Monitoring and Assessment - 2021

Templestowe Heights Primary School (5004)

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1. Data Wall demonstrating a positive trend in students working at/above expected levels and a reduction in students working towards expected levels in Reading, Writing and Number & Algebra comparative 2019 Dec to 2021 Dec. 2. Increased AtSS (student safety, social engagement, effective teacher practice) comparative 2019 to 2021.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Establish reading/writing/number & algebra Data Walls aligned to Tiered intervention approach. This will include develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support, effectively utilising the Tutor Learning Initiative (TLI). 2. Continue to develop leadership capacity to lead PLCs to support teacher collaboration and reflection of strengthening teaching practice. 3. Complete the final component of the THPS Curriculum Design Model through the creation of Bump It Up Walls (Worked Examples HITS#4) in reading and writing, aligned to our GVC. 4. Plan whole school professional learning on identified core-curriculum and instruction priorities (i.e. instructional model, peer obs).
Outcomes	* Leaders will: - regularly evaluate and monitor the impact of school improvement initiatives and teacher practice - participation in professional learning (coaching, workshops) to develop instructional leadership capacity - nominate and develop intervention/small group tutoring (TLI) and support for identified students - monitor and oversee the assessment schedule, curriculum pacing guide, peer observation program and collaborative planning sessions - participate and give feedback in team planning, to support colleagues develop pedagogical knowledge - continue to develop the school's online learning portal * Teachers will: - ensure PDP goals align to AIP improvement strategies - support and liaise with tutors (TLI)

	- review assessment data to establish intervention/small group tutoring - contribute to collaborative planning sessions to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - participate in regular peer observations - consistently implement the agreed instructional model and assessment schedule - provide regular feedback and monitor student progress using data walls * Students will: - co-construct success criteria and lesson learning intention that will enable them to experience success and celebrate the acquisition of knowledge - will know what the next steps are to progress in their learning - have more time to work on their point of need for mastery - continue to access the school's online learning portal * Community - articulate the intervention approaches the school has adopted to support students working towards expected levels - seek regular information and feedback from teachers on their child's progress with targeted practice support for home - utilise the school's online learning portal
Success Indicators	- Data Wall demonstrating a positive trend in students working at/above expected levels and a reduction in students working towards expected levels in Reading, Writing and Number & Algebra comparative 2019 Dec to 2021 Dec. - documented assessment schedule and evidence - annual professional learning calendar - appointment of staff for tutors, enrichment and intervention - peer observations and learning walk data demonstrating take up of professional learning strategies - shift towards Excelling in the PLC Continuum
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	Staffing selection and funding for tutors (TLI), intervention and enrichment	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 2	Plan, design and implement the final phase of the THPS Curriculum Design Model by the creation of Bump It Up Walls in reading and writing	☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Develop an agreed assessment schedule in collaboration with staff and lead by the Assessment vertical team	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 1	0%
Activity 4	Document plans for staff professional learning calendar, coaching, mentoring and peer observation	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 5	Establish data wall aligned to tiered intervention model, including criteria to identify students for tailored supports. Manually add data to new data walls with staff during first two days.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 1	0%
Activity 6	Employ instructional leadership coach (consultant) to coach middle leaders (SIT) to continue to develop leadership capacity	☑ Principal	from: Term 1 to: Term 4	0%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	1. Continue to embed a school-wide wellbeing curriculum (Positive Education), integrating social and emotional learning into school practice, policies and programs 2. Plan and implement school-wide wellbeing practises included in Start Up program for beginning of 2021. 3. Introduce Peer Mediator program to support low-level conflict at play times. 4. Develop the school's lunch-time extra-curricular activities. 5. Establish an agreed response to monitoring and responding to student wellbeing concerns. 6. Building knowledge and practises to support students to thrive as learners (i.e. work habits, self-regulation).
Outcomes	* Leaders will: - establish agreed monitoring processes and are visible to use by all staff - lead the implementation of social-emotional learning into school practice, policies and programs - establish a school wellbeing vertical team - strengthen engagement with regional and external support agencies * Teachers will: - implement the school's wellbeing curriculum into classrooms - utilise monitoring tools including tiered intervention and vulnerability matrix to support the identification and monitoring of all students - action the school's monitoring approach to support student mental health and wellbeing - identify at-risk students and provide targeted support in a timely manner - support students with acute needs with individualised support and monitoring student support group meetings where appropriate * Students will: - feel supported and engaged to contribute to a strong classroom culture - at-risk students receive targeted support - experience more success in classes - provide feedback on their opportunities to experience success in their learning and express learning tasks that are challenging and at their level * Community will: - families of children with acute needs will receive individualised support, have regular communication and support from the school - families will be connected to allied health and mental health services - participate in parent/carer workshops focused on wellbeing and mental health

Success Indicators	- Increase positive responses in the AtSS for resilience (from 79% to 82%), managing bullying (from 82% to 85%) - Wellbeing curriculum documentation and resources - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Wellbeing FISO vertical team annual planner and timeline document
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	Plan, deliver and monitor the school's new Wellbeing curriculum developed from the Positive Education Institute	☑ Learning Specialist(s) ☑ Wellbeing Team ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	0%
Activity 2	Continue an annual parent/carer workshop calendar, to help build the wellbeing practices of families	☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 3	Continue with the a school-wide Wellbeing vertical team.	☑ Learning Specialist(s) ☑ Assistant Principal	from: Term 1	0%

		☑ Principal	to: Term 1	
Activity 4	Publish tri-weekly school-wide wellbeing newsletter	☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	1. Triweekly rotation of assembly schedule: Whole School - Subschool - School Houses 2. Restablish a Voice of the Students (VOS) committee, combined with the student leadership group to support initiatives that enhances student agency and engagement 3. Restablish a Community Engagement committee, aligned to, and the conduit between the School Council and the school's wellbeing vertical team 4. Embed school-wide approach to communication with parents/carers, incorporating the online learning portal to further enhance the connection between school and home 5. Engage in PLC's/PLTs to foster collaboration and build collective efficacy
Outcomes	* Leaders will: - prioritise time for staff to communicate and build relationships with parents and carers - support staff to contribute to working parties and committees that foster and develop connections across the school * Teachers will: - model strong relationships with students, parents and carers - regularly connect to resources and learning opportunities - develop strong relationships with at-risk students - be encouraged to join working parties and committees to help develop working relationships throughout the school * Students will: - be connected to resources and learning opportunities - feel connected to their school and have a positive attitude towards attendance * Community will:

		- have strong relationships with leadership, teachers and education support staff - feel welcome in the school and regularly use school facilities
Success Indicators		- Increase positive responses in the AtSS for school connectedness (from 84% to 90%) - Increase percentage of positive responses in parent opinion survey (from 70% to 78% for promoting positive behaviour) - Visual displays from Voice of Students (VOS) - THPS online portal - PLC matrix from embedding to excelling (Empowering Students and Building School Pride) - Wellbeing Newsletter and Portal - Attendance data at parent/carer workshops (including Autism Awareness Group)
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	Strengthen links between School Council, Parents & Friends Association and staff by establishing a Community Engagement Committee	☑ Assistant Principal ☑ Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Establish a Voice of the Students (VOS) committee, with the aim of enhancing student agency in bullying prevention	☑ Principal	from: Term 1	0%

			to: Term 4	
Activity 3	Establish a THPS 50 years birthday celebration working party	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	0%
Activity 4	Develop parent/carer workshops, aligned to the wellbeing and mental health tool box being taught in classrooms	☑ Wellbeing Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1. Data Wall demonstrating a positive trend in students working at/above expected levels and a reduction in students working towards expected levels in Reading, Writing and Number & Algebra comparative 2019 Dec to 2021 Dec. 2. Increased AtSS (student safety, social engagement, effective teacher practice) comparative 2019 to 2021.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Establish reading/writing/number & algebra Data Walls aligned to Tiered intervention approach. This will include develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support, effectively utilising the Tutor Learning Initiative (TLI). 2. Continue to develop leadership capacity to lead PLCs to support teacher collaboration and reflection of strengthening teaching practice. 3. Complete the final component of the THPS Curriculum Design Model through the creation of Bump It Up Walls (Worked Examples HITS#4) in reading and writing, aligned to our GVC. 4. Plan whole school professional learning on identified core-curriculum and instruction priorities (i.e. instructional model, peer obs).
Outcomes	* Leaders will: - regularly evaluate and monitor the impact of school improvement initiatives and teacher practice - participation in professional learning (coaching, workshops) to develop instructional leadership capacity - nominate and develop intervention/small group tutoring (TLI) and support for identified students - monitor and oversee the assessment schedule, curriculum pacing guide, peer observation program and collaborative planning sessions - participate and give feedback in team planning, to support colleagues develop pedagogical knowledge - continue to develop the school's online learning portal * Teachers will: - ensure PDP goals align to AIP improvement strategies - support and liaise with tutors (TLI)

	- review assessment data to establish intervention/small group tutoring - contribute to collaborative planning sessions to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - participate in regular peer observations - consistently implement the agreed instructional model and assessment schedule - provide regular feedback and monitor student progress using data walls * Students will: - co-construct success criteria and lesson learning intention that will enable them to experience success and celebrate the acquisition of knowledge - will know what the next steps are to progress in their learning - have more time to work on their point of need for mastery - continue to access the school's online learning portal * Community - articulate the intervention approaches the school has adopted to support students working towards expected levels - seek regular information and feedback from teachers on their child's progress with targeted practice support for home - utilise the school's online learning portal
Success Indicators	- Data Wall demonstrating a positive trend in students working at/above expected levels and a reduction in students working towards expected levels in Reading, Writing and Number & Algebra comparative 2019 Dec to 2021 Dec. - documented assessment schedule and evidence - annual professional learning calendar - appointment of staff for tutors, enrichment and intervention - peer observations and learning walk data demonstrating take up of professional learning strategies - shift towards Excelling in the PLC Continuum
Delivery of the annual actions for this KIS	Partially Completed
Enablers *What enablers are supporting the delivery of this KIS?*	☑ Sufficient budget ☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ Sufficient time allocated ☑ Key Improvement Strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well)

	☑ Positive staff culture and readiness for change
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Other COVID restrictions around working from home and Limited meetings and Professional Development for staff not allowed.
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	* Data Wall constructed for Writing, Reading and Numeracy Semester 1 2021 Curriculum progressions. - SIT team discussion of observations – Teaching teams using data walls to identify and differentiate student learning needs * 4 tutors appointed to work with students across all school levels. - Observations & research demonstrate students with explicit decoding strategies progress faster with their reading, writing & spelling skills - Tutors trained in the explicit implementation of systematic and synthetic Phonics - Implementation of resources from: Phonics International, SPELD South Australia * Assessment schedule continues to be an active document that is reviewed and modified to meet the needs of the school. - Foundation: Letter-Sound knowledge data – SPELD SA - Year 1: Phonics Check – Literacy Hub online data – Australian Government Department of Education - Year 3 - Comparative Judgement data from No More Marking Writing assessment project trialled - Year 3/4 – DIBELS (Dynamic Indicators of Basic Early Literacy Skills) measuring development of literacy skills - All Year level teams measuring sentence level work against the THPS mini Writing Progression - All students identified as needing additional support according to literacy data – SPELD SA Intensive Literacy Program for the development of phonics, grammar, punctuation and handwriting - All students identified in the TLI tracked in THPS data spreadsheet 'traffic light' system (google drive) *Professional Development initiatives observed in areas of practice - Evident in Foundation implementation of Systematic and Synthetic Phonics across Reading lessons - Evident in Foundation uploaded synthetic phonics videos to assist parents/carers - Evident in all year level team learning slides developed and uploaded to School Portal for access to the community during online learning - Evident in team lessons utilizing retrieval, sequencing & modelling (Rosenshine's Principles) across all areas of the Instructional model

	- Evident in team Writing lessons using sentence level instruction - Evident in Wellbeing uploaded videos providing learning for character strengths and brain science. - Evident in small group tutoring work utilising PD from Phonics intensive literacy program - Team Professional Learning Inquiry notes/journal - Professional Development slides/presentations *Peer observations are yet to occur across level as well as within level by all classroom teachers – Covid restrictions - Specialist teachers have been able to visit and observe teachers form other schools. * Literacy Bump It Up reflection & self-assessment tools (wall displays, learning slides): - Foundation: - Decoding a word - Building a Sentence - Adjectives - conventions - Year 1/2: - Building a Sentence - Grammar & Punctuation - Year 3/4: - Building a Sentence - Vocabulary - Year 5/6: - Building a Sentence - Vocabulary
Future planning • *What action will be taken next?* • *What support is required?*	- Continuing to track student progress: - Students accessing tutoring monitored using data - Whole school use of assessment schedule and data input for tracking - Aligning consistent progression for Semester 2 data wall - Learning Specialist check in and support of tutors · What support is required? - Learning Specialist to support classroom teachers, monitor learning teams focus. Learning Portal - Review to align with initiatives that support high level community interaction - Expertise and collaboration to assist in the development of a more visible and functional platform
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Staffing selection and funding for tutors (TLI), intervention and enrichment	☑ Principal	from: Term 1	100%

		☑ Assistant Principal	to: Term 4	
Activity 2	Plan, design and implement the final phase of the THPS Curriculum Design Model by the creation of Bump It Up Walls in reading and writing	☑ Learning Specialist(s)	from: Term 1 to: Term 4	50%
Activity 3	Employ instructional leadership coach (consultant) to coach middle leaders (SIT) to continue to develop leadership capacity	☑ Principal	from: Term 1 to: Term 4	50%
Activity 4	Establish data wall aligned to tiered intervention model, including criteria to identify students for tailored supports. Manually add data to new data walls with staff during first two days.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 1	100%
Activity 5	Develop an agreed assessment schedule in collaboration with staff and lead by the Assessment vertical team	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 1	100%
Activity 6	Document plans for staff professional learning calendar, coaching, mentoring and peer observation	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	25%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			
Actions	1. Continue to embed a school-wide wellbeing curriculum (Positive Education), integrating social and emotional learning into school practice, policies and programs			

	2. Plan and implement school-wide wellbeing practises included in Start Up program for beginning of 2021. 3. Introduce Peer Mediator program to support low-level conflict at play times. 4. Develop the school's lunch-time extra-curricular activities. 5. Establish an agreed response to monitoring and responding to student wellbeing concerns. 6. Building knowledge and practises to support students to thrive as learners (i.e. work habits, self-regulation).
Outcomes	* Leaders will: - establish agreed monitoring processes and are visible to use by all staff - lead the implementation of social-emotional learning into school practice, policies and programs - establish a school wellbeing vertical team - strengthen engagement with regional and external support agencies * Teachers will: - implement the school's wellbeing curriculum into classrooms - utilise monitoring tools including tiered intervention and vulnerability matrix to support the identification and monitoring of all students - action the school's monitoring approach to support student mental health and wellbeing - identify at-risk students and provide targeted support in a timely manner - support students with acute needs with individualised support and monitoring student support group meetings where appropriate * Students will: - feel supported and engaged to contribute to a strong classroom culture - at-risk students receive targeted support - experience more success in classes - provide feedback on their opportunities to experience success in their learning and express learning tasks that are challenging and at their level * Community will: - families of children with acute needs will receive individualised support, have regular communication and support from the school - families will be connected to allied health and mental health services - participate in parent/carer workshops focused on wellbeing and mental health
Success Indicators	- Increase positive responses in the AtSS for resilience (from 79% to 82%), managing bullying (from 82% to 85%) - Wellbeing curriculum documentation and resources - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Wellbeing FISO vertical team annual planner and timeline document

Delivery of the annual actions for this KIS	Partially Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Sufficient budget ☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ Sufficient time allocated ☑ Key Improvement Strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ Positive staff culture and readiness for change
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Other COVID restrictions around working from home and limited meetings and Professional Development for staff not allowed.
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	* Learning Portal Wellbeing tab has been set up and Wellbeing lesson slides are being added * Wellbeing curriculum document * THPS Thriving learner document * Professional Development exit tickets are being use consistently used at the end of professional development sessions to gauge quality of sessions are where to head next * Professional Development presentation slides for staff are being used and saved * Wellbeing curriculum being audited against Respectful Relationships * Evidence of social/emotional language and learning displayed by students. Evidence seen when discussing conflicts, during challenges in learning, connection and use of character strengths. * Staff and team discussions on students at risk due to school closure and online/remote learning, documentation in team admin minutes * ES staff in regular contact with vulnerable families and holding one to one sessions during online/remote learning * Wellbeing check ins with staff * Positive relationships being maintained among staff through weekly staff connect up sessions * Wellbeing resources and activities shared with the community via newsletters, THPS portal, THPS Facebook, Parents & Friends and Classroom Parent Reps.

	* Behaviour tracking documents for students at risk/vulnerable/behaviour support * Participation in the CUST program - Naidoc Week, Welcome to Country, Mulitcultural Day
Future planning • *What action will be taken next?* • *What support is required?*	- Two staff members participating in Respectful Relationships training - Audit of Wellbeing program for 2022 AIP
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Publish tri-weekly school-wide wellbeing newsletter	☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	50%
Activity 2	Continue with the a school-wide Wellbeing vertical team.	☑ Learning Specialist(s) ☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 1	100%
Activity 3	Continue an annual parent/carer workshop calendar, to help build the wellbeing practices of families	☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	25%

Activity 4	Plan, deliver and monitor the school's new Wellbeing curriculum developed from the Positive Education Institute	☑ Learning Specialist(s) ☑ Wellbeing Team ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	50%

KIS 1.c Building communities	Connected schools priority
Actions	1. Triweekly rotation of assembly schedule: Whole School - Subschool - School Houses 2. Restablish a Voice of the Students (VOS) committee, combined with the student leadership group to support initiatives that enhances student agency and engagement 3. Restablish a Community Engagement committee, aligned to, and the conduit between the School Council and the school's wellbeing vertical team 4. Embed school-wide approach to communication with parents/carers, incorporating the online learning portal to further enhance the connection between school and home 5. Engage in PLC's/PLTs to foster collaboration and build collective efficacy
Outcomes	* Leaders will: - prioritise time for staff to communicate and build relationships with parents and carers - support staff to contribute to working parties and committees that foster and develop connections across the school * Teachers will: - model strong relationships with students, parents and carers - regularly connect to resources and learning opportunities - develop strong relationships with at-risk students - be encouraged to join working parties and committees to help develop working relationships throughout the school * Students will: - be connected to resources and learning opportunities - feel connected to their school and have a positive attitude towards attendance * Community will: - have strong relationships with leadership, teachers and education support staff - feel welcome in the school and regularly use school facilities

Success Indicators	- Increase positive responses in the AtSS for school connectedness (from 84% to 90%) - Increase percentage of positive responses in parent opinion survey (from 70% to 78% for promoting positive behaviour) - Visual displays from Voice of Students (VOS) - THPS online portal - PLC matrix from embedding to excelling (Empowering Students and Building School Pride) - Wellbeing Newsletter and Portal - Attendance data at parent/carer workshops (including Autism Awareness Group)
Delivery of the annual actions for this KIS	Partially Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Sufficient budget ☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ Sufficient time allocated ☑ Key Improvement Strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ Positive staff culture and readiness for change
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Other COVID restrictions around working from home and limited meetings and Professional Development for staff not allowed.
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?*	* Resilient Youth Play program scheduled - on hold due to COVID * Year 6 leader's roles document * Whole School, Subschool, House assemblies running regularly by variety of students to enhance their leadership experiences * Community Engagement Committee as conduit between School Council and Wellbeing whole school approach meeting monthly (online during restrictions) - connection to social media platforms both formal and informal - learning portal, Compass, Facebook * Wellbeing newsletter being distributed to the community each term

• *What is the evidence?*	* Evidence of emotional toolbox and regulation being used at home, shared by parents during parent/teacher conversations * Emotional scales and wellbeing resources shared with parents to support wellbeing practices at home * Continued interaction of the 50+1 Year committee to resume planning for the November 20 date.
Future planning • *What action will be taken next?* • *What support is required?*	* Resume Parent workshops when restrictions are lifted - Resilient Youth Play Program – Semester 2 - Year 6 legacy piece – Theme of identity and culture - Community connect-up projects – Pilates and Cardio sessions (with Jamie Buccilli), Creativity Booster Project
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Establish a THPS 50 years birthday celebration working party	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	50%
Activity 2	Establish a Voice of the Students (VOS) committee, with the aim of enhancing student agency in bullying prevention	☑ Principal	from: Term 1 to: Term 4	50%
Activity 3	Develop parent/carer workshops, aligned to the wellbeing and mental health tool box being taught in classrooms	☑ Wellbeing Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	50%

Activity 4	Strengthen links between School Council, Parents & Friends Association and staff by establishing a Community Engagement Committee	☑ Assistant Principal ☑ Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	50%

Monitoring and Assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1. Data Wall demonstrating a positive trend in students working at/above expected levels and a reduction in students working towards expected levels in Reading, Writing and Number & Algebra comparative 2019 Dec to 2021 Dec. 2. Increased AtSS (student safety, social engagement, effective teacher practice) comparative 2019 to 2021.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Establish reading/writing/number & algebra Data Walls aligned to Tiered intervention approach. This will include develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support, effectively utilising the Tutor Learning Initiative (TLI). 2. Continue to develop leadership capacity to lead PLCs to support teacher collaboration and reflection of strengthening teaching practice. 3. Complete the final component of the THPS Curriculum Design Model through the creation of Bump It Up Walls (Worked Examples HITS#4) in reading and writing, aligned to our GVC. 4. Plan whole school professional learning on identified core-curriculum and instruction priorities (i.e. instructional model, peer obs).
Outcomes	* Leaders will: - regularly evaluate and monitor the impact of school improvement initiatives and teacher practice - participation in professional learning (coaching, workshops) to develop instructional leadership capacity - nominate and develop intervention/small group tutoring (TLI) and support for identified students - monitor and oversee the assessment schedule, curriculum pacing guide, peer observation program and collaborative planning sessions - participate and give feedback in team planning, to support colleagues develop pedagogical knowledge - continue to develop the school's online learning portal * Teachers will: - ensure PDP goals align to AIP improvement strategies - support and liaise with tutors (TLI)

	- review assessment data to establish intervention/small group tutoring - contribute to collaborative planning sessions to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - participate in regular peer observations - consistently implement the agreed instructional model and assessment schedule - provide regular feedback and monitor student progress using data walls * Students will: - co-construct success criteria and lesson learning intention that will enable them to experience success and celebrate the acquisition of knowledge - will know what the next steps are to progress in their learning - have more time to work on their point of need for mastery - continue to access the school's online learning portal * Community - articulate the intervention approaches the school has adopted to support students working towards expected levels - seek regular information and feedback from teachers on their child's progress with targeted practice support for home - utilise the school's online learning portal
Success Indicators	- Data Wall demonstrating a positive trend in students working at/above expected levels and a reduction in students working towards expected levels in Reading, Writing and Number & Algebra comparative 2019 Dec to 2021 Dec. - documented assessment schedule and evidence - annual professional learning calendar - appointment of staff for tutors, enrichment and intervention - peer observations and learning walk data demonstrating take up of professional learning strategies - shift towards Excelling in the PLC Continuum
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	Employ instructional leadership coach (consultant) to coach middle leaders (SIT) to continue to develop leadership capacity	☑ Principal	from: Term 1 to: Term 4	0%
Activity 2	Develop an agreed assessment schedule in collaboration with staff and lead by the Assessment vertical team	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 1	0%
Activity 3	Staffing selection and funding for tutors (TLI), intervention and enrichment	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Plan, design and implement the final phase of the THPS Curriculum Design Model by the creation of Bump It Up Walls in reading and writing	☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 5	Document plans for staff professional learning calendar, coaching, mentoring and peer observation	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 6	Establish data wall aligned to tiered intervention model, including criteria to identify students for tailored supports. Manually add data to new data walls with staff during first two days.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 1	0%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	1. Continue to embed a school-wide wellbeing curriculum (Positive Education), integrating social and emotional learning into school practice, policies and programs 2. Plan and implement school-wide wellbeing practises included in Start Up program for beginning of 2021. 3. Introduce Peer Mediator program to support low-level conflict at play times. 4. Develop the school's lunch-time extra-curricular activities. 5. Establish an agreed response to monitoring and responding to student wellbeing concerns. 6. Building knowledge and practises to support students to thrive as learners (i.e. work habits, self-regulation).
Outcomes	* Leaders will: - establish agreed monitoring processes and are visible to use by all staff - lead the implementation of social-emotional learning into school practice, policies and programs - establish a school wellbeing vertical team - strengthen engagement with regional and external support agencies * Teachers will: - implement the school's wellbeing curriculum into classrooms - utilise monitoring tools including tiered intervention and vulnerability matrix to support the identification and monitoring of all students - action the school's monitoring approach to support student mental health and wellbeing - identify at-risk students and provide targeted support in a timely manner - support students with acute needs with individualised support and monitoring student support group meetings where appropriate * Students will: - feel supported and engaged to contribute to a strong classroom culture - at-risk students receive targeted support - experience more success in classes - provide feedback on their opportunities to experience success in their learning and express learning tasks that are challenging and at their level * Community will: - families of children with acute needs will receive individualised support, have regular communication and support from the school - families will be connected to allied health and mental health services - participate in parent/carer workshops focused on wellbeing and mental health

Success Indicators	- Increase positive responses in the AtSS for resilience (from 79% to 82%), managing bullying (from 82% to 85%) - Wellbeing curriculum documentation and resources - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Wellbeing FISO vertical team annual planner and timeline document
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	Plan, deliver and monitor the school's new Wellbeing curriculum developed from the Positive Education Institute	☑ Learning Specialist(s) ☑ Wellbeing Team ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	0%
Activity 2	Continue an annual parent/carer workshop calendar, to help build the wellbeing practices of families	☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 3	Continue with the a school-wide Wellbeing vertical team.	☑ Learning Specialist(s) ☑ Assistant Principal	from: Term 1	0%

		☑ Principal	to: Term 1	
Activity 4	Publish tri-weekly school-wide wellbeing newsletter	☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	1. Triweekly rotation of assembly schedule: Whole School - Subschool - School Houses 2. Restablish a Voice of the Students (VOS) committee, combined with the student leadership group to support initiatives that enhances student agency and engagement 3. Restablish a Community Engagement committee, aligned to, and the conduit between the School Council and the school's wellbeing vertical team 4. Embed school-wide approach to communication with parents/carers, incorporating the online learning portal to further enhance the connection between school and home 5. Engage in PLC's/PLTs to foster collaboration and build collective efficacy
Outcomes	* Leaders will: - prioritise time for staff to communicate and build relationships with parents and carers - support staff to contribute to working parties and committees that foster and develop connections across the school * Teachers will: - model strong relationships with students, parents and carers - regularly connect to resources and learning opportunities - develop strong relationships with at-risk students - be encouraged to join working parties and committees to help develop working relationships throughout the school * Students will: - be connected to resources and learning opportunities - feel connected to their school and have a positive attitude towards attendance * Community will:

	- have strong relationships with leadership, teachers and education support staff - feel welcome in the school and regularly use school facilities
Success Indicators	- Increase positive responses in the AtSS for school connectedness (from 84% to 90%) - Increase percentage of positive responses in parent opinion survey (from 70% to 78% for promoting positive behaviour) - Visual displays from Voice of Students (VOS) - THPS online portal - PLC matrix from embedding to excelling (Empowering Students and Building School Pride) - Wellbeing Newsletter and Portal - Attendance data at parent/carer workshops (including Autism Awareness Group)
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	Strengthen links between School Council, Parents & Friends Association and staff by establishing a Community Engagement Committee	☑ Assistant Principal ☑ Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Establish a Voice of the Students (VOS) committee, with the aim of enhancing student agency in bullying prevention	☑ Principal	from: Term 1	0%

			to: Term 4	
Activity 3	Establish a THPS 50 years birthday celebration working party	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	0%
Activity 4	Develop parent/carer workshops, aligned to the wellbeing and mental health tool box being taught in classrooms	☑ Wellbeing Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

End-of-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	1. Data Wall demonstrating a positive trend in students working at/above expected levels and a reduction in students working towards expected levels in Reading, Writing and Number & Algebra comparative 2019 Dec to 2021 Dec. 2. Increased AtSS (student safety, social engagement, effective teacher practice) comparative 2019 to 2021.
Has this 12 month target met	Not Met
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	1. Establish reading/writing/number & algebra Data Walls aligned to Tiered intervention approach. This will include develop data literacy of teachers to inform understanding of student needs and progress, and identify students requiring additional support, effectively utilising the Tutor Learning Initiative (TLI). 2. Continue to develop leadership capacity to lead PLCs to support teacher collaboration and reflection of strengthening teaching practice. 3. Complete the final component of the THPS Curriculum Design Model through the creation of Bump It Up Walls (Worked Examples HITS#4) in reading and writing, aligned to our GVC. 4. Plan whole school professional learning on identified core-curriculum and instruction priorities (i.e. instructional model, peer obs).
Outcomes	* Leaders will: - regularly evaluate and monitor the impact of school improvement initiatives and teacher practice - participation in professional learning (coaching, workshops) to develop instructional leadership capacity - nominate and develop intervention/small group tutoring (TLI) and support for identified students - monitor and oversee the assessment schedule, curriculum pacing guide, peer observation program and collaborative planning sessions - participate and give feedback in team planning, to support colleagues develop pedagogical knowledge - continue to develop the school's online learning portal * Teachers will:

	- ensure PDP goals align to AIP improvement strategies - support and liaise with tutors (TLI) - review assessment data to establish intervention/small group tutoring - contribute to collaborative planning sessions to engage in reflective practice, evaluate and plan curriculum, assessments and lessons - participate in regular peer observations - consistently implement the agreed instructional model and assessment schedule - provide regular feedback and monitor student progress using data walls * Students will: - co-construct success criteria and lesson learning intention that will enable them to experience success and celebrate the acquisition of knowledge - will know what the next steps are to progress in their learning - have more time to work on their point of need for mastery - continue to access the school's online learning portal * Community - articulate the intervention approaches the school has adopted to support students working towards expected levels - seek regular information and feedback from teachers on their child's progress with targeted practice support for home - utilise the school's online learning portal
Success Indicators	- Data Wall demonstrating a positive trend in students working at/above expected levels and a reduction in students working towards expected levels in Reading, Writing and Number & Algebra comparative 2019 Dec to 2021 Dec. - documented assessment schedule and evidence - annual professional learning calendar - appointment of staff for tutors, enrichment and intervention - peer observations and learning walk data demonstrating take up of professional learning strategies - shift towards Excelling in the PLC Continuum
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	Employ instructional leadership coach (consultant) to coach middle leaders (SIT) to continue to develop leadership capacity	☑ Principal	from: Term 1 to: Term 4	0%
Activity 2	Develop an agreed assessment schedule in collaboration with staff and lead by the Assessment vertical team	☑ Leadership Team ☑ Learning Specialist(s)	from: Term 1 to: Term 1	0%
Activity 3	Staffing selection and funding for tutors (TLI), intervention and enrichment	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Plan, design and implement the final phase of the THPS Curriculum Design Model by the creation of Bump It Up Walls in reading and writing	☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 5	Document plans for staff professional learning calendar, coaching, mentoring and peer observation	☑ Principal ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 6	Establish data wall aligned to tiered intervention model, including criteria to identify students for tailored supports.	☑ Leadership Team ☑ Teacher(s)	from: Term 1	0%

	Manually add data to new data walls with staff during first two days.		to: Term 1	

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority

Actions	1. Continue to embed a school-wide wellbeing curriculum (Positive Education), integrating social and emotional learning into school practice, policies and programs 2. Plan and implement school-wide wellbeing practises included in Start Up program for beginning of 2021. 3. Introduce Peer Mediator program to support low-level conflict at play times. 4. Develop the school's lunch-time extra-curricular activities. 5. Establish an agreed response to monitoring and responding to student wellbeing concerns. 6. Building knowledge and practises to support students to thrive as learners (i.e. work habits, self-regulation).
Outcomes	* Leaders will: - establish agreed monitoring processes and are visible to use by all staff - lead the implementation of social-emotional learning into school practice, policies and programs - establish a school wellbeing vertical team - strengthen engagement with regional and external support agencies * Teachers will: - implement the school's wellbeing curriculum into classrooms - utilise monitoring tools including tiered intervention and vulnerability matrix to support the identification and monitoring of all students - action the school's monitoring approach to support student mental health and wellbeing - identify at-risk students and provide targeted support in a timely manner - support students with acute needs with individualised support and monitoring student support group meetings where appropriate * Students will: - feel supported and engaged to contribute to a strong classroom culture - at-risk students receive targeted support - experience more success in classes - provide feedback on their opportunities to experience success in their learning and express learning tasks that are challenging and at their level * Community will:

		- families of children with acute needs will receive individualised support, have regular communication and support from the school - families will be connected to allied health and mental health services - participate in parent/carer workshops focused on wellbeing and mental health
Success Indicators	- Increase positive responses in the AtSS for resilience (from 79% to 82%), managing bullying (from 82% to 85%) - Wellbeing curriculum documentation and resources - Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns - Wellbeing FISO vertical team annual planner and timeline document
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	Plan, deliver and monitor the school's new Wellbeing curriculum developed from the Positive Education Institute	☑ Learning Specialist(s) ☑ Wellbeing Team ☑ Leadership Team ☑ Principal	from: Term 1 to: Term 4	0%
Activity 2	Continue an annual parent/carer workshop calendar, to help build the wellbeing practices of families	☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%

Activity 3	Continue with the a school-wide Wellbeing vertical team.	☑ Learning Specialist(s) ☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 1	0%
Activity 4	Publish tri-weekly school-wide wellbeing newsletter	☑ Learning Specialist(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority			
Actions	1. Triweekly rotation of assembly schedule: Whole School - Subschool - School Houses 2. Restablish a Voice of the Students (VOS) committee, combined with the student leadership group to support initiatives that enhances student agency and engagement 3. Restablish a Community Engagement committee, aligned to, and the conduit between the School Council and the school's wellbeing vertical team 4. Embed school-wide approach to communication with parents/carers, incorporating the online learning portal to further enhance the connection between school and home 5. Engage in PLC's/PLTs to foster collaboration and build collective efficacy			
Outcomes	* Leaders will: - prioritise time for staff to communicate and build relationships with parents and carers - support staff to contribute to working parties and committees that foster and develop connections across the school * Teachers will: - model strong relationships with students, parents and carers - regularly connect to resources and learning opportunities - develop strong relationships with at-risk students - be encouraged to join working parties and committees to help develop working relationships throughout the school * Students will: - be connected to resources and learning opportunities - feel connected to their school and have a positive attitude towards attendance			

	* Community will: - have strong relationships with leadership, teachers and education support staff - feel welcome in the school and regularly use school facilities
Success Indicators	- Increase positive responses in the AtSS for school connectedness (from 84% to 90%) - Increase percentage of positive responses in parent opinion survey (from 70% to 78% for promoting positive behaviour) - Visual displays from Voice of Students (VOS) - THPS online portal - PLC matrix from embedding to excelling (Empowering Students and Building School Pride) - Wellbeing Newsletter and Portal - Attendance data at parent/carer workshops (including Autism Awareness Group)
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	Strengthen links between School Council, Parents & Friends Association and staff by establishing a Community Engagement Committee	☑ Assistant Principal ☑ Principal ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Establish a Voice of the Students (VOS) committee, with the aim of enhancing student agency in bullying prevention	☑ Principal	from: Term 1	0%

			to: Term 4	
Activity 3	Establish a THPS 50 years birthday celebration working party	☑ Assistant Principal ☑ Principal	from: Term 1 to: Term 4	0%
Activity 4	Develop parent/carer workshops, aligned to the wellbeing and mental health tool box being taught in classrooms	☑ Wellbeing Team ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2021

SEIL Feedback

Submitted Feedback
Statewide Priority Goal on track. KIS 1 School major focus has been on using assessment and using data in planning for teaching and learning which has aligned with TLI program. Data walls have been established to support teacher planning to teach at point of need. THPS has provided additional resources to support TLI and is considering continuing program in 2022. The thorough planning of teachers in delivering remote and flexible learning has been shared with schools in Victoria and NSW – a significant indicator in the developing capacity of staff. THPS has continued with school wide PL and is planning to recommence Peer observation on the return to face to face teaching. KIS 2. THPS has over the last 18 months focussed on support for students. School has ensured wellbeing is a centre part of learning and features in school portal. It will be interesting to investigate how respectful relationships can support well being program. KIS 3. All classrooms work on being connected with students and community. Plans are in place for programs in resilience and parent workshops. There is an interesting opportunity how whole school or level celebrations can occur on line and how to plan for social connections between students. **Submitted by Mark Flack (SEIL) on 25 August, 2021 at 03:06 PM**