

Monitoring and Self-assessment - 2018

Port Melbourne Primary School (2932)



Submitted for review by Peter Martin (School Principal) on 15 December, 2017 at 12:53 PM
Endorsed by Sarah Burns (Senior Education Improvement Leader) on 15 December, 2017 at 01:36 PM
Awaiting endorsement by School Council President

Monitoring and Self-assessment - 2018

Semester 1

Goal 1	To improve student learning growth for all students in English and Mathematics.
12 month target 1.1	100% of Yr 5 matched cohort students deemed capable, will be assessed above the NMS in Reading, Writing and Numeracy. 100% of Yr 5 matched cohort students deemed capable, will be assessed above the NMS in Reading, Writing and Numeracy. Matched cohort growth in NAPLAN will be at least 2.0 in English and Maths The percentage of students in Year 5 assessed in Bands 7 and 8 will increase: Reading: 55% Writing:45% Numeracy: 45%
Key Improvement Strategy 1	Build teacher capacity to target teaching and learning for all students in writing.
Actions	To provide teaching professional development to increase understanding and implementation of 6+1 Writing Traits. Develop a whole school approach and documentation to teaching, assessing and moderating writing. Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Writing Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Writing Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve writing outcomes through collaborative planning and assessment practices, including moderation.
Evidence of impact	<p>Students will:</p> <ul style="list-style-type: none"> Articulate the Learning Intentions (goals) of the lesson and the Success Criteria Understand and self assess their progress and be able to articulate what they will be able to do next <p>Teachers will:</p> <ul style="list-style-type: none"> Audit Victorian Curriculum against 6+1 Traits of Writing to establish Essential Learning Standards in Writing in each year level across the school Unpack the Writing curriculum to ensure that teachers understand the content, and development of writers. Conduct in professional readings and conversation about best pedagogical practice in writing Write clear and succinct learning intentions and success criteria Meet during school hours on a weekly basis to follow the PLC <p>Curriculum Leaders will:</p> <ul style="list-style-type: none"> Lead the professional learning and implementation of a whole school writing approach Conduct regular observation and provide regular support and feedback

	Develop whole school documentation			
	Principal Class will: Structure a timetable to enable teaching teams to meet on a weekly basis			
Activity	Who	When		
Unpacking and developing an agreed whole school approach to writing (Leading Teacher Salary).	Teacher(s)	from: Term 1 to: Term 4		
Attend school based Professional Development on 6+1 Traits of Writing, completing all reading tasks and classroom based activities.	Teacher(s)	from: Term 1 to: Term 2		
Curriculum Leaders to Mentor, observe and provide feedback to classroom teachers (Leading Teacher Salary).	Curriculum Co-ordinator (s)			
Provide Literacy Invention and EAL to support students in Writing (Foundation-6).	Teacher(s)	from: Term 1 to: Term 4	PLP or Equity?	Percentage complete
Key Improvement Strategy 2	Implement mentoring, peer observation, feedback and practise analysis that focuses directly on building teacher capacity to			

	deliver an effective writing program.			
Actions	<p>Timetable allows Leading Teachers to observe mentor and provide feedback to all classroom teachers. Develop an PMPS approach to mentoring, observation and feedback.</p>			
Evidence of impact	<p>Teachers will: Participate in mentoring, observation and feedback Increased knowledge and implementation of best pedagogical practice in writing</p> <p>Curriculum Co-ordinators & Leading Teachers will: Increased knowledge and implementation to lead effective mentoring, observations and feedback Increased knowledge and implementation to lead the instruction of best pedagogical practice in writing</p>			

	Principal Class will: Structure a timetable to ensure Leading Teachers and Curriculum Co-ordinators are in classes Structure a timetable to ensure Leading Teachers and Curriculum Co-ordinators meet with Principal class			
Delivery of the annual actions for this KIS				
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 				
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 				

<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 		<p>Begin the observation process with staff who have volunteered to be part of this process.</p> <p>Track staff involvement and monitor their involvement, (reflections, input).</p> <p>Conduct a forum at the end of Term 2 to collect feedback from involved staff.</p> <p>Revise guidelines/protocols to reflect staff reflections. E: improvement in: Staff Opinion Survey (collaboration/feedback, leadership, school documentation aligned)</p> <p>Leading teacher to go into a classroom in term 3. Staff will have opportunity to observe in order to gain experience of the peer observation process.</p>		
OPTIONAL: Upload Evidence				
Activity	Who	When		
Curriculum Leaders to Mentor, observe and provide feedback to classroom teachers (Leading Teacher Salary).	All Staff	from: Term 1 to: Term 4		
Unpacking and developing an agreed whole school approach to mentoring, observation and feedback (Leading Teacher Salary)	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4		
Goal 2	To increase student connectedness with their learning.			
12 month target 2.1	The Year 5/6 student mean for School		PLP or Equity?	Percentage complete

	<p>Connectedness on the Student Well-being Survey will be 4.41 By 2018 the Parent Opinion Survey means will increase: School Connectedness 6.10 Stimulating Learning 5.90 Student Motivation 6.75 Learning Focus 5.75</p>			
Key Improvement Strategy 1	Consistently implement the agreed Instructional model that ensures the individual learning needs of all students are met.			
Actions	<p>Develop a whole school approach to the Instructional Model (Module 1 & 2)</p> <p>Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve student learning outcomes through collaborative planning and assessment practices, including moderation.</p> <p>Support and mentor teachers to provide a</p>			

	differentiated program that meets the learning needs of their students			
Evidence of impact	<p>Students will: Articulate the Learning Intentions (goals) of the lesson and the Success Criteria Understand and self assess their progress and be able to articulate what they will be able to do next</p> <p>Teachers will: Record Learning Intentions and Success Criteria in their planning documentation Display and refer to Learning Intentions and Success Criteria through all lessons Differentiation within planning documents</p> <p>Curriculum Co-ordinators & Leading Teachers will: Develop and lead professional learning schedule Support, mentor, observe and provide feedback on the instructional model</p>			
School term	Term 1 (optional)			
Delivery of the annual actions for this KIS				
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 				
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> 				

<ul style="list-style-type: none"> • <i>What is the evidence?</i> 		
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 		Continued professional development (weekly) around the HITS - with a focus on staff needs: feedback, questioning and metacognitive strategies. Create a T3 professional development schedule. E: improvement in: Teachers: Pivot (areas for observation) Students: PoLT, Attitudes to School Tracking student outcomes (Teacher Judgements, ongoing reporting).
OPTIONAL: Upload Evidence		
Activity	Who	When
Unpacking and developing an agreed whole school approach to the Instructional Model (Leading Teacher Salary).	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4
Professional development to increase Leading Teacher capacity to support and mentor teachers to deliver a differentiated program.	Leading Teacher(s)	from: Term 1 to: Term 4
Professional development and resources to increase staff knowledge of the Instructional Model.	All Staff	

Provide Literacy Intervention for 'at risk' students (Foundation-2).	Teacher(s)	from: Term 1 to: Term 4	PLP or Equity?	Percentage complete
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Monitoring and Self-assessment - 2018

Semester 2

Goal 1	To improve student learning growth for all students in English and Mathematics.
12 month target 1.1	100% of Yr 5 matched cohort students deemed capable, will be assessed above the NMS in Reading, Writing and Numeracy. 100% of Yr 5 matched cohort students deemed capable, will be assessed above the NMS in Reading, Writing and Numeracy. Matched cohort growth in NAPLAN will be at least 2.0 in English and Maths The percentage of students in Year 5 assessed in Bands 7 and 8 will increase: Reading: 55% Writing:45% Numeracy: 45%
Has this 12 month target been met?	Partially Met
Key Improvement Strategy 1	Build teacher capacity to target teaching and learning for all students in writing.
Actions	<p>To provide teaching professional development to increase understanding and implementation of 6+1 Writing Traits. Develop a whole school approach and documentation to teaching, assessing and moderating writing. Develop teacher capacity and understanding to analyse and use student data to plan for effective teaching in Writing Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices in Writing Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve writing outcomes through collaborative planning and assessment practices, including moderation.</p>
Evidence of impact	<p>Students will: Articulate the Learning Intentions (goals) of the lesson and the Success Criteria Understand and self assess their progress and be able to articulate what they will be able to do next</p> <p>Teachers will: Audit Victorian Curriculum against 6+1 Traits of Writing to establish Essential Learning Standards in Writing in each year level across the school Unpack the Writing curriculum to ensure that teachers understand the content, and development of writers. Conduct in professional readings and conversation about best pedagogical practice in writing Write clear and succinct learning intentions and success criteria Meet during school hours on a weekly basis to follow the PLC</p> <p>Curriculum Leaders will: Lead the professional learning and implementation of a whole school writing approach</p>

	Conduct regular observation and provide regular support and feedback Develop whole school documentation Principal Class will: Structure a timetable to enable teaching teams to meet on a weekly basis	
School term	Term 3 (optional)	Term 4
Delivery of the annual actions for this KIS		
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 		
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 		
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 		

OPTIONAL: Upload Evidence				
Activity	Who	When	PLP or Equity?	Percentage complete
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Provide Literacy Invention and EAL to support students in Writing (Foundation-6).	Teacher(s)	from: Term 1 to: Term 4		
Key Improvement Strategy 2	Implement mentoring, peer observation, feedback and practise analysis that focuses directly on building teacher capacity to deliver an effective writing program.			
Actions	Timetable allows Leading Teachers to observe mentor and provide feedback to all classroom teachers. Develop an PMPS approach to mentoring, observation and feedback.			
Evidence of impact	Teachers will: Participate in mentoring, observation and feedback Increased knowledge and implementation of best pedagogical practice in writing			

	<p>Curriculum Co-ordinators & Leading Teachers will: Increased knowledge and implementation to lead effective mentoring, observations and feedback Increased knowledge and implementation to lead the instruction of best pedagogical practice in writing</p> <p>Principal Class will: Structure a timetable to ensure Leading Teachers and Curriculum Co-ordinators are in classes Structure a timetable to ensure Leading Teachers and Curriculum Co-ordinators meet with Principal class</p>	
School term	Term 3 (optional)	Term 4
Delivery of the annual actions for this KIS		
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 		
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 		
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 		

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 					
OPTIONAL: Upload Evidence					
Activity	Who	When	PLP or Equity?	Percentage complete	
Curriculum Leaders to Mentor, observe and provide feedback to classroom teachers (Leading Teacher Salary).	All Staff	from: Term 1 to: Term 4			
Unpacking and developing an agreed whole school approach to mentoring, observation and feedback (Leading Teacher Salary)	Curriculum Co-ordinator (s)	from: Term 1 to: Term 4			
Goal 2	To increase student connectedness with their learning.				
12 month target 2.1	The Year 5/6 student mean for School Connectedness on the Student Well-being Survey will be 4.41 By 2018 the Parent Opinion Survey means will increase: School Connectedness 6.10 Stimulating Learning 5.90 Student Motivation 6.75 Learning Focus 5.75				
Has this 12 month target been met?	Partially Met				
Key Improvement Strategy 1	Consistently implement the agreed Instructional model that ensures the individual learning needs of all students are met.				

<p>Actions</p>	<p>Develop a whole school approach to the Instructional Model (Module 1 & 2) Develop teacher knowledge and capacity to work as effective teams utilising a PLC process, to improve student learning outcomes through collaborative planning and assessment practices, including moderation. Support and mentor teachers to provide a differentiated program that meets the learning needs of their students</p>	
<p>Evidence of impact</p>	<p>Students will: Articulate the Learning Intentions (goals) of the lesson and the Success Criteria Understand and self assess their progress and be able to articulate what they will be able to do next</p> <p>Teachers will: Record Learning Intentions and Success Criteria in their planning documentation Display and refer to Learning Intentions and Success Criteria through all lessons Differentiation within planning documents</p> <p>Curriculum Co-ordinators & Leading Teachers will: Develop and lead professional learning schedule Support, mentor, observe and provide feedback on the instructional model</p>	
<p>School term</p>	<p>Term 3 (optional)</p>	<p>Term 4</p>
<p>Delivery of the annual actions for this KIS</p>		
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 		
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 		

Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 				
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 				
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Professional development and resources to increase staff knowledge of the Instructional Model.	All Staff	from: Term 1 to: Term 4		
Provide Literacy Intervention for 'at risk' students (Foundation-2).	Teacher(s)	from: Term 1 to: Term 4		

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