

Monitoring and Assessment - 2021

Glen Huntly Primary School (3703)



Submitted for review by Elizabeth Alessi (School Principal) on 11 December, 2020 at 11:24 AM

Endorsed by Stuart Andrews (Senior Education Improvement Leader) on 14 December, 2020 at 09:41 AM

Endorsed by Ross Donnan (School Council President) on 16 December, 2020 at 08:41 AM

Term 2 Monitoring submitted by Elizabeth Alessi (School Principal) on 16 June, 2021 at 04:49 PM

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>The target will be to improve the precision in building structures for PLC Area Leaders to support teacher collaboration and reflection to strengthen teaching practice. Rating our progress at Evolving to Embedding and Embedding to Excelling given the way we have strengthened our understanding of PLCs, this will include planning for whole school professional learning on identified priority areas in the instructional model establishing more focused conditions necessary to sustain a PLC. PLC LS has identified areas for participation in peer observation to guide how staff are up taking their learning. The embedding of PLCs for staff to collaboratively plan units of work with a focus on differentiation will allow for Time in PLC Data meetings will be prioritised to use the Inquiry Cycle to discuss and adapt strategies working for individual students. Building the assessment capability of staff to identify, plan for and assess student learning growth over time and identify students requiring tailored support will enable staff to establish consistent approaches to formative assessment and frequent low stakes testing. Planning whole school professional learning on formative assessment and using staff input, we will establish small group tutoring program/s for students. Included in refining the whole schools approach to wellbeing by implementing the 'Zones of Regulation" approach and establishing an increased sense of belonging and engagement through implementing the GHPS Breakfast Club. Strengthen engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders' will continue to be a focus and incorporating the new ways in which GHPS connected during remote and flexible learning to ensure students and families are connected digitally to resources and learning opportunities.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop structures for PLC Area Leaders to support teacher collaboration and reflection to strengthen teaching practice Identify students requiring tailored support and implement a structured Tutor Learning Initiative
Outcomes	School Level Area leaders will confidently use findings made in the work when meeting with PLC Coordinator/s Use data gathered during the Inquiry Cycle to inform the practice of the team Teachers will consistently and explicitly implement the schools instructional model Targeted assessment has been developed in response to individual needs and students progress has been tracked PLCs will meet to engage in reflective practice, evaluate and plan curriculum content and assessments including discussing growth

	<p>data and moderating work samples</p> <p>Classroom Level Classroom /peer observations and learning walks demonstrate take up of professional learning Teachers have reflected on alternate approaches if teaching is not having its expected impact and will consistently implement the agreed assessment schedule and provide evidence of regular feedback to students Teachers will engage in the feedback loop and its lines to formative and summative assessment</p> <p>Individual and tailored Level Differentiated resources using evidence of what students are ready to learn Agreed Student learning-focused goals reflect the possible steps to be taken to achieve them Students in need of targeted support or intervention have been identified and supported Students are supported in setting and evaluating goals and can provide formative/summative work samples</p>
<p>Success Indicators</p>	<p>School Level Classroom observations and learning walks demonstrate take up of professional learning strategies Student feedback on the instructional model and use of common strategies Improved School Staff survey data: Time to share pedagogical content knowledge Teachers' formative assessment data and teacher judgement /EAL data</p> <p>Classroom Level Identified school-wide patterns have emerged from the work of the PLCs Wins have been celebrated and necessary changes to practice if outcomes are not improving Improved School Staff survey data: T & L Planning: Plan differentiated learning activities Documentation and data from formative assessment A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Individual and tailored Level Differentiation has guided Student learning goals Progress of students against Learning goals and IEP Staffing of Tutor learning Program/s selected Assessment data and student feedback from intervention groups</p>
<p>Delivery of the annual actions for this KIS</p>	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Professional learning for newly appointed Literacy Leader to attend Bastow Leading Literacy with the team. Scheduled time for Literacy team to plan for Staff PL to embed the instructional model Plan whole school professional learning on identified priority areas in the Instructional model	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Schedule for peer observations is active and identified areas for participation Feedback from peer observations and learning walks aligns to uptake of professional learning including through the Inquiry Cycle and adjustments in practice Improvement in data in School Staff survey: PL through peer observation	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Scheduled time for Staff to coordinate and support the Tutor Learning Program Initiative Students requiring tailored support are identified and supported through the implementation of a structured Tutor	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	<p>Learning Initiative With staff input small group tutoring program/s for students have been established including EAL students Resources and agreed criteria established and documented identifying students requiring individual and tailored support Scheduled time for individual and tailored support /groups to occur</p>			
Activity 4	<p>Established structures for building the capacity of PLC Area Leaders through scheduled meetings with PLC Coordinator and BPA Practice Instructor PLC Area leaders demonstrate increased processes to support their team Prioritised time in PLC Data meetings to use the Inquiry Cycle to discuss and adapt strategies working for individual students PLCs collaboratively plan units of work with a focus on differentiation Improvement in data in School Staff survey: T & L - Practice Improvement : Discuss problems of practice</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	0%
Activity 5	<p>Increased assessment capability of staff to identify, plan for and assess student learning growth over time Professional learning scheduled on formative assessment Established structures and consistent approaches for collecting and monitoring school-wide data In PLCs staff have collaboratively documented units of work with a focus on differentiation Improvement in data in School Staff survey:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

	T & L: Implementation - Understand formative assessment			
KIS 1.b Building communities	Happy, active and healthy kids priority			
Actions	Refine whole schools approach to wellbeing by implementing the 'Zones of Regulation" approach Establish a whole school to social-emotional belonging and engagement through implementing the GHPS Breakfast Club			
Outcomes	<p>School level Teachers, leaders and the school community will share a common understanding of the whole school approach of using the 'Zones of Regulation" approach Leaders will strengthen engagement with the external support agencies through implementing the GHPS Breakfast Club</p> <p>Classroom level Relevant leaders and teachers will implement the Zones of Regulation Students will feel supported and engaged in the Breakfast Club and will contribute to a strong classroom culture Teachers will use agreed processes to monitor and identify students in need of additional supports Teachers will promote and may volunteer to be part of the Breakfast Club</p> <p>Individual and tailored level Students will experience more success in classes Build relationships and engage with families Ensure all students know there is someone who cares for them</p> <p>Classroom level</p>			
Success Indicators	<p>School level Observations of changes to classroom practices The numbers of students who attend GHPS Breakfast Club</p>			

	Classroom level Students engagement in wellbeing programs (feedback, participation, classroom observations) Teacher surveys the effectiveness of both Zones of Regulation and the Breakfast Club Individual and tailored level Student data from AToSS Attendance of students at the Breakfast Club			
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	Establish "GHPS Breakfast Club"	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Improvement in data in School Staff survey: T & L Implementation Support growth and learning of whole student Plan for a schedule professional learning on the 'Zones of Regulations, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%

KIS 1.c Building communities	Connected schools priority			
Actions	<p>Strengthen engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders'</p> <p>Incorporate new ways in which GHPS connected during remote and flexible learning</p> <p>Classroom level</p>			
Outcomes	<p>Whole school level</p> <p>Leaders will continue to focus and engage with SaGE members in the PLC CoP on embedding PLC approaches and filter down to Area leaders and staff</p> <p>Leaders will prioritise time for staff to communicate and build relationships with parents/carers</p> <p>Role of two Leaders to coordinate and provide families with a snapshot of what is going on around the school, instructional practices used and how they can become involved in the school community</p> <p>PLC goals are directly linked are reflected in teachers' PDPs</p> <p>PLCs collaborate and build digital learning pedagogy</p> <p>Classroom level</p> <p>Shared ownership and take up of PLC approaches including using evidence at every stage of the inquiry cycle</p> <p>Teachers will strengthen their connections with families through digital learning</p> <p>Each team has a member who may be responsible for planning for how to incorporate digital technologies</p> <p>Individual and tailored level</p> <p>Evidence of student learning growth</p> <p>Impact of interventions</p> <p>Teachers and support staff have strong relationships with parents/carers</p> <p>Students are connected to resources and learning opportunities</p> <p>Routinely prioritised time in staff meetings/PLC teams to review engagement data</p> <p>Students will feel increased connectedness to school</p>			

Success Indicators	<p>Whole school level Regularly monitor the impact on building 'Middle Leaders' Improved participation in School Staff survey and understanding of contribution to school improvement</p> <p>Classroom level Improved School Staff survey data Positive student survey data -AToSS Regular meetings with families through use of digital technologies</p> <p>Individual and tailored level Frequency of communications with parents/carers</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Expand community access to digital information sessions Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

	Higher student numbers and families engage through digital platform events			
Activity 2	Plan for ongoing professional development through SaGE Network CoP Middle Leaders' have opportunities to be connected with SaGE CoP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>The target will be to improve the precision in building structures for PLC Area Leaders to support teacher collaboration and reflection to strengthen teaching practice. Rating our progress at Evolving to Embedding and Embedding to Excelling given the way we have strengthened our understanding of PLCs, this will include planning for whole school professional learning on identified priority areas in the instructional model establishing more focused conditions necessary to sustain a PLC. PLC LS has identified areas for participation in peer observation to guide how staff are up taking their learning. The embedding of PLCs for staff to collaboratively plan units of work with a focus on differentiation will allow for Time in PLC Data meetings will be prioritised to use the Inquiry Cycle to discuss and adapt strategies working for individual students. Building the assessment capability of staff to identify, plan for and assess student learning growth over time and identify students requiring tailored support will enable staff to establish consistent approaches to formative assessment and frequent low stakes testing. Planning whole school professional learning on formative assessment and using staff input, we will establish small group tutoring program/s for students. Included in refining the whole schools approach to wellbeing by implementing the 'Zones of Regulation" approach and establishing an increased sense of belonging and engagement through implementing the GHPS Breakfast Club. Strengthen engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders' will continue to be a focus and incorporating the new ways in which GHPS connected during remote and flexible learning to ensure students and families are connected digitally to resources and learning opportunities.</p>
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	<p>data and moderating work samples</p> <p>Classroom Level Classroom /peer observations and learning walks demonstrate take up of professional learning Teachers have reflected on alternate approaches if teaching is not having its expected impact and will consistently implement the agreed assessment schedule and provide evidence of regular feedback to students Teachers will engage in the feedback loop and its lines to formative and summative assessment</p> <p>Individual and tailored Level Differentiated resources using evidence of what students are ready to learn Agreed Student learning-focused goals reflect the possible steps to be taken to achieve them Students in need of targeted support or intervention have been identified and supported Students are supported in setting and evaluating goals and can provide formative/summative work samples</p>
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<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>

<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices <input checked="" type="checkbox"/> Other <p>Meetings established with each team to identify students or present further transition information. Initial student selections were made by co-ordinator.</p> <p>TLI Coordinator, teacher, tutor and student voice incorporated into the practice model with feedback loop.</p> <p>Tier 2 support (small group) out of class focus, consistent teacher feedback</p> <p>Supporting teachers with 3-way and parent conferences</p>
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Budget constraints <input checked="" type="checkbox"/> Workforce capability i.e. in use of data and evidence <input checked="" type="checkbox"/> Other <p>Staff capabilities: Staff are working towards consistency of practice in both PLC meetings and Instructional practice</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> 	<p>The year commenced with a whole school professional learning session with BPA Practice Instructor to further explore the phases of the Inquiry Cycle. Staff investigated the evidence that can be used in the inquiry cycle phases, and the types of questions to facilitate deeper discussions taking place in the PLC meetings. The purpose has been to build consistency of practice across the whole school including bringing our work in FISO to every area's PLC meetings.</p> <p>BPA Practice Instructor has provided support to staff in the role of GHPS PLC Coordinators and to support Middle Leaders roles to</p>

• *What is the evidence?*

build collaborative practice, demonstrate an Inquiry-based approach and use of evidence to diagnose and address student learning needs.

A focus on developing and regular review of norms at each meeting has been part of each agenda which has enhanced collective responsibility and a shared ownership of student learning outcomes. The opportunity for challenging and respectful conversations at each PLC has seen teachers holding themselves responsible and accountable for the outcomes of all students. Collective approaches to leading teams have aimed to reduce the variation in quality teacher practice across all classrooms.

Regular monitoring has been an agenda objective with the aim to measure the impact of teaching practices against student learning growth using student data, peer feedback and the feedback from the Area Leaders meetings.

The newly scheduled fortnightly meeting structure which is in addition to the weekly PL for all staff has provided guidance, knowledge and strategies to create and sustain the conditions in a PLC and to participate in the four stages of collaborative inquiry cycles and to articulate a clear focus to explore at each stage.

From the Area Leaders meetings, the following has been explored:

A review of how Learning Intentions and Success criteria has begun to filter down to be evidenced in unit planners

Problems of Practice using the Consultancy Protocol – Differentiation and conferencing in writing

Developing and empowering Instructional Leaders by moving from co-operative work to high challenge. Evidence of the work being undertaken by Area Leaders are in meeting minutes each fortnight.

At each team level, targeted assessments have been created for students as part of the Writing Inquiry Cycle- Evaluate and Diagnose phase. Data collected from a range of writing assessments has been evaluated using agreed rubrics and checklists created by teams. Focus students have then been identified with further support offered to students and PLCs have reflected on their own practice and learning. This has also informed the planning at each year level to consider the next best learning moves.

PLC's are discussing growth data in the form of Victorian Curriculum progression points, including a range of student formative data from lessons each week. If current teaching practices are not as effective as intended, the data collected and further research/professional learning is beginning to inform how to challenge and stretch each other's understanding of instructional practice and identify the most impactful areas to build teaching capability.

PLC s have been enabled through a culture of coaching to incorporate different approaches for teachers and teams. Through examining existing professional learning efforts, the school has determined:

DET Coaching for Influence course: Numeracy Learning Specialist will attend the and is commencing the documentation to focus on a differentiated approach to meet teachers needs including links to student outcome data.

Bastow Leading Literacy course: Assistant Principal, Literacy Leader and Year 1 teachers are attending the The Literacy focus area for Bastow is Writing, which is aligned to the PLC Inquiry and AIP focus to implement the Writing Instructional Model including 6 +1

	<p>Traits of Writing to build on the Seven Steps to Writing Success. To support PLC's to assess students writing the GHPS writing assessment rubric is being constructed with teams from each year level to build consistent writing criteria across teams and build confidence in colleagues assessments and the understanding of Victorian Curriculum progression points.</p> <p>MAV Leaders conference day online for NS and three Area Leaders which is in addition to Professional Learning through MAV on Formative Assessment (FA) for all staff to build a consistent and best practice approach to the teaching and assessment of Mathematics. Teachers have received a followup PL workshop conducted by the Numeracy Learning Specialist with feedback at the end of the session suggesting staff had increased their understanding of why to use FA, how often to collect it and when to use it. The next steps are to link formative assessment practices and data gathered at the end of the inquiry cycle to inform the focus for the next cycle.</p> <p>During Learning Walks, leaders have visited classrooms to observe how consistently the implementation of the Instructional Model is school wide and determine common areas for sequential staff professional development and ways to build teaching repertoire. Collated evidence has identified both strengths in practice and a need to target teaching practices in Writing with follow up to confirm whether or not the determined focus has been successfully implemented. Observations have been conducted by the Literacy Leaders during term 2 (and will continue in semester 2.)</p> <p>Identification of students requiring tailored and targeted assistance and the implementation of a structured Tutor Learning Initiative has been responded to through TLI and EAL intervention. The TIL Coordinator has identified with teachers to address the needs of students and the Student Mapping Tool has been utilised to enable teachers to track Students making clear consistent gains. Students on the TLI program have been exited when exit criteria has been met. The TLI Coordinator has created Individual Assessment folders and IEPs to monitor individual progress and surveys and self reflection. An engagement inventory has assisted all staff to keep abreast of student engagement in the program. Ongoing communication has informed staff of student attendance, results, anecdotal notes and next steps (goals). Support in 3-way conferences and contact with parents has assisted teachers to monitor tracking and be part of the TLI process. Identification of students by EAL Coordinator has supported catchup for Year 1/2 students who have focused on using guided reading, modelled writing and oral language skills throughout the semester. The mindset of students is very positive towards the program and students who are not part of the program often ask to attend the small groups.</p>
<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>PLC LS and Area Leaders will explicitly identify teaching strategies to implement and monitor for impact during Inquiry Cycles using HITS</p> <p>To evaluate existing practices in Writing Assessment criteria across teams Literacy leader to conduct a staff survey</p> <p>Evaluate and diagnose the processes for managing peer observations of teachers' writing lessons</p> <p>Publish an overview of Professional Learning in Numeracy and Writing including how Learning Intentions and Success Criteria are created, displayed, unpacked and referred to during lessons consistently across the school.</p> <p>Form a student focus group to evaluate existing beliefs about Writing practices and the use of common strategies in Numeracy</p> <p>TLI:</p> <p>Tutor Learning Coordinator to participate in PLC/Data Meetings and keep regular communication with teachers about their students</p>

	<p>and growth. Development of Written protocols would be beneficial to be considered and implemented in Term III Utilise the Student Mapping Tool to evidence students have made clear, consistent gains and exit when criteria is met. The Individual Assessment folders and IEPs will assist TLI teacher to monitor individual progress and surveys, self-reflection and our engagement inventory will assist us to keep abreast of student engagement in the program Ongoing communication will inform staff to incorporate student attendance, results, anecdotal notes and next steps (goals). Identify students in Year 2 Numeracy catch up EAL: Continued monitoring of student progress practice and using guided reading strategies and modelled writing to engage students. Evaluating student priorities with the vision to bring new students from a “waitlist” into the program. Staff support and flexibility to allow the program to continue to run. Use the Moving Off Process (MOP) during report writing</p>			
OPTIONAL: Upload Evidence	<ol style="list-style-type: none"> 1. 15 February PLC Area Leaders 3.45pm.docx (0.02 MB) 2. 24.05.2021 PLC Area Leaders.docx (0.02 MB) 3. Butterfly House Planner T2, 2021.docx (0.03 MB) 4. Formative Assessment Feedback from GHPS Staff - 11.5.21.pdf (0.35 MB) 5. Sem 1 2021 Tutor Learning Butterfly House Student List.xlsx (0.02 MB) 6. Term 1 Whole School Numeracy Analysis.pdf (0.33 MB) 7. TLI Sem 1 2021 Ongoing Information Form (5).xlsx (0.04 MB) 8. TLI Small Group Learning Checklist.docx (0.02 MB) 9. YEAR 5_6 TERM 1 INQUIRY CYCLE - WRITING (1).pdf (0.23 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	<p>Increased assessment capability of staff to identify, plan for and assess student learning growth over time Professional learning scheduled on formative assessment Established structures and consistent approaches for collecting and monitoring school-wide data In PLCs staff have collaboratively documented units of work with a focus on differentiation</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	Improvement in data in School Staff survey: T & L: Implementation - Understand formative assessment			
Activity 2	Professional learning for newly appointed Literacy Leader to attend Bastow Leading Literacy with the team. Scheduled time for Literacy team to plan for Staff PL to embed the instructional model Plan whole school professional learning on identified priority areas in the Instructional model	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 3	Schedule for peer observations is active and identified areas for participation Feedback from peer observations and learning walks aligns to uptake of professional learning including through the Inquiry Cycle and adjustments in practice Improvement in data in School Staff survey: PL through peer observation	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 4	Scheduled time for Staff to coordinate and support the Tutor Learning Program Initiative Students requiring tailored support are identified and supported through the implementation of a structured Tutor Learning Initiative With staff input small group tutoring program/s for students have been established including EAL students Resources and agreed criteria established and documented identifying students requiring individual and tailored support	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	Scheduled time for individual and tailored support /groups to occur			
Activity 5	<p>Established structures for building the capacity of PLC Area Leaders through scheduled meetings with PLC Coordinator and BPA Practice Instructor</p> <p>PLC Area leaders demonstrate increased processes to support their team</p> <p>Prioritised time in PLC Data meetings to use the Inquiry Cycle to discuss and adapt strategies working for individual students</p> <p>PLCs collaboratively plan units of work with a focus on differentiation</p> <p>Improvement in data in School Staff survey: T & L - Practice Improvement : Discuss problems of practice</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
KIS 1.b Building communities	Happy, active and healthy kids priority			
Actions	Refine whole schools approach to wellbeing by implementing the 'Zones of Regulation" approach Establish a whole school to social-emotional belonging and engagement through implementing the GHPS Breakfast Club			
Outcomes	<p>School level</p> <p>Teachers, leaders and the school community will share a common understanding of the whole school approach of using the 'Zones of Regulation" approach</p> <p>Leaders will strengthen engagement with the external support agencies through implementing the GHPS Breakfast Club</p> <p>Classroom level</p> <p>Relevant leaders and teachers will implement the Zones of Regulation</p> <p>Students will feel supported and engaged in the Breakfast Club and will contribute to a strong classroom culture</p> <p>Teachers will use agreed processes to monitor and identify students in need of additional supports</p> <p>Teachers will promote and may volunteer to be part of the Breakfast Club</p>			

	<p>Individual and tailored level Students will experience more success in classes Build relationships and engage with families Ensure all students know there is someone who cares for them Classroom level</p>
Success Indicators	<p>School level Observations of changes to classroom practices The numbers of students who attend GHPS Breakfast Club</p> <p>Classroom level Students engagement in wellbeing programs (feedback, participation, classroom observations) Teacher surveys the effectiveness of both Zones of Regulation and the Breakfast Club</p> <p>Individual and tailored level Student data from AToSS Attendance of students at the Breakfast Club</p>
Delivery of the annual actions for this KIS	Partially Completed
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
Barriers	<input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Other

<ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<p>The delivery of Breakfast Club supplies was delayed and the program will commence in Semester 2 Staff have requested continued PL on Zones of Regulation</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>The whole staff Professional Learning on the Zones of Regulation approach was on a Curriculum Day at the beginning of this year. In order for teachers to share a common understanding of how to identify students in need of additional support when learning and use an agreed language and process, all teaching staff including Educational Support were in attendance. Resources to implement the approach were provided to all teams including Zones of Regulation Teacher's Guide and Zones picture story books and task cards. All teachers, including specialists have commenced the Zones program (in conjunction with The Resilience Project and Restorative practices) with visible prompts displayed in each teaching space. Students have been observed beginning to articulate which zone they are in and ways in which they can move into the green zone with teachers implementing physical activities into their program so that students are getting the daily required hours of activity. To communicate the Zones of Regulation priority with families,all teams have included information in their term presentation which has been delivered in term 1 via webex. Each fortnight in the newsletter as part of the Assistant Principal section there's a spot dedicated to Wellbeing which provides families and staff with information on wellbeing practices and supporting articles. Staff have been provided with ongoing PL during term 2 and have shared the success they are having with their students. To further build happy and active kids, we have also shared information about how to get Active Kids vouchers which have been provided by the Government.</p>
<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>Staff have requested further PL in Zones. Amy will contact SSS Staff (Dani) to inquire about further PL to build staff confidence and capability. Teachers share what they are doing in their classrooms and share resources. Teachers and Students will be surveyed on the Zones to see the impact that it is having across the school and also for teachers what next steps/future learning they need. Breakfast Club will commence in Semester 2. A Student Action group will be developed and parent volunteers will be sought. The Breakfast Club will be offered to all students. Sufficient teacher support for the roster to be able to run will be encouraged.</p>
<p>OPTIONAL: Upload Evidence</p>	<ol style="list-style-type: none"> 1. Certificate of completion Zones Glen Huntly PS.pdf (0.14 MB) 2. SAGE team Zones of regulation.pptx (26.03 MB) 3. Zones of Regulation Slide.pptx (0.22 MB) 4. Zones Staff Presentation - SaGE (2 per page).pdf (3.11 MB)

5. [Zones Staff Presentation - SaGE \(3 per page\).pdf](#) (1.31 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Improvement in data in School Staff survey: T & L Implementation Support growth and learning of whole student Plan for a schedule professional learning on the 'Zones of Regulations, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 2	Establish "GHPS Breakfast Club"	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
KIS 1.c Building communities	Connected schools priority			
Actions	Strengthen engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders' Incorporate new ways in which GHPS connected during remote and flexible learning Classroom level			
Outcomes	Whole school level Leaders will continue to focus and engage with SaGE members in the PLC CoP on embedding PLC approaches and filter down to Area leaders and staff Leaders will prioritise time for staff to communicate and build relationships with parents/carers Role of two Leaders to coordinate and provide families with a snapshot of what is going on around the school, instructional practices used and how they can become involved in the school community			

	<p>PLC goals are directly linked are reflected in teachers' PDPs PLCs collaborate and build digital learning pedagogy</p> <p>Classroom level Shared ownership and take up of PLC approaches including using evidence at every stage of the inquiry cycle Teachers will strengthen their connections with families through digital learning Each team has a member who may be responsible for planning for how to incorporate digital technologies</p> <p>Individual and tailored level Evidence of student learning growth Impact of interventions Teachers and support staff have strong relationships with parents/carers Students are connected to resources and learning opportunities Routinely prioritised time in staff meetings/PLC teams to review engagement data Students will feel increased connectedness to school</p>
Success Indicators	<p>Whole school level Regularly monitor the impact on building 'Middle Leaders' Improved participation in School Staff survey and understanding of contribution to school improvement</p> <p>Classroom level Improved School Staff survey data Positive student survey data -AToSS Regular meetings with families through use of digital technologies</p> <p>Individual and tailored level Frequency of communications with parents/carers</p>
Delivery of the annual actions for this KIS	Partially Completed
Enablers	<input checked="" type="checkbox"/> Sufficient budget

<ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ✓ Key Improvement Strategies are able to be implemented ✓ Staff capability and consistency of practice ✓ Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> ✓ Workforce constraints i.e. change in leadership, understaffed, staff absence ✓ Other <p>The CoP meeting dates have been cancelled due to lockdown/restrictions.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>The school has been strengthening engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders'. Leaders from the three SaGE schools in the PLC CoP have planned to focus on building the capabilities of each of the school's middle leaders with the goal to see evidence of implementing PLC approaches. With coaching from two BPA Practice Instructors, leaders have met via webex to discuss possible problems of practice, including further developing increased understanding of the phases of the Inquiry Cycle. There has been some traction with the meetings with some attempts thwarted due to COVID 19. The general consensus amongst the schools is there is an ongoing need to provide PL for this group of leaders in schools and to build the leaders network.</p> <p>A focus on developing and regular review of norms at each meeting has been part of each agenda which has enhanced collective responsibility and a shared ownership of student learning outcomes. The opportunity for challenging and respectful conversations at each PLC has seen teachers holding themselves responsible and accountable for the outcomes of all students.</p> <p>In building school connections, GHPS has incorporated new ways to use digital technologies during onsite, remote and flexible learning. Through the PLC Digital Technologies Curriculum team, staff have been collaborating to build digital pedagogy through reviewing what worked well with digital communications with families and students. The Term 1 Parent Information Session for each year level was recorded and shared on Compass enabling families to access in real time. Parent teacher interviews have been scheduled via webex and inviting families to book in using Compass. Feedback from staff and families has informed how the school will offer future Three Way Conferences. Families have been provided with timely and frequent Compass notifications to strengthen the ways information can be shared. Tasks for student learning have been available via google classroom and Compass during the most recent period of lockdown. The GPA has provided feedback to the school about the strength of the remote and flexible learning experience provided by all staff.</p>

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	The PLC CoP middle leaders will meet in Term 3 on Monday 19th July. We will be asking our middle leaders from all 3 SaGE schools for feedback and then we will review this at our next CoP and plan our next steps of PL for our middle leaders. In Term 4 our goal with our PLC CoP is to have all teachers from the 3 schools get together for PL and sharing of the PLC. We will have P-2 teachers and Specialists at GHPS and Year 3-Year 6 teachers at MPS.			
OPTIONAL: Upload Evidence	<ol style="list-style-type: none"> 1. 1st June DL Curriculum Team Meeting.docx (0.02 MB) 2. GPA Compass Message 16-6-21.docx (0.01 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Expand community access to digital information sessions Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom Higher student numbers and families engage through digital platform events	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 2	Plan for ongoing professional development through SaGE Network CoP Middle Leaders' have opportunities to be connected with SaGE CoP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<p>The target will be to improve the precision in building structures for PLC Area Leaders to support teacher collaboration and reflection to strengthen teaching practice. Rating our progress at Evolving to Embedding and Embedding to Excelling given the way we have strengthened our understanding of PLCs, this will include planning for whole school professional learning on identified priority areas in the instructional model establishing more focused conditions necessary to sustain a PLC. PLC LS has identified areas for participation in peer observation to guide how staff are up taking their learning. The embedding of PLCs for staff to collaboratively plan units of work with a focus on differentiation will allow for Time in PLC Data meetings will be prioritised to use the Inquiry Cycle to discuss and adapt strategies working for individual students. Building the assessment capability of staff to identify, plan for and assess student learning growth over time and identify students requiring tailored support will enable staff to establish consistent approaches to formative assessment and frequent low stakes testing. Planning whole school professional learning on formative assessment and using staff input, we will establish small group tutoring program/s for students. Included in refining the whole schools approach to wellbeing by implementing the 'Zones of Regulation" approach and establishing an increased sense of belonging and engagement through implementing the GHPS Breakfast Club. Strengthen engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders' will continue to be a focus and incorporating the new ways in which GHPS connected during remote and flexible learning to ensure students and families are connected digitally to resources and learning opportunities.</p>
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop structures for PLC Area Leaders to support teacher collaboration and reflection to strengthen teaching practice Identify students requiring tailored support and implement a structured Tutor Learning Initiative
Outcomes	School Level Area leaders will confidently use findings made in the work when meeting with PLC Coordinator/s Use data gathered during the Inquiry Cycle to inform the practice of the team Teachers will consistently and explicitly implement the schools instructional model Targeted assessment has been developed in response to individual needs and students progress has been tracked PLCs will meet to engage in reflective practice, evaluate and plan curriculum content and assessments including discussing growth

	<p>data and moderating work samples</p> <p>Classroom Level Classroom /peer observations and learning walks demonstrate take up of professional learning Teachers have reflected on alternate approaches if teaching is not having its expected impact and will consistently implement the agreed assessment schedule and provide evidence of regular feedback to students Teachers will engage in the feedback loop and its lines to formative and summative assessment</p> <p>Individual and tailored Level Differentiated resources using evidence of what students are ready to learn Agreed Student learning-focused goals reflect the possible steps to be taken to achieve them Students in need of targeted support or intervention have been identified and supported Students are supported in setting and evaluating goals and can provide formative/summative work samples</p>
<p>Success Indicators</p>	<p>School Level Classroom observations and learning walks demonstrate take up of professional learning strategies Student feedback on the instructional model and use of common strategies Improved School Staff survey data: Time to share pedagogical content knowledge Teachers' formative assessment data and teacher judgement /EAL data</p> <p>Classroom Level Identified school-wide patterns have emerged from the work of the PLCs Wins have been celebrated and necessary changes to practice if outcomes are not improving Improved School Staff survey data: T & L Planning: Plan differentiated learning activities Documentation and data from formative assessment A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Individual and tailored Level Differentiation has guided Student learning goals Progress of students against Learning goals and IEP Staffing of Tutor learning Program/s selected Assessment data and student feedback from intervention groups</p>
<p>Delivery of the annual actions for this KIS</p>	

Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Professional learning for newly appointed Literacy Leader to attend Bastow Leading Literacy with the team. Scheduled time for Literacy team to plan for Staff PL to embed the instructional model Plan whole school professional learning on identified priority areas in the Instructional model	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Schedule for peer observations is active and identified areas for participation Feedback from peer observations and learning walks aligns to uptake of professional learning including through the Inquiry Cycle and adjustments in practice Improvement in data in School Staff survey: PL through peer observation	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Scheduled time for Staff to coordinate and support the Tutor Learning Program Initiative Students requiring tailored support are identified and supported through the implementation of a structured Tutor	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	<p>Learning Initiative With staff input small group tutoring program/s for students have been established including EAL students Resources and agreed criteria established and documented identifying students requiring individual and tailored support Scheduled time for individual and tailored support /groups to occur</p>			
Activity 4	<p>Established structures for building the capacity of PLC Area Leaders through scheduled meetings with PLC Coordinator and BPA Practice Instructor PLC Area leaders demonstrate increased processes to support their team Prioritised time in PLC Data meetings to use the Inquiry Cycle to discuss and adapt strategies working for individual students PLCs collaboratively plan units of work with a focus on differentiation Improvement in data in School Staff survey: T & L - Practice Improvement : Discuss problems of practice</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders 	<p>from: Term 1 to: Term 4</p>	0%
Activity 5	<p>Increased assessment capability of staff to identify, plan for and assess student learning growth over time Professional learning scheduled on formative assessment Established structures and consistent approaches for collecting and monitoring school-wide data In PLCs staff have collaboratively documented units of work with a focus on differentiation Improvement in data in School Staff survey:</p>	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s) 	<p>from: Term 1 to: Term 4</p>	0%

	T & L: Implementation - Understand formative assessment			
KIS 1.b Building communities	Happy, active and healthy kids priority			
Actions	Refine whole schools approach to wellbeing by implementing the 'Zones of Regulation" approach Establish a whole school to social-emotional belonging and engagement through implementing the GHPS Breakfast Club			
Outcomes	<p>School level Teachers, leaders and the school community will share a common understanding of the whole school approach of using the 'Zones of Regulation" approach Leaders will strengthen engagement with the external support agencies through implementing the GHPS Breakfast Club</p> <p>Classroom level Relevant leaders and teachers will implement the Zones of Regulation Students will feel supported and engaged in the Breakfast Club and will contribute to a strong classroom culture Teachers will use agreed processes to monitor and identify students in need of additional supports Teachers will promote and may volunteer to be part of the Breakfast Club</p> <p>Individual and tailored level Students will experience more success in classes Build relationships and engage with families Ensure all students know there is someone who cares for them</p> <p>Classroom level</p>			
Success Indicators	<p>School level Observations of changes to classroom practices The numbers of students who attend GHPS Breakfast Club</p>			

	Classroom level Students engagement in wellbeing programs (feedback, participation, classroom observations) Teacher surveys the effectiveness of both Zones of Regulation and the Breakfast Club Individual and tailored level Student data from AToSS Attendance of students at the Breakfast Club			
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	Establish "GHPS Breakfast Club"	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Improvement in data in School Staff survey: T & L Implementation Support growth and learning of whole student Plan for a schedule professional learning on the 'Zones of Regulations, including subsequent sessions to determine impact and review actions	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%

KIS 1.c Building communities	Connected schools priority			
Actions	<p>Strengthen engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders'</p> <p>Incorporate new ways in which GHPS connected during remote and flexible learning</p> <p>Classroom level</p>			
Outcomes	<p>Whole school level</p> <p>Leaders will continue to focus and engage with SaGE members in the PLC CoP on embedding PLC approaches and filter down to Area leaders and staff</p> <p>Leaders will prioritise time for staff to communicate and build relationships with parents/carers</p> <p>Role of two Leaders to coordinate and provide families with a snapshot of what is going on around the school, instructional practices used and how they can become involved in the school community</p> <p>PLC goals are directly linked are reflected in teachers' PDPs</p> <p>PLCs collaborate and build digital learning pedagogy</p> <p>Classroom level</p> <p>Shared ownership and take up of PLC approaches including using evidence at every stage of the inquiry cycle</p> <p>Teachers will strengthen their connections with families through digital learning</p> <p>Each team has a member who may be responsible for planning for how to incorporate digital technologies</p> <p>Individual and tailored level</p> <p>Evidence of student learning growth</p> <p>Impact of interventions</p> <p>Teachers and support staff have strong relationships with parents/carers</p> <p>Students are connected to resources and learning opportunities</p> <p>Routinely prioritised time in staff meetings/PLC teams to review engagement data</p> <p>Students will feel increased connectedness to school</p>			

Success Indicators	<p>Whole school level Regularly monitor the impact on building 'Middle Leaders' Improved participation in School Staff survey and understanding of contribution to school improvement</p> <p>Classroom level Improved School Staff survey data Positive student survey data -AToSS Regular meetings with families through use of digital technologies</p> <p>Individual and tailored level Frequency of communications with parents/carers</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Expand community access to digital information sessions Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

	Higher student numbers and families engage through digital platform events			
Activity 2	Plan for ongoing professional development through SaGE Network CoP Middle Leaders' have opportunities to be connected with SaGE CoP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	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	The target will be to improve the precision in building structures for PLC Area Leaders to support teacher collaboration and reflection to strengthen teaching practice. Rating our progress at Evolving to Embedding and Embedding to Excelling given the way we have strengthened our understanding of PLCs, this will include planning for whole school professional learning on identified priority areas in the instructional model establishing more focused conditions necessary to sustain a PLC. PLC LS has identified areas for participation in peer observation to guide how staff are up taking their learning. The embedding of PLCs for staff to collaboratively plan units of work with a focus on differentiation will allow for Time in PLC Data meetings will be prioritised to use the Inquiry Cycle to discuss and adapt strategies working for individual students. Building the assessment capability of staff to identify, plan for and assess student learning growth over time and identify students requiring tailored support will enable staff to establish consistent approaches to formative assessment and frequent low stakes testing. Planning whole school professional learning on formative assessment and using staff input, we will establish small group tutoring program/s for students. Included in refining the whole schools approach to wellbeing by implementing the 'Zones of Regulation' approach and establishing an increased sense of belonging and engagement through implementing the GHPS Breakfast Club. Strengthen engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders' will continue to be a focus and incorporating the new ways in which GHPS connected during remote and flexible learning to ensure students and families are connected digitally to resources and learning opportunities.
Has this 12 month target met	Not Met
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Develop structures for PLC Area Leaders to support teacher collaboration and reflection to strengthen teaching practice Identify students requiring tailored support and implement a structured Tutor Learning Initiative
Outcomes	School Level Area leaders will confidently use findings made in the work when meeting with PLC Coordinator/s Use data gathered during the Inquiry Cycle to inform the practice of the team Teachers will consistently and explicitly implement the schools instructional model

	<p>Targeted assessment has been developed in response to individual needs and students progress has been tracked PLCs will meet to engage in reflective practice, evaluate and plan curriculum content and assessments including discussing growth data and moderating work samples</p> <p>Classroom Level Classroom /peer observations and learning walks demonstrate take up of professional learning Teachers have reflected on alternate approaches if teaching is not having its expected impact and will consistently implement the agreed assessment schedule and provide evidence of regular feedback to students Teachers will engage in the feedback loop and its lines to formative and summative assessment</p> <p>Individual and tailored Level Differentiated resources using evidence of what students are ready to learn Agreed Student learning-focused goals reflect the possible steps to be taken to achieve them Students in need of targeted support or intervention have been identified and supported Students are supported in setting and evaluating goals and can provide formative/summative work samples</p>
<p>Success Indicators</p>	<p>School Level Classroom observations and learning walks demonstrate take up of professional learning strategies Student feedback on the instructional model and use of common strategies Improved School Staff survey data: Time to share pedagogical content knowledge Teachers' formative assessment data and teacher judgement /EAL data</p> <p>Classroom Level Identified school-wide patterns have emerged from the work of the PLCs Wins have been celebrated and necessary changes to practice if outcomes are not improving Improved School Staff survey data: T & L Planning: Plan differentiated learning activities Documentation and data from formative assessment A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Individual and tailored Level Differentiation has guided Student learning goals Progress of students against Learning goals and IEP Staffing of Tutor learning Program/s selected Assessment data and student feedback from intervention groups</p>

Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Professional learning for newly appointed Literacy Leader to attend Bastow Leading Literacy with the team. Scheduled time for Literacy team to plan for Staff PL to embed the instructional model Plan whole school professional learning on identified priority areas in the Instructional model	<input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	0%
Activity 2	Schedule for peer observations is active and identified areas for participation Feedback from peer observations and learning walks aligns to uptake of professional learning including through the Inquiry Cycle and adjustments in practice Improvement in data in School Staff survey: PL through peer observation	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 3	Scheduled time for Staff to coordinate and support the Tutor Learning Program Initiative	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	0%

	<p>Students requiring tailored support are identified and supported through the implementation of a structured Tutor Learning Initiative</p> <p>With staff input small group tutoring program/s for students have been established including EAL students</p> <p>Resources and agreed criteria established and documented identifying students requiring individual and tailored support</p> <p>Scheduled time for individual and tailored support /groups to occur</p>		to: Term 4	
Activity 4	<p>Established structures for building the capacity of PLC Area Leaders through scheduled meetings with PLC Coordinator and BPA Practice Instructor</p> <p>PLC Area leaders demonstrate increased processes to support their team</p> <p>Prioritised time in PLC Data meetings to use the Inquiry Cycle to discuss and adapt strategies working for individual students</p> <p>PLCs collaboratively plan units of work with a focus on differentiation</p> <p>Improvement in data in School Staff survey: T & L - Practice Improvement : Discuss problems of practice</p>	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 5	<p>Increased assessment capability of staff to identify, plan for and assess student learning growth over time</p> <p>Professional learning scheduled on formative assessment</p> <p>Established structures and consistent approaches for collecting and monitoring school-wide data</p> <p>In PLCs staff have collaboratively</p>	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

	documented units of work with a focus on differentiation Improvement in data in School Staff survey: T & L: Implementation - Understand formative assessment			
KIS 1.b Building communities	Happy, active and healthy kids priority			
Actions	Refine whole schools approach to wellbeing by implementing the 'Zones of Regulation" approach Establish a whole school to social-emotional belonging and engagement through implementing the GHPS Breakfast Club			
Outcomes	<p>School level Teachers, leaders and the school community will share a common understanding of the whole school approach of using the 'Zones of Regulation" approach Leaders will strengthen engagement with the external support agencies through implementing the GHPS Breakfast Club</p> <p>Classroom level Relevant leaders and teachers will implement the Zones of Regulation Students will feel supported and engaged in the Breakfast Club and will contribute to a strong classroom culture Teachers will use agreed processes to monitor and identify students in need of additional supports Teachers will promote and may volunteer to be part of the Breakfast Club</p> <p>Individual and tailored level Students will experience more success in classes Build relationships and engage with families Ensure all students know there is someone who cares for them</p> <p>Classroom level</p>			

Success Indicators	<p>School level Observations of changes to classroom practices The numbers of students who attend GHPS Breakfast Club</p> <p>Classroom level Students engagement in wellbeing programs (feedback, participation, classroom observations) Teacher surveys the effectiveness of both Zones of Regulation and the Breakfast Club</p> <p>Individual and tailored level Student data from AToSS Attendance of students at the Breakfast Club</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Establish "GHPS Breakfast Club"	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Education Support <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Improvement in data in School Staff survey: T & L Implementation Support growth and learning of whole student Plan for a schedule professional leaning on	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> All Staff	from: Term 1	0%

	the 'Zones of Regulations, including subsequent sessions to determine impact and review actions		to: Term 2	
KIS 1.c Building communities	Connected schools priority			
Actions	<p>Strengthen engagement in regional and network communities of practice: PLCs: 'Building Middle Leaders'</p> <p>Incorporate new ways in which GHPS connected during remote and flexible learning</p> <p>Classroom level</p>			
Outcomes	<p>Whole school level</p> <p>Leaders will continue to focus and engage with SaGE members in the PLC CoP on embedding PLC approaches and filter down to Area leaders and staff</p> <p>Leaders will prioritise time for staff to communicate and build relationships with parents/carers</p> <p>Role of two Leaders to coordinate and provide families with a snapshot of what is going on around the school, instructional practices used and how they can become involved in the school community</p> <p>PLC goals are directly linked are reflected in teachers' PDPs</p> <p>PLCs collaborate and build digital learning pedagogy</p> <p>Classroom level</p> <p>Shared ownership and take up of PLC approaches including using evidence at every stage of the inquiry cycle</p> <p>Teachers will strengthen their connections with families through digital learning</p> <p>Each team has a member who may be responsible for planning for how to incorporate digital technologies</p> <p>Individual and tailored level</p> <p>Evidence of student learning growth</p> <p>Impact of interventions</p> <p>Teachers and support staff have strong relationships with parents/carers</p> <p>Students are connected to resources and learning opportunities</p> <p>Routinely prioritised time in staff meetings/PLC teams to review engagement data</p> <p>Students will feel increased connectedness to school</p>			

Success Indicators	<p>Whole school level Regularly monitor the impact on building 'Middle Leaders' Improved participation in School Staff survey and understanding of contribution to school improvement</p> <p>Classroom level Improved School Staff survey data Positive student survey data -AToSS Regular meetings with families through use of digital technologies</p> <p>Individual and tailored level Frequency of communications with parents/carers</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Expand community access to digital information sessions Use digital tools that were successful during	<input checked="" type="checkbox"/> Curriculum Co-ordinator (s) <input checked="" type="checkbox"/> PLC Leaders	from: Term 1	0%

	flexible and remote learning to engage parents in an understanding of classroom Higher student numbers and families engage through digital platform events		to: Term 4	
Activity 2	Plan for ongoing professional development through SaGE Network CoP Middle Leaders' have opportunities to be connected with SaGE CoP	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2021

SEIL Feedback