</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	Staff professional development, school visits,	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>KIS 1.b</b> Vision, values and culture	develop a whole school community understanding of school values.			
Actions	<p>Staff to research and analyse the language in the attitudes to school survey so as to better teach the language of resilience to all students.</p> <p>Staff to use the newsletter, as a medium to promote school values and what they mean to our staff and students.</p> <p>School vision and values to be discussed at school council meetings</p> <p>Values to be displayed around the school.</p>			
Outcomes	Staff and students will be able to articulate: "What Maroona kids are, what they do and why they do it"			
Success Indicators	<p>Attitudes to school survey will be used to measure grade 4-6 student endorsements of the resilience factor</p> <p>School based surveys will be used measure grade F-3 student attitudes to resilience</p> <p>Parent opinion survey will be used to measure; promoting positive behavior, and confidence and resiliency skills</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	staff professional development, coaching	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 2</b>	To improve student outcomes in Literacy and Numeracy through whole school planning and agreed instructional and assessment practices.			
<b>12 Month Target 2.1</b>	To have 12% of students achieving above the expected level in Reading To have 20% of students achieving above the expected level in number and algebra To have 100% of students achieve medium or high benchmark growth in NAPLAN for reading To have 100% of students achieve medium or high benchmark growth in NAPLAN for number and algebra			
<b>KIS 2.a</b> Building leadership teams	build teacher capacity to develop whole school consistent lesson structure, common learning language, curriculum knowledge and understanding in the implementation of the Victorian Curriculum.			
Actions	The 2020 timetable will include built in time for instructional leaders to meet. Meeting time will be dedicated to refining instructional documents, capturing common learning language and completing inquiry cycles. Instructional and school leaders will continue to seek support from the PLC leaders and attend PD as required. Principal to attend network meetings, forums and coaching sessions to continue to develop leadership skills			
Outcomes	Tools, strategies, frameworks and protocols that were discovered during the PLC training will be used during meetings to: look at topics from different positions, explore topics and ideas and reflect on ideas and programs (refer to PLC handbook pages 207 - 209) There will be a clear line of sight between the school strategic plan, AIP, staff PDPs and student outcomes. Collaboration between staff continues to be valued and used to improve outcomes for all students.			

Success Indicators	The school staff survey will be used to measure school climate, in particular; collective efficacy, collective responsibility, collective focus on student learning, and guaranteed and viable curriculum. Teacher judgments, essential assessments results and other assessments for number and algebra and reading will be used to assess the number of students achieving above the expected level. Grade 5 NAPLAN data will be used to measure benchmark growth.			
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Staff Professional Development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
<b>KIS 2.b</b> Building leadership teams	To develop consistent curriculum and assessment documents, term planners, weekly work programs and assessment schedule.			
Actions	Instructional leaders to meet weekly (where possible) to develop planning and instructional documents. Planning days to be utilized with the intention of creating term planners, learning intentions, success criteria and assessment schedules. Staff to meet each term to moderate writing samples and rich mathematical tasks. Instructional leaders to attend communities of practice (when possible) to further develop leadership skills. Literacy and numeracy leaders to utilise resource kits and supporting FISO documents in developing planning documents.			

Outcomes	<p>Students to be able to articulate: what they are learning, how they are going, what evidence backs that up and what is the next step in their learning.</p> <p>Parents, students and teachers to have discussions around student goals and how they can work together to achieve goals.</p> <p>Teachers' planning references documents in the literacy and numeracy portals.</p>			
Success Indicators	<p>The school staff survey will be used to measure teaching and learning, in particular; time to share pedagogical content knowledge, collaborate to plan curriculum, use data for curriculum planning.</p> <p>Teacher judgments, essential assessments results, and other assessment tasks for number and algebra and reading will be used to assess the number of students achieving above the expected level.</p> <p>Grade 5 NAPLAN data will be used to measure benchmark growth.</p> <p>Parent opinion survey will be used to measure 'effective teaching'</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	Staff professional development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

# Monitoring and Assessment - 2020

## Term 3 monitoring (optional)

<b>Goal 1</b>	To develop a growth mindset for students to develop confidence, effort, performance and resilience in their own learning.
<b>12 Month Target 1.1</b>	To have 83% or higher of Grade 4-6 students give a positive endorsement of the resilience factor in the attitudes to school survey.
<b>KIS 1.a</b> Vision, values and culture	To develop a consistent whole school culture focusing on growth mindset which, staff, students and parents can articulate
Actions	<p>Staff will implement the respectful relationships program across the school</p> <p>Staff will liaise with peers at Ararat Primary School (Respectful Relationships Lead School) to build professional capacity and understanding of how to best implement the program.</p> <p>The school will work with other schools, families, community groups, local organisations and other industries to deliver the resilience project to students.</p> <p>Ensure student goals are underpinned by social and emotional learning goals and discussed with teachers and families at 3-way conferences</p>
Outcomes	<p>Students can articulate strategies, that they share with teachers and families, that will assist them in becoming confident and resilient learners.</p> <p>Students will be able to articulate projected evidence that they can use to track their progress</p>
Success Indicators	<p>attitudes to school survey will be used to measure student attitudes towards resilience</p> <p>school based surveys will be used to measure Grade F-3 student attitudes to resilience</p> <p>parent opinion survey will be used to measure confidence and resiliency skills</p> <p>school staff survey will be used to measure: promote student ownership of learning goals, support growth and learning of whole student and, believe student engagement is key to learning</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	Staff professional development, school visits,	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>KIS 1.b</b> Vision, values and culture	develop a whole school community understanding of school values.			
Actions	<p>Staff to research and analyse the language in the attitudes to school survey so as to better teach the language of resilience to all students.</p> <p>Staff to use the newsletter, as a medium to promote school values and what they mean to our staff and students.</p> <p>School vision and values to be discussed at school council meetings</p> <p>Values to be displayed around the school.</p>			
Outcomes	Staff and students will be able to articulate: "What Maroona kids are, what they do and why they do it"			
Success Indicators	<p>Attitudes to school survey will be used to measure grade 4-6 student endorsements of the resilience factor</p> <p>School based surveys will be used measure grade F-3 student attitudes to resilience</p> <p>Parent opinion survey will be used to measure; promoting positive behavior, and confidence and resiliency skills</p>			
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Barriers				

Commentary on progress				
Future planning				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	staff professional development, coaching	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 2</b>	To improve student outcomes in Literacy and Numeracy through whole school planning and agreed instructional and assessment practices.			
<b>12 Month Target 2.1</b>	To have 12% of students achieving above the expected level in Reading To have 20% of students achieving above the expected level in number and algebra To have 100% of students achieve medium or high benchmark growth in NAPLAN for reading To have 100% of students achieve medium or high benchmark growth in NAPLAN for number and algebra			
<b>KIS 2.a</b> Building leadership teams	build teacher capacity to develop whole school consistent lesson structure, common learning language, curriculum knowledge and understanding in the implementation of the Victorian Curriculum.			
Actions	The 2020 timetable will include built in time for instructional leaders to meet. Meeting time will be dedicated to refining instructional documents, capturing common learning language and completing inquiry cycles. Instructional and school leaders will continue to seek support from the PLC leaders and attend PD as required. Principal to attend network meetings, forums and coaching sessions to continue to develop leadership skills			
Outcomes	Tools, strategies, frameworks and protocols that were discovered during the PLC training will be used during meetings to: look at topics from different positions, explore topics and ideas and reflect on ideas and programs (refer to PLC handbook pages 207 - 209) There will be a clear line of sight between the school strategic plan, AIP, staff PDPs and student outcomes. Collaboration between staff continues to be valued and used to improve outcomes for all students.			

Success Indicators	The school staff survey will be used to measure school climate, in particular; collective efficacy, collective responsibility, collective focus on student learning, and guaranteed and viable curriculum. Teacher judgments, essential assessments results and other assessments for number and algebra and reading will be used to assess the number of students achieving above the expected level. Grade 5 NAPLAN data will be used to measure benchmark growth.			
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	Staff Professional Development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
<b>KIS 2.b</b> Building leadership teams	To develop consistent curriculum and assessment documents, term planners, weekly work programs and assessment schedule.			
Actions	Instructional leaders to meet weekly (where possible) to develop planning and instructional documents. Planning days to be utilized with the intention of creating term planners, learning intentions, success criteria and assessment schedules. Staff to meet each term to moderate writing samples and rich mathematical tasks. Instructional leaders to attend communities of practice (when possible) to further develop leadership skills. Literacy and numeracy leaders to utilise resource kits and supporting FISO documents in developing planning documents.			

Outcomes	<p>Students to be able to articulate: what they are learning, how they are going, what evidence backs that up and what is the next step in their learning.</p> <p>Parents, students and teachers to have discussions around student goals and how they can work together to achieve goals.</p> <p>Teachers' planning references documents in the literacy and numeracy portals.</p>			
Success Indicators	<p>The school staff survey will be used to measure teaching and learning, in particular; time to share pedagogical content knowledge, collaborate to plan curriculum, use data for curriculum planning.</p> <p>Teacher judgments, essential assessments results, and other assessment tasks for number and algebra and reading will be used to assess the number of students achieving above the expected level.</p> <p>Grade 5 NAPLAN data will be used to measure benchmark growth.</p> <p>Parent opinion survey will be used to measure 'effective teaching'</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	Staff professional development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%



# Monitoring and Assessment - 2020

## End-of-year monitoring

<b>Goal 1</b>	To develop a growth mindset for students to develop confidence, effort, performance and resilience in their own learning.
<b>12 Month Target 1.1</b>	To have 83% or higher of Grade 4-6 students give a positive endorsement of the resilience factor in the attitudes to school survey.
<b>Has this 12 month target met</b>	Not Met
<b>KIS 1.a</b> Vision, values and culture	To develop a consistent whole school culture focusing on growth mindset which, staff, students and parents can articulate
Actions	<p>Staff will implement the respectful relationships program across the school</p> <p>Staff will liaise with peers at Ararat Primary School (Respectful Relationships Lead School) to build professional capacity and understanding of how to best implement the program.</p> <p>The school will work with other schools, families, community groups, local organisations and other industries to deliver the resilience project to students.</p> <p>Ensure student goals are underpinned by social and emotional learning goals and discussed with teachers and families at 3-way conferences</p>
Outcomes	<p>Students can articulate strategies, that they share with teachers and families, that will assist them in becoming confident and resilient learners.</p> <p>Students will be able to articulate projected evidence that they can use to track their progress</p>
Success Indicators	<p>attitudes to school survey will be used to measure student attitudes towards resilience</p> <p>school based surveys will be used to measure Grade F-3 student attitudes to resilience</p> <p>parent opinion survey will be used to measure confidence and resiliency skills</p> <p>school staff survey will be used to measure: promote student ownership of learning goals, support growth and learning of whole student and, believe student engagement is key to learning</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	Staff professional development, school visits,	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>KIS 1.b</b> Vision, values and culture	develop a whole school community understanding of school values.			
Actions	<p>Staff to research and analyse the language in the attitudes to school survey so as to better teach the language of resilience to all students.</p> <p>Staff to use the newsletter, as a medium to promote school values and what they mean to our staff and students.</p> <p>School vision and values to be discussed at school council meetings</p> <p>Values to be displayed around the school.</p>			
Outcomes	Staff and students will be able to articulate: "What Maroona kids are, what they do and why they do it"			
Success Indicators	<p>Attitudes to school survey will be used to measure grade 4-6 student endorsements of the resilience factor</p> <p>School based surveys will be used measure grade F-3 student attitudes to resilience</p> <p>Parent opinion survey will be used to measure; promoting positive behavior, and confidence and resiliency skills</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	staff professional development, coaching	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
<b>Goal 2</b>	To improve student outcomes in Literacy and Numeracy through whole school planning and agreed instructional and assessment practices.			
<b>12 Month Target 2.1</b>	To have 12% of students achieving above the expected level in Reading To have 20% of students achieving above the expected level in number and algebra To have 100% of students achieve medium or high benchmark growth in NAPLAN for reading To have 100% of students achieve medium or high benchmark growth in NAPLAN for number and algebra			
<b>Has this 12 month target met</b>	Not Met			
<b>KIS 2.a</b> Building leadership teams	build teacher capacity to develop whole school consistent lesson structure, common learning language, curriculum knowledge and understanding in the implementation of the Victorian Curriculum.			
Actions	The 2020 timetable will include built in time for instructional leaders to meet. Meeting time will be dedicated to refining instructional documents, capturing common learning language and completing inquiry cycles. Instructional and school leaders will continue to seek support from the PLC leaders and attend PD as required. Principal to attend network meetings, forums and coaching sessions to continue to develop leadership skills			
Outcomes	Tools, strategies, frameworks and protocols that were discovered during the PLC training will be used during meetings to: look at topics from different positions, explore topics and ideas and reflect on ideas and programs (refer to PLC handbook pages 207 - 209)			

	There will be a clear line of sight between the school strategic plan, AIP, staff PDPs and student outcomes. Collaboration between staff continues to be valued and used to improve outcomes for all students.			
Success Indicators	The school staff survey will be used to measure school climate, in particular; collective efficacy, collective responsibility, collective focus on student learning, and guaranteed and viable curriculum. Teacher judgments, essential assessments results and other assessments for number and algebra and reading will be used to assess the number of students achieving above the expected level. Grade 5 NAPLAN data will be used to measure benchmark growth.			
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	Staff Professional Development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
<b>KIS 2.b</b> Building leadership teams	To develop consistent curriculum and assessment documents, term planners, weekly work programs and assessment schedule.			
Actions	Instructional leaders to meet weekly (where possible) to develop planning and instructional documents. Planning days to be utilized with the intention of creating term planners, learning intentions, success criteria and assessment schedules.			

	<p>Staff to meet each term to moderate writing samples and rich mathematical tasks.  Instructional leaders to attend communities of practice (when possible) to further develop leadership skills.  Literacy and numeracy leaders to utilise resource kits and supporting FISO documents in developing planning documents.</p>			
Outcomes	<p>Students to be able to articulate: what they are learning, how they are going, what evidence backs that up and what is the next step in their learning.  Parents, students and teachers to have discussions around student goals and how they can work together to achieve goals.  Teachers' planning references documents in the literacy and numeracy portals.</p>			
Success Indicators	<p>The school staff survey will be used to measure teaching and learning, in particular; time to share pedagogical content knowledge, collaborate to plan curriculum, use data for curriculum planning.  Teacher judgments, essential assessments results, and other assessment tasks for number and algebra and reading will be used to assess the number of students achieving above the expected level.  Grade 5 NAPLAN data will be used to measure benchmark growth.  Parent opinion survey will be used to measure 'effective teaching'</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	Staff professional development	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

# Monitoring and Self-assessment - 2020

SEIL Feedback