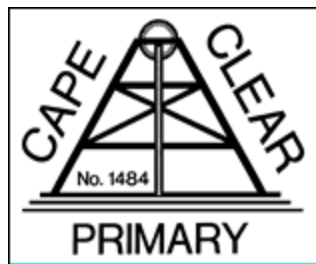


Monitoring and Assessment - 2019

Cape Clear Primary School (1484)



Submitted for review by Susan Izard (School Principal) on 02 December, 2018 at 11:49 AM

Endorsed by Alphonsus Crawford (Senior Education Improvement Leader) on 02 December, 2018 at 02:09 PM

Awaiting endorsement by School Council President

Monitoring and Assessment - 2019

Term 1 monitoring (optional)

Goal 1	To improve the teaching practice in Literacy and Numeracy so that ALL students achieve more than 12 months growth in a school year
12 Month Target 1.1	The School will be entering into a new Strategic Planning Period in 2019 (2019-2022). The Literacy goal and target will be: To further challenge students with deeper learning in their writing -increase % of students working at or above the expected level for Writing across all year levels - NAPLAN Year 5 to show an increase in the % of students that achieve high relative growth in all areas
KIS 1.a Building practice excellence	Implement a school wide learning continuum developed from the Victorian Curriculum, that supports the school's instructional model in Literacy and Numeracy.
Actions	<p>Workforce Planning - Review the current workforce plan with a view to supporting a flexible learning structure of three groups for the Literacy Block - Foundation/1, Years 2/3/4 and Years 3/4/5/6 to accommodate students at their point of need and to better support and strengthen professional practice.</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Create a whole school professional learning plan that targets building teacher capacity in analysing student data for effective planning and teaching in Writing. Develop teacher knowledge and capacity to plan and deliver differentiated teaching practices in Writing. Work effectively as a Professional Learning Team to improve writing outcomes through collaborative peer support and moderation.</p> <p>Monitoring using the Improvement Cycle - Track progress using SPOT and FISO throughout the year Track student achievement using 'I can statements' in all learning areas Establish processes to regularly review progress using SPOT and the FISO Improvement Cycle Implement professional learning into weekly planning and program delivery</p>

	Use data and evidence to monitor progress and adjust strategies as required through a collaborative process.
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - establish clear connections between AIP Writing Goal and their own and teachers PDP documents</p> <ul style="list-style-type: none"> - lead effective PLCs based on student achievement data and moderation - identify professional learning, school visits and provide clear feedback to build teacher capacity <p>Teachers - evaluate multiple sources of student data to inform planning and program delivery</p> <ul style="list-style-type: none"> - challenge and support each other to improve professional practice - set clear goals based on evidence for each student in Writing - compile multiple sources of student data (writing samples, writing conference notes, student survey data, assessment data eg On Demand or English online, student reflections) - compile appropriate learning resources, term planning and lesson plans, PLC notes, professional learning and observation notes to inform high quality practice. <p>Students - learn to self monitor their progress and set their own goals</p> <ul style="list-style-type: none"> - identify evidence in their own work that demonstrates progress and goal achievement - identify their own strengths and areas for improvement based on an analysis of their own work - move from worked examples to independent practice - are engaged in their writing - support their peers through collaborative learning
Success Indicators	<p>Success will be measured through an improvement cycle and will include the following indicators:</p> <ul style="list-style-type: none"> - staff, parent, student survey results (ATSS, POS, SOS) - student writing samples, observations, assessments demonstrating progress - learning and teaching programs, plans and reflections - peer observation notes, professional/collegiate school or class visits, professional collaborations - professional learning plans, PLC notes, Data walls demonstrating student achievement and 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	Strategic Resource Development - align resources to AIP goals and priorities	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Strategic Resource Development - Align AIP goals to PDP documents for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Monitoring using the Improvement Cycle - agenda tracking against SPOT twice per term drawing on student data and 'I Can' statements	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Workforce Planning - review staffing	<input checked="" type="checkbox"/> Principal	from: Term 1	0%
Activity 5	Professional Learning - create a whole school professional learning plan for the effective teaching of writing	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 6	Professional Learning - Plan Professional Development Curriculum Day with a focus on Writing - Conduct PLCs focussed on writing at fortnightly teacher planning meetings	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	Ensure all members of the school feel they are in a safe and supportive learning environment			
12 Month Target 2.1	The School will be entering into a new Strategic Planning Period in 2019 (2019-2022). The Engagement goal and target will be: To further develop student voice, agency and leadership with respect to sustainable and embedded positive behaviours through the AMPLIFY framework, throughout all school environments -maintain current high level % of attendance -maintain or improve % student engagement in Effective Classroom Behaviour			
KIS 2.a Empowering students and building school pride	Implement a School Wide Positive Behaviour Framework to ensure shared responsibility for collaborative learning and positive behaviours in the classroom, outside and on excursions.			
Actions	<p>Workforce Planning - Review the current workforce plan with a view to deepen our support and understanding of School Wide Positive Behaviours and Trauma Informed, Strength Based professional practice.</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Create a whole school professional learning plan that targets building teacher capacity in school wide positive behaviours Develop partnerships with parents to build community capacity in school wide positive behaviours Work effectively as a Professional Learning Team to improve how we meet the needs of all students, but particularly those students with identified mental health considerations (anxiety, depression, challenging behaviours, separating from parents)</p> <p>Monitoring using the Improvement Cycle - Track progress using SPOT and FISO throughout the year Track student reflections Establish processes to regularly review progress using SPOT and the FISO Improvement Cycle Implement professional learning into weekly planning and program delivery</p>			

	Use data and evidence to monitor progress and adjust strategies as required through a collaborative process.
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - establish clear connections between AIP Wellbeing Goal and their own and teachers PDP documents</p> <ul style="list-style-type: none"> - lead effective staff discussions and interventions based on best, Trauma Informed practice - identify professional learning and provide clear feedback to build teacher capacity <p>Teachers - ensure School Wide Positive Behaviour Framework is consistent throughout all areas in the school</p> <ul style="list-style-type: none"> - challenge and support each other to improve professional practice - set clear goals with students to better manage their mental health and behaviour - compile multiple sources of student data (behaviour plans, incidence reports, student reflections, student attitudes survey) - compile appropriate learning resources, term planning and lesson plans, professional learning and observation notes to inform high quality practice. <p>Students - learn to self monitor their progress and set their own goals</p> <ul style="list-style-type: none"> - identify evidence from their own reflections that demonstrate progress and student agency with respect to whole school behaviour - identify their own strengths and areas for improvement based on an analysis of their own reflections - contribute to a positive pride about their school - support their peers through collaborative learning
Success Indicators	<p>Success will be measured through an improvement cycle and will include the following indicators:</p> <ul style="list-style-type: none"> - staff, parent, student survey results (ATSS, POS, SOS) - student reflections, observations demonstrating progress - learning and teaching programs, plans and reflections - peer observation notes, professional collaborations - professional learning plans,
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	Workforce Planning - maintain our chaplaincy program	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Professional learning - Create a whole school professional learning plan that targets building teacher capacity in school wide positive behaviours	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1	0%
Activity 3	Professional Learning - participate in a PLC to improve how we meet the needs of those students with identified needs or mental health considerations (anxiety, depression, challenging behaviours, separating from parents)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Strategic Resource Management - establish new PDP plans with all staff reflecting AIP goals	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 5	Professional Learning - Develop a School Wide Positive behaviours team that includes parents to build community capacity.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%

Activity 6	Monitoring using the Improvement Cycle - agenda tracking against SPOT twice per term drawing on student reflections and 'I Can' statements from Ethical, Personal and Social Capabilities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 3	Ensure effective use of human, consumable and curriculum resources to achieve the school's Achievement, Wellbeing and Engagement strategic goals.			
12 Month Target 3.1	To analyse and diagnose Cape Clear Primary School's strengths and improvement areas based on four-year data for the purpose of establishing a new School Strategic Plan (2019-2022)			
KIS 3.a Building communities	Collaborate with local community groups and participate in shared community events			
Actions	<p>Workforce Planning - Review the current data to create priority areas in the new Strategic Plan</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Review the current data to create priority areas in the new Strategic Plan</p> <p>Monitoring using the Improvement Cycle - Review the current data to create priority areas in the new Strategic Plan</p>			
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - consult widely to establish clear priority areas in the new Strategic Plan - identify professional learning and provide clear feedback to build teacher capacity - communicate the new SSP to the broader School Community</p> <p>Teachers - ensure clear understanding of the new SSP and AIP and embed each goal in their learning and teaching program</p> <p>Students - inform the planning of the new SSP Parents - inform the planning of the new SSP and understand the new priority areas</p>			

Success Indicators	Success will be measured through successfully establishing the new School Strategic Plan (2019-2022)			
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	Conduct School Review Training, gather four year trend data, hold School-wide consultations and create a new School Strategic Plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1	0%

Monitoring and Assessment - 2019

Mid-year monitoring

Goal 1	To improve the teaching practice in Literacy and Numeracy so that ALL students achieve more than 12 months growth in a school year
12 Month Target 1.1	The School will be entering into a new Strategic Planning Period in 2019 (2019-2022). The Literacy goal and target will be: To further challenge students with deeper learning in their writing -increase % of students working at or above the expected level for Writing across all year levels - NAPLAN Year 5 to show an increase in the % of students that achieve high relative growth in all areas
KIS 1.a Building practice excellence	Implement a school wide learning continuum developed from the Victorian Curriculum, that supports the school's instructional model in Literacy and Numeracy.
Actions	<p>Workforce Planning - Review the current workforce plan with a view to supporting a flexible learning structure of three groups for the Literacy Block - Foundation/1, Years 2/3/4 and Years 3/4/5/6 to accommodate students at their point of need and to better support and strengthen professional practice.</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Create a whole school professional learning plan that targets building teacher capacity in analysing student data for effective planning and teaching in Writing. Develop teacher knowledge and capacity to plan and deliver differentiated teaching practices in Writing. Work effectively as a Professional Learning Team to improve writing outcomes through collaborative peer support and moderation.</p> <p>Monitoring using the Improvement Cycle - Track progress using SPOT and FISO throughout the year Track student achievement using 'I can statements' in all learning areas Establish processes to regularly review progress using SPOT and the FISO Improvement Cycle Implement professional learning into weekly planning and program delivery</p>

	Use data and evidence to monitor progress and adjust strategies as required through a collaborative process.
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - establish clear connections between AIP Writing Goal and their own and teachers PDP documents</p> <ul style="list-style-type: none"> - lead effective PLCs based on student achievement data and moderation - identify professional learning, school visits and provide clear feedback to build teacher capacity <p>Teachers - evaluate multiple sources of student data to inform planning and program delivery</p> <ul style="list-style-type: none"> - challenge and support each other to improve professional practice - set clear goals based on evidence for each student in Writing - compile multiple sources of student data (writing samples, writing conference notes, student survey data, assessment data eg On Demand or English online, student reflections) - compile appropriate learning resources, term planning and lesson plans, PLC notes, professional learning and observation notes to inform high quality practice. <p>Students - learn to self monitor their progress and set their own goals</p> <ul style="list-style-type: none"> - identify evidence in their own work that demonstrates progress and goal achievement - identify their own strengths and areas for improvement based on an analysis of their own work - move from worked examples to independent practice - are engaged in their writing - support their peers through collaborative learning
Success Indicators	<p>Success will be measured through an improvement cycle and will include the following indicators:</p> <ul style="list-style-type: none"> - staff, parent, student survey results (ATSS, POS, SOS) - student writing samples, observations, assessments demonstrating progress - learning and teaching programs, plans and reflections - peer observation notes, professional/collegiate school or class visits, professional collaborations - professional learning plans, PLC notes, Data walls demonstrating student achievement and 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	Strategic Resource Development - align resources to AIP goals and priorities	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Strategic Resource Development - Align AIP goals to PDP documents for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Monitoring using the Improvement Cycle - agenda tracking against SPOT twice per term drawing on student data and 'I Can' statements	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Workforce Planning - review staffing	<input checked="" type="checkbox"/> Principal	from: Term 1	0%
Activity 5	Professional Learning - create a whole school professional learning plan for the effective teaching of writing	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 6	Professional Learning - Plan Professional Development Curriculum Day with a focus on Writing - Conduct PLCs focussed on writing at fortnightly teacher planning meetings	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	Ensure all members of the school feel they are in a safe and supportive learning environment			
12 Month Target 2.1	The School will be entering into a new Strategic Planning Period in 2019 (2019-2022). The Engagement goal and target will be: To further develop student voice, agency and leadership with respect to sustainable and embedded positive behaviours through the AMPLIFY framework, throughout all school environments -maintain current high level % of attendance -maintain or improve % student engagement in Effective Classroom Behaviour			
KIS 2.a Empowering students and building school pride	Implement a School Wide Positive Behaviour Framework to ensure shared responsibility for collaborative learning and positive behaviours in the classroom, outside and on excursions.			
Actions	<p>Workforce Planning - Review the current workforce plan with a view to deepen our support and understanding of School Wide Positive Behaviours and Trauma Informed, Strength Based professional practice.</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Create a whole school professional learning plan that targets building teacher capacity in school wide positive behaviours Develop partnerships with parents to build community capacity in school wide positive behaviours Work effectively as a Professional Learning Team to improve how we meet the needs of all students, but particularly those students with identified mental health considerations (anxiety, depression, challenging behaviours, separating from parents)</p> <p>Monitoring using the Improvement Cycle - Track progress using SPOT and FISO throughout the year Track student reflections Establish processes to regularly review progress using SPOT and the FISO Improvement Cycle Implement professional learning into weekly planning and program delivery</p>			

	Use data and evidence to monitor progress and adjust strategies as required through a collaborative process.
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - establish clear connections between AIP Wellbeing Goal and their own and teachers PDP documents</p> <ul style="list-style-type: none"> - lead effective staff discussions and interventions based on best, Trauma Informed practice - identify professional learning and provide clear feedback to build teacher capacity <p>Teachers - ensure School Wide Positive Behaviour Framework is consistent throughout all areas in the school</p> <ul style="list-style-type: none"> - challenge and support each other to improve professional practice - set clear goals with students to better manage their mental health and behaviour - compile multiple sources of student data (behaviour plans, incidence reports, student reflections, student attitudes survey) - compile appropriate learning resources, term planning and lesson plans, professional learning and observation notes to inform high quality practice. <p>Students - learn to self monitor their progress and set their own goals</p> <ul style="list-style-type: none"> - identify evidence from their own reflections that demonstrate progress and student agency with respect to whole school behaviour - identify their own strengths and areas for improvement based on an analysis of their own reflections - contribute to a positive pride about their school - support their peers through collaborative learning
Success Indicators	<p>Success will be measured through an improvement cycle and will include the following indicators:</p> <ul style="list-style-type: none"> - staff, parent, student survey results (ATSS, POS, SOS) - student reflections, observations demonstrating progress - learning and teaching programs, plans and reflections - peer observation notes, professional collaborations - professional learning plans,
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	Workforce Planning - maintain our chaplaincy program	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Professional learning - Create a whole school professional learning plan that targets building teacher capacity in school wide positive behaviours	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1	0%
Activity 3	Professional Learning - participate in a PLC to improve how we meet the needs of those students with identified needs or mental health considerations (anxiety, depression, challenging behaviours, separating from parents)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Strategic Resource Management - establish new PDP plans with all staff reflecting AIP goals	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 5	Professional Learning - Develop a School Wide Positive behaviours team that includes parents to build community capacity.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%

Activity 6	Monitoring using the Improvement Cycle - agenda tracking against SPOT twice per term drawing on student reflections and 'I Can' statements from Ethical, Personal and Social Capabilities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 3	Ensure effective use of human, consumable and curriculum resources to achieve the school's Achievement, Wellbeing and Engagement strategic goals.			
12 Month Target 3.1	To analyse and diagnose Cape Clear Primary School's strengths and improvement areas based on four-year data for the purpose of establishing a new School Strategic Plan (2019-2022)			
KIS 3.a Building communities	Collaborate with local community groups and participate in shared community events			
Actions	<p>Workforce Planning - Review the current data to create priority areas in the new Strategic Plan</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Review the current data to create priority areas in the new Strategic Plan</p> <p>Monitoring using the Improvement Cycle - Review the current data to create priority areas in the new Strategic Plan</p>			
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - consult widely to establish clear priority areas in the new Strategic Plan - identify professional learning and provide clear feedback to build teacher capacity - communicate the new SSP to the broader School Community</p> <p>Teachers - ensure clear understanding of the new SSP and AIP and embed each goal in their learning and teaching program</p> <p>Students - inform the planning of the new SSP Parents - inform the planning of the new SSP and understand the new priority areas</p>			

Success Indicators	Success will be measured through successfully establishing the new School Strategic Plan (2019-2022)			
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	Conduct School Review Training, gather four year trend data, hold School-wide consultations and create a new School Strategic Plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1	0%

Monitoring and Assessment - 2019

Term 3 monitoring (optional)

Goal 1	To improve the teaching practice in Literacy and Numeracy so that ALL students achieve more than 12 months growth in a school year
12 Month Target 1.1	The School will be entering into a new Strategic Planning Period in 2019 (2019-2022). The Literacy goal and target will be: To further challenge students with deeper learning in their writing -increase % of students working at or above the expected level for Writing across all year levels - NAPLAN Year 5 to show an increase in the % of students that achieve high relative growth in all areas
KIS 1.a Building practice excellence	Implement a school wide learning continuum developed from the Victorian Curriculum, that supports the school's instructional model in Literacy and Numeracy.
Actions	<p>Workforce Planning - Review the current workforce plan with a view to supporting a flexible learning structure of three groups for the Literacy Block - Foundation/1, Years 2/3/4 and Years 3/4/5/6 to accommodate students at their point of need and to better support and strengthen professional practice.</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Create a whole school professional learning plan that targets building teacher capacity in analysing student data for effective planning and teaching in Writing. Develop teacher knowledge and capacity to plan and deliver differentiated teaching practices in Writing. Work effectively as a Professional Learning Team to improve writing outcomes through collaborative peer support and moderation.</p> <p>Monitoring using the Improvement Cycle - Track progress using SPOT and FISO throughout the year Track student achievement using 'I can statements' in all learning areas Establish processes to regularly review progress using SPOT and the FISO Improvement Cycle Implement professional learning into weekly planning and program delivery</p>

	Use data and evidence to monitor progress and adjust strategies as required through a collaborative process.
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - establish clear connections between AIP Writing Goal and their own and teachers PDP documents</p> <ul style="list-style-type: none"> - lead effective PLCs based on student achievement data and moderation - identify professional learning, school visits and provide clear feedback to build teacher capacity <p>Teachers - evaluate multiple sources of student data to inform planning and program delivery</p> <ul style="list-style-type: none"> - challenge and support each other to improve professional practice - set clear goals based on evidence for each student in Writing - compile multiple sources of student data (writing samples, writing conference notes, student survey data, assessment data eg On Demand or English online, student reflections) - compile appropriate learning resources, term planning and lesson plans, PLC notes, professional learning and observation notes to inform high quality practice. <p>Students - learn to self monitor their progress and set their own goals</p> <ul style="list-style-type: none"> - identify evidence in their own work that demonstrates progress and goal achievement - identify their own strengths and areas for improvement based on an analysis of their own work - move from worked examples to independent practice - are engaged in their writing - support their peers through collaborative learning
Success Indicators	<p>Success will be measured through an improvement cycle and will include the following indicators:</p> <ul style="list-style-type: none"> - staff, parent, student survey results (ATSS, POS, SOS) - student writing samples, observations, assessments demonstrating progress - learning and teaching programs, plans and reflections - peer observation notes, professional/collegiate school or class visits, professional collaborations - professional learning plans, PLC notes, Data walls demonstrating student achievement and 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	Strategic Resource Development - align resources to AIP goals and priorities	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Strategic Resource Development - Align AIP goals to PDP documents for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Monitoring using the Improvement Cycle - agenda tracking against SPOT twice per term drawing on student data and 'I Can' statements	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Workforce Planning - review staffing	<input checked="" type="checkbox"/> Principal	from: Term 1	0%
Activity 5	Professional Learning - create a whole school professional learning plan for the effective teaching of writing	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 6	Professional Learning - Plan Professional Development Curriculum Day with a focus on Writing - Conduct PLCs focussed on writing at fortnightly teacher planning meetings	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	Ensure all members of the school feel they are in a safe and supportive learning environment			
12 Month Target 2.1	The School will be entering into a new Strategic Planning Period in 2019 (2019-2022). The Engagement goal and target will be: To further develop student voice, agency and leadership with respect to sustainable and embedded positive behaviours through the AMPLIFY framework, throughout all school environments -maintain current high level % of attendance -maintain or improve % student engagement in Effective Classroom Behaviour			
KIS 2.a Empowering students and building school pride	Implement a School Wide Positive Behaviour Framework to ensure shared responsibility for collaborative learning and positive behaviours in the classroom, outside and on excursions.			
Actions	<p>Workforce Planning - Review the current workforce plan with a view to deepen our support and understanding of School Wide Positive Behaviours and Trauma Informed, Strength Based professional practice.</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Create a whole school professional learning plan that targets building teacher capacity in school wide positive behaviours Develop partnerships with parents to build community capacity in school wide positive behaviours Work effectively as a Professional Learning Team to improve how we meet the needs of all students, but particularly those students with identified mental health considerations (anxiety, depression, challenging behaviours, separating from parents)</p> <p>Monitoring using the Improvement Cycle - Track progress using SPOT and FISO throughout the year Track student reflections Establish processes to regularly review progress using SPOT and the FISO Improvement Cycle Implement professional learning into weekly planning and program delivery</p>			

	Use data and evidence to monitor progress and adjust strategies as required through a collaborative process.
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - establish clear connections between AIP Wellbeing Goal and their own and teachers PDP documents</p> <ul style="list-style-type: none"> - lead effective staff discussions and interventions based on best, Trauma Informed practice - identify professional learning and provide clear feedback to build teacher capacity <p>Teachers - ensure School Wide Positive Behaviour Framework is consistent throughout all areas in the school</p> <ul style="list-style-type: none"> - challenge and support each other to improve professional practice - set clear goals with students to better manage their mental health and behaviour - compile multiple sources of student data (behaviour plans, incidence reports, student reflections, student attitudes survey) - compile appropriate learning resources, term planning and lesson plans, professional learning and observation notes to inform high quality practice. <p>Students - learn to self monitor their progress and set their own goals</p> <ul style="list-style-type: none"> - identify evidence from their own reflections that demonstrate progress and student agency with respect to whole school behaviour - identify their own strengths and areas for improvement based on an analysis of their own reflections - contribute to a positive pride about their school - support their peers through collaborative learning
Success Indicators	<p>Success will be measured through an improvement cycle and will include the following indicators:</p> <ul style="list-style-type: none"> - staff, parent, student survey results (ATSS, POS, SOS) - student reflections, observations demonstrating progress - learning and teaching programs, plans and reflections - peer observation notes, professional collaborations - professional learning plans,
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	Workforce Planning - maintain our chaplaincy program	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Professional learning - Create a whole school professional learning plan that targets building teacher capacity in school wide positive behaviours	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1	0%
Activity 3	Professional Learning - participate in a PLC to improve how we meet the needs of those students with identified needs or mental health considerations (anxiety, depression, challenging behaviours, separating from parents)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Strategic Resource Management - establish new PDP plans with all staff reflecting AIP goals	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 5	Professional Learning - Develop a School Wide Positive behaviours team that includes parents to build community capacity.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%

Activity 6	Monitoring using the Improvement Cycle - agenda tracking against SPOT twice per term drawing on student reflections and 'I Can' statements from Ethical, Personal and Social Capabilities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 3	Ensure effective use of human, consumable and curriculum resources to achieve the school's Achievement, Wellbeing and Engagement strategic goals.			
12 Month Target 3.1	To analyse and diagnose Cape Clear Primary School's strengths and improvement areas based on four-year data for the purpose of establishing a new School Strategic Plan (2019-2022)			
KIS 3.a Building communities	Collaborate with local community groups and participate in shared community events			
Actions	<p>Workforce Planning - Review the current data to create priority areas in the new Strategic Plan</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Review the current data to create priority areas in the new Strategic Plan</p> <p>Monitoring using the Improvement Cycle - Review the current data to create priority areas in the new Strategic Plan</p>			
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - consult widely to establish clear priority areas in the new Strategic Plan - identify professional learning and provide clear feedback to build teacher capacity - communicate the new SSP to the broader School Community</p> <p>Teachers - ensure clear understanding of the new SSP and AIP and embed each goal in their learning and teaching program</p> <p>Students - inform the planning of the new SSP Parents - inform the planning of the new SSP and understand the new priority areas</p>			

Success Indicators	Success will be measured through successfully establishing the new School Strategic Plan (2019-2022)			
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	Conduct School Review Training, gather four year trend data, hold School-wide consultations and create a new School Strategic Plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1	0%

Monitoring and Assessment - 2019

End-of-year monitoring

Goal 1	To improve the teaching practice in Literacy and Numeracy so that ALL students achieve more than 12 months growth in a school year
12 Month Target 1.1	The School will be entering into a new Strategic Planning Period in 2019 (2019-2022). The Literacy goal and target will be: To further challenge students with deeper learning in their writing -increase % of students working at or above the expected level for Writing across all year levels - NAPLAN Year 5 to show an increase in the % of students that achieve high relative growth in all areas
Has this 12 month target met	Not Met
KIS 1.a Building practice excellence	Implement a school wide learning continuum developed from the Victorian Curriculum, that supports the school's instructional model in Literacy and Numeracy.
Actions	<p>Workforce Planning - Review the current workforce plan with a view to supporting a flexible learning structure of three groups for the Literacy Block - Foundation/1, Years 2/3/4 and Years 3/4/5/6 to accommodate students at their point of need and to better support and strengthen professional practice.</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Create a whole school professional learning plan that targets building teacher capacity in analysing student data for effective planning and teaching in Writing. Develop teacher knowledge and capacity to plan and deliver differentiated teaching practices in Writing. Work effectively as a Professional Learning Team to improve writing outcomes through collaborative peer support and moderation.</p> <p>Monitoring using the Improvement Cycle - Track progress using SPOT and FISO throughout the year Track student achievement using 'I can statements' in all learning areas Establish processes to regularly review progress using SPOT and the FISO Improvement Cycle</p>

	<p>Implement professional learning into weekly planning and program delivery</p> <p>Use data and evidence to monitor progress and adjust strategies as required through a collaborative process.</p>
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - establish clear connections between AIP Writing Goal and their own and teachers PDP documents</p> <ul style="list-style-type: none"> - lead effective PLCs based on student achievement data and moderation - identify professional learning, school visits and provide clear feedback to build teacher capacity <p>Teachers - evaluate multiple sources of student data to inform planning and program delivery</p> <ul style="list-style-type: none"> - challenge and support each other to improve professional practice - set clear goals based on evidence for each student in Writing - compile multiple sources of student data (writing samples, writing conference notes, student survey data, assessment data eg On Demand or English online, student reflections) - compile appropriate learning resources, term planning and lesson plans, PLC notes, professional learning and observation notes to inform high quality practice. <p>Students - learn to self monitor their progress and set their own goals</p> <ul style="list-style-type: none"> - identify evidence in their own work that demonstrates progress and goal achievement - identify their own strengths and areas for improvement based on an analysis of their own work - move from worked examples to independent practice - are engaged in their writing - support their peers through collaborative learning
Success Indicators	<p>Success will be measured through an improvement cycle and will include the following indicators:</p> <ul style="list-style-type: none"> - staff, parent, student survey results (ATSS, POS, SOS) - student writing samples, observations, assessments demonstrating progress - learning and teaching programs, plans and reflections - peer observation notes, professional/collegiate school or class visits, professional collaborations - professional learning plans, PLC notes, Data walls demonstrating student achievement and 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	Strategic Resource Development - align resources to AIP goals and priorities	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Strategic Resource Development - Align AIP goals to PDP documents for all staff	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> KLA Leader <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Monitoring using the Improvement Cycle - agenda tracking against SPOT twice per term drawing on student data and 'I Can' statements	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Workforce Planning - review staffing	<input checked="" type="checkbox"/> Principal	from: Term 1	0%
Activity 5	Professional Learning - create a whole school professional learning plan for the effective teaching of writing	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 6	Professional Learning - Plan Professional Development Curriculum Day with a focus on Writing - Conduct PLCs focussed on writing at fortnightly teacher planning meetings	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	Ensure all members of the school feel they are in a safe and supportive learning environment			
12 Month Target 2.1	The School will be entering into a new Strategic Planning Period in 2019 (2019-2022). The Engagement goal and target will be: To further develop student voice, agency and leadership with respect to sustainable and embedded positive behaviours through the AMPLIFY framework, throughout all school environments -maintain current high level % of attendance -maintain or improve % student engagement in Effective Classroom Behaviour			
Has this 12 month target met	Not Met			
KIS 2.a Empowering students and building school pride	Implement a School Wide Positive Behaviour Framework to ensure shared responsibility for collaborative learning and positive behaviours in the classroom, outside and on excursions.			
Actions	<p>Workforce Planning - Review the current workforce plan with a view to deepen our support and understanding of School Wide Positive Behaviours and Trauma Informed, Strength Based professional practice.</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Create a whole school professional learning plan that targets building teacher capacity in school wide positive behaviours Develop partnerships with parents to build community capacity in school wide positive behaviours Work effectively as a Professional Learning Team to improve how we meet the needs of all students, but particularly those students with identified mental health considerations (anxiety, depression, challenging behaviours, separating from parents)</p> <p>Monitoring using the Improvement Cycle - Track progress using SPOT and FISO throughout the year Track student reflections Establish processes to regularly review progress using SPOT and the FISO Improvement Cycle</p>			

	<p>Implement professional learning into weekly planning and program delivery</p> <p>Use data and evidence to monitor progress and adjust strategies as required through a collaborative process.</p>
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - establish clear connections between AIP Wellbeing Goal and their own and teachers PDP documents</p> <ul style="list-style-type: none"> - lead effective staff discussions and interventions based on best, Trauma Informed practice - identify professional learning and provide clear feedback to build teacher capacity <p>Teachers - ensure School Wide Positive Behaviour Framework is consistent throughout all areas in the school</p> <ul style="list-style-type: none"> - challenge and support each other to improve professional practice - set clear goals with students to better manage their mental health and behaviour - compile multiple sources of student data (behaviour plans, incidence reports, student reflections, student attitudes survey) - compile appropriate learning resources, term planning and lesson plans, professional learning and observation notes to inform high quality practice. <p>Students - learn to self monitor their progress and set their own goals</p> <ul style="list-style-type: none"> - identify evidence from their own reflections that demonstrate progress and student agency with respect to whole school behaviour - identify their own strengths and areas for improvement based on an analysis of their own reflections - contribute to a positive pride about their school - support their peers through collaborative learning
Success Indicators	<p>Success will be measured through an improvement cycle and will include the following indicators:</p> <ul style="list-style-type: none"> - staff, parent, student survey results (ATSS, POS, SOS) - student reflections, observations demonstrating progress - learning and teaching programs, plans and reflections - peer observation notes, professional collaborations - professional learning plans,
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	Workforce Planning - maintain our chaplaincy program	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	0%
Activity 2	Professional learning - Create a whole school professional learning plan that targets building teacher capacity in school wide positive behaviours	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1	0%
Activity 3	Professional Learning - participate in a PLC to improve how we meet the needs of those students with identified needs or mental health considerations (anxiety, depression, challenging behaviours, separating from parents)	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Strategic Resource Management - establish new PDP plans with all staff reflecting AIP goals	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 5	Professional Learning - Develop a School Wide Positive behaviours team that includes parents to build community capacity.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 4	0%

Activity 6	Monitoring using the Improvement Cycle - agenda tracking against SPOT twice per term drawing on student reflections and 'I Can' statements from Ethical, Personal and Social Capabilities	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 3	Ensure effective use of human, consumable and curriculum resources to achieve the school's Achievement, Wellbeing and Engagement strategic goals.			
12 Month Target 3.1	To analyse and diagnose Cape Clear Primary School's strengths and improvement areas based on four-year data for the purpose of establishing a new School Strategic Plan (2019-2022)			
Has this 12 month target met	Not Met			
KIS 3.a Building communities	Collaborate with local community groups and participate in shared community events			
Actions	<p>Workforce Planning - Review the current data to create priority areas in the new Strategic Plan</p> <p>Strategic Resource Management - Ensure a clear line of sight between new Strategic Plan priorities, AIP goals and Staff PDPs</p> <p>Professional learning - Review the current data to create priority areas in the new Strategic Plan</p> <p>Monitoring using the Improvement Cycle - Review the current data to create priority areas in the new Strategic Plan</p>			
Outcomes	<p>This strategy is demonstrated when:</p> <p>Leaders - consult widely to establish clear priority areas in the new Strategic Plan - identify professional learning and provide clear feedback to build teacher capacity - communicate the new SSP to the broader School Community</p> <p>Teachers - ensure clear understanding of the new SSP and AIP and embed each goal in their learning and teaching program</p>			

	Students - inform the planning of the new SSP Parents - inform the planning of the new SSP and understand the new priority areas			
Success Indicators	Success will be measured through successfully establishing the new School Strategic Plan (2019-2022)			
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	Conduct School Review Training, gather four year trend data, hold School-wide consultations and create a new School Strategic Plan	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	from: Term 1	0%

Monitoring and Self-assessment - 2019

SEIL Feedback