

Monitoring and Assessment - 2021

Hampton Primary School (3754)



Submitted for review by Joshua Sheffield (School Principal) on 22 February, 2021 at 08:18 PM
Endorsed by Coralee Pratt (Senior Education Improvement Leader) on 25 February, 2021 at 05:14 PM
Endorsed by Nicky Tracey (School Council President) on 01 March, 2021 at 04:14 PM

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<ul style="list-style-type: none"> • NAPLAN Benchmark Growth: Increase Writing from 37% (2019) Numeracy from 26% (2019) • NAPLAN Numeracy Top 2 Bands: Year 3 >70% (68% in 2019); Year 5 >65% Numeracy (62% in 2019) • NAPLAN Writing Top 2 Bands: Year 3 >86% (86% in 2019); Year 5 >50% (48% in 2019) • Attitude to School Survey: 'Teacher Concern' > 73% (73% in 2019), 'Sense of Connectedness' >82% (82% in 2019), 'Motivation and Interest' > 87% (87% in 2019) • Attendance: % decrease in students with more than 20 days of absence (2019, 19%)
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Further refine consistent approaches to the assessment, planning, and teaching of maths and writing - Build the assessment capability of teachers to identify, plan for and assess student learning growth
Outcomes	<p>Whole School level</p> <ul style="list-style-type: none"> - All teachers will confidently and accurately identify student learning needs of their students - There is a consistent approach to planning in writing and maths - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom level</p> <ul style="list-style-type: none"> - Teachers will provide regular feedback and monitor student progress using Common Assessment Tasks (CATs) - Teachers will provide students with the opportunity to work at their level using differentiated learning experiences <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Students in need of targeted academic intervention (support or extension) will be identified and supported - Students will know what their next steps are to progress their learning

Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - NAPLAN Data (see targets) - Teachers' formative assessment data and teacher judgement data - Teacher records and observations of student progress - Consistent planning documents in maths and writing - Shared PL goals documented in staff PDPs <p>Classroom level</p> <ul style="list-style-type: none"> - Documented data from summative and formative assessments clearly indicating student progress - Data walls developed and utilised by leadship and PLCs - Differentiated curriculum documents and evidence of student learning at different levels <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Data used to identify students and determine the tailored supports - Differentiated learning experiences used in tailored supports - Assessment data from intervention groups demonstrating growth 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review and refine the use of data to inform practice, including the use of data walls and growth-monitoring strategies.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	0%

Activity 2	Teachers developing, reflecting and refining learning sequences that integrate problem-solving in Maths supported by Michael Minas and Learning Specialists.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Continue to develop the annotated student writing sample repository and whole school writing rubrics.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 4	Implement Targeted teaching and learning opportunities for students who require learning catch up or extension.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Engage Trent Ray to work with staff and leadership on a termly basis to develop staff capacity in curriculum integration and learning design.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
Activity 6	Review draft instructional model for writing and develop professional learning to continue our development.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Engage Michael Minas to work with staff and leadership to develop a whole school 'big ideas' curriculum map for Maths.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			

Actions	<ul style="list-style-type: none"> - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels - Establish an agreed approach to monitoring and responding to student wellbeing concerns
Outcomes	<p>Whole School level</p> <ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - Teachers and leaders will continue to integrate social-emotional learning into school practice, policies and programs - Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing - Leaders will strengthen engagement with regional and external support agencies <p>Classroom level</p> <ul style="list-style-type: none"> - Teachers will have greater confidence in responding to student wellbeing incidents effectively - Students will feel supported and engaged in the classroom and contribute to a strong classroom culture - Students will have strong relationships with peers <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Students with additional needs will be identified and receive targeted and timely support
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - Documentation of curriculum, frameworks, policies or processes - Shared PL goals documented in staff PDPs - Internal and external professional learning attendance and shared readings for staff are documented - AtoSS and Attendance data (see targets) <p>Classroom level</p> <ul style="list-style-type: none"> - Students engagement in wellbeing programs (feedback, participation, classroom observations) - Displays of proactive wellbeing practices in classrooms across the school <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Chronicle entries used to record support services and behaviours for at risk students
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 in Restorative Practices training for staff and school leaders	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	0%
Activity 2	Review documentation for wellbeing policies and processes	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 3	Implementing The Resilience Project program school wide and supported by relevant professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Leadership team to develop a plan to engage staff in the review of the wellbeing approach at HPS including accessing external resources.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.c Building communities	Connected schools priority			

Actions	- Strengthen and embed the school-wide approach to communication and engagement with parents and families.
Outcomes	<ul style="list-style-type: none"> - The community have a clear understanding of the communication platforms, processes and purposes across the school - The community feel welcome in the school and regularly use school facilities - Parents have a clear understanding of the ways they can engage with the school and classroom learning - Parents are regularly involved in school activities in and out of the classroom - Parents have a clear understanding of the purpose and operation of the Parent Representative Program (Parent Reps) and the Parents Association (PA). - Parents have a clear understanding of the approaches to teaching and learning - Families of at-risk students receive regular communication and support from the school - More opportunities for using digital technologies between parents/families and teachers - Incorporate analytics to parent engagement with digital communication
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - Survey data from parents and community - There is strong involvement in the Parent Rep and PA - Successful events and activities organised by Parent Reps and PA - Parents are active in classrooms and school programs (camps) - Analytics data from parent communication
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	Develop meeting schedule for Parent Association Executive and Parent Association members, with clear position descriptions/charter that enhances parent engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Review the school's Continuous Reporting and Assessment process to further enhance parent and student engagement and improve efficiencies.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 3	Identify and pursue community engagement opportunities (Parents and the broader community) that enrich the curriculum through purpose and authenticity and provide opportunities for the community to be purposefully engaged in the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Develop a whole-school communication plan in conjunction with a parent 'working party'.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	0%
Activity 5	Conduct a full communication review, including the website, use of different mediums and engagement strategies	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	0%

Monitoring and Assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<ul style="list-style-type: none"> • NAPLAN Benchmark Growth: Increase Writing from 37% (2019) Numeracy from 26% (2019) • NAPLAN Numeracy Top 2 Bands: Year 3 >70% (68% in 2019); Year 5 >65% Numeracy (62% in 2019) • NAPLAN Writing Top 2 Bands: Year 3 >86% (86% in 2019); Year 5 >50% (48% in 2019) • Attitude to School Survey: 'Teacher Concern' > 73% (73% in 2019), 'Sense of Connectedness' >82% (82% in 2019), 'Motivation and Interest' > 87% (87% in 2019) • Attendance: % decrease in students with more than 20 days of absence (2019, 19%)
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Further refine consistent approaches to the assessment, planning, and teaching of maths and writing - Build the assessment capability of teachers to identify, plan for and assess student learning growth
Outcomes	<p>Whole School level</p> <ul style="list-style-type: none"> - All teachers will confidently and accurately identify student learning needs of their students - There is a consistent approach to planning in writing and maths - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom level</p> <ul style="list-style-type: none"> - Teachers will provide regular feedback and monitor student progress using Common Assessment Tasks (CATs) - Teachers will provide students with the opportunity to work at their level using differentiated learning experiences <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Students in need of targeted academic intervention (support or extension) will be identified and supported - Students will know what their next steps are to progress their learning

Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - NAPLAN Data (see targets) - Teachers' formative assessment data and teacher judgement data - Teacher records and observations of student progress - Consistent planning documents in maths and writing - Shared PL goals documented in staff PDPs <p>Classroom level</p> <ul style="list-style-type: none"> - Documented data from summative and formative assessments clearly indicating student progress - Data walls developed and utilised by leadship and PLCs - Differentiated curriculum documents and evidence of student learning at different levels <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Data used to identify students and determine the tailored supports - Differentiated learning experiences used in tailored supports - Assessment data from intervention groups demonstrating growth 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review and refine the use of data to inform practice, including the use of data walls and growth-monitoring strategies.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	0%

Activity 2	Teachers developing, reflecting and refining learning sequences that integrate problem-solving in Maths supported by Michael Minas and Learning Specialists.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Continue to develop the annotated student writing sample repository and whole school writing rubrics.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 4	Implement Targeted teaching and learning opportunities for students who require learning catch up or extension.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Engage Trent Ray to work with staff and leadership on a termly basis to develop staff capacity in curriculum integration and learning design.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
Activity 6	Review draft instructional model for writing and develop professional learning to continue our development.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Engage Michael Minas to work with staff and leadership to develop a whole school 'big ideas' curriculum map for Maths.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			

Actions	<ul style="list-style-type: none"> - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels - Establish an agreed approach to monitoring and responding to student wellbeing concerns
Outcomes	<p>Whole School level</p> <ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - Teachers and leaders will continue to integrate social-emotional learning into school practice, policies and programs - Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing - Leaders will strengthen engagement with regional and external support agencies <p>Classroom level</p> <ul style="list-style-type: none"> - Teachers will have greater confidence in responding to student wellbeing incidents effectively - Students will feel supported and engaged in the classroom and contribute to a strong classroom culture - Students will have strong relationships with peers <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Students with additional needs will be identified and receive targeted and timely support
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - Documentation of curriculum, frameworks, policies or processes - Shared PL goals documented in staff PDPs - Internal and external professional learning attendance and shared readings for staff are documented - AtoSS and Attendance data (see targets) <p>Classroom level</p> <ul style="list-style-type: none"> - Students engagement in wellbeing programs (feedback, participation, classroom observations) - Displays of proactive wellbeing practices in classrooms across the school <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Chronicle entries used to record support services and behaviours for at risk students
Delivery of the annual actions for this KIS	

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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Professional Learning in Restorative Practices training for staff and school leaders	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	0%
Activity 2	Review documentation for wellbeing policies and processes	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 3	Implementing The Resilience Project program school wide and supported by relevant professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Leadership team to develop a plan to engage staff in the review of the wellbeing approach at HPS including accessing external resources.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.c Building communities	Connected schools priority			

Actions	- Strengthen and embed the school-wide approach to communication and engagement with parents and families.
Outcomes	<ul style="list-style-type: none"> - The community have a clear understanding of the communication platforms, processes and purposes across the school - The community feel welcome in the school and regularly use school facilities - Parents have a clear understanding of the ways they can engage with the school and classroom learning - Parents are regularly involved in school activities in and out of the classroom - Parents have a clear understanding of the purpose and operation of the Parent Representative Program (Parent Reps) and the Parents Association (PA). - Parents have a clear understanding of the approaches to teaching and learning - Families of at-risk students receive regular communication and support from the school - More opportunities for using digital technologies between parents/families and teachers - Incorporate analytics to parent engagement with digital communication
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - Survey data from parents and community - There is strong involvement in the Parent Rep and PA - Successful events and activities organised by Parent Reps and PA - Parents are active in classrooms and school programs (camps) - Analytics data from parent communication
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop meeting schedule for Parent Association Executive and Parent Association members, with clear position descriptions/charter that enhances parent engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Review the school's Continuous Reporting and Assessment process to further enhance parent and student engagement and improve efficiencies.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 3	Identify and pursue community engagement opportunities (Parents and the broader community) that enrich the curriculum through purpose and authenticity and provide opportunities for the community to be purposefully engaged in the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Develop a whole-school communication plan in conjunction with a parent 'working party'.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	0%
Activity 5	Conduct a full communication review, including the website, use of different mediums and engagement strategies	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	0%

Monitoring and Assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<ul style="list-style-type: none"> • NAPLAN Benchmark Growth: Increase Writing from 37% (2019) Numeracy from 26% (2019) • NAPLAN Numeracy Top 2 Bands: Year 3 >70% (68% in 2019); Year 5 >65% Numeracy (62% in 2019) • NAPLAN Writing Top 2 Bands: Year 3 >86% (86% in 2019); Year 5 >50% (48% in 2019) • Attitude to School Survey: 'Teacher Concern' > 73% (73% in 2019), 'Sense of Connectedness' >82% (82% in 2019), 'Motivation and Interest' > 87% (87% in 2019) • Attendance: % decrease in students with more than 20 days of absence (2019, 19%)
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Further refine consistent approaches to the assessment, planning, and teaching of maths and writing - Build the assessment capability of teachers to identify, plan for and assess student learning growth
Outcomes	<p>Whole School level</p> <ul style="list-style-type: none"> - All teachers will confidently and accurately identify student learning needs of their students - There is a consistent approach to planning in writing and maths - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom level</p> <ul style="list-style-type: none"> - Teachers will provide regular feedback and monitor student progress using Common Assessment Tasks (CATs) - Teachers will provide students with the opportunity to work at their level using differentiated learning experiences <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Students in need of targeted academic intervention (support or extension) will be identified and supported - Students will know what their next steps are to progress their learning

Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - NAPLAN Data (see targets) - Teachers' formative assessment data and teacher judgement data - Teacher records and observations of student progress - Consistent planning documents in maths and writing - Shared PL goals documented in staff PDPs <p>Classroom level</p> <ul style="list-style-type: none"> - Documented data from summative and formative assessments clearly indicating student progress - Data walls developed and utilised by leadship and PLCs - Differentiated curriculum documents and evidence of student learning at different levels <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Data used to identify students and determine the tailored supports - Differentiated learning experiences used in tailored supports - Assessment data from intervention groups demonstrating growth 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review and refine the use of data to inform practice, including the use of data walls and growth-monitoring strategies.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	0%

Activity 2	Teachers developing, reflecting and refining learning sequences that integrate problem-solving in Maths supported by Michael Minas and Learning Specialists.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Continue to develop the annotated student writing sample repository and whole school writing rubrics.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 4	Implement Targeted teaching and learning opportunities for students who require learning catch up or extension.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Engage Trent Ray to work with staff and leadership on a termly basis to develop staff capacity in curriculum integration and learning design.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
Activity 6	Review draft instructional model for writing and develop professional learning to continue our development.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Engage Michael Minas to work with staff and leadership to develop a whole school 'big ideas' curriculum map for Maths.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			

Actions	<ul style="list-style-type: none"> - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels - Establish an agreed approach to monitoring and responding to student wellbeing concerns
Outcomes	<p>Whole School level</p> <ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - Teachers and leaders will continue to integrate social-emotional learning into school practice, policies and programs - Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing - Leaders will strengthen engagement with regional and external support agencies <p>Classroom level</p> <ul style="list-style-type: none"> - Teachers will have greater confidence in responding to student wellbeing incidents effectively - Students will feel supported and engaged in the classroom and contribute to a strong classroom culture - Students will have strong relationships with peers <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Students with additional needs will be identified and receive targeted and timely support
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - Documentation of curriculum, frameworks, policies or processes - Shared PL goals documented in staff PDPs - Internal and external professional learning attendance and shared readings for staff are documented - AtoSS and Attendance data (see targets) <p>Classroom level</p> <ul style="list-style-type: none"> - Students engagement in wellbeing programs (feedback, participation, classroom observations) - Displays of proactive wellbeing practices in classrooms across the school <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Chronicle entries used to record support services and behaviours for at risk students
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 in Restorative Practices training for staff and school leaders	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	0%
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Activity 3	Implementing The Resilience Project program school wide and supported by relevant professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Leadership team to develop a plan to engage staff in the review of the wellbeing approach at HPS including accessing external resources.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
KIS 1.c Building communities	Connected schools priority			

Actions	- Strengthen and embed the school-wide approach to communication and engagement with parents and families.
Outcomes	<ul style="list-style-type: none"> - The community have a clear understanding of the communication platforms, processes and purposes across the school - The community feel welcome in the school and regularly use school facilities - Parents have a clear understanding of the ways they can engage with the school and classroom learning - Parents are regularly involved in school activities in and out of the classroom - Parents have a clear understanding of the purpose and operation of the Parent Representative Program (Parent Reps) and the Parents Association (PA). - Parents have a clear understanding of the approaches to teaching and learning - Families of at-risk students receive regular communication and support from the school - More opportunities for using digital technologies between parents/families and teachers - Incorporate analytics to parent engagement with digital communication
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - Survey data from parents and community - There is strong involvement in the Parent Rep and PA - Successful events and activities organised by Parent Reps and PA - Parents are active in classrooms and school programs (camps) - Analytics data from parent communication
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	Develop meeting schedule for Parent Association Executive and Parent Association members, with clear position descriptions/charter that enhances parent engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Review the school's Continuous Reporting and Assessment process to further enhance parent and student engagement and improve efficiencies.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 3	Identify and pursue community engagement opportunities (Parents and the broader community) that enrich the curriculum through purpose and authenticity and provide opportunities for the community to be purposefully engaged in the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Develop a whole-school communication plan in conjunction with a parent 'working party'.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	0%
Activity 5	Conduct a full communication review, including the website, use of different mediums and engagement strategies	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	0%

Monitoring and Assessment - 2021

End-of-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	<ul style="list-style-type: none"> • NAPLAN Benchmark Growth: Increase Writing from 37% (2019) Numeracy from 26% (2019) • NAPLAN Numeracy Top 2 Bands: Year 3 >70% (68% in 2019); Year 5 >65% Numeracy (62% in 2019) • NAPLAN Writing Top 2 Bands: Year 3 >86% (86% in 2019); Year 5 >50% (48% in 2019) • Attitude to School Survey: 'Teacher Concern' > 73% (73% in 2019), 'Sense of Connectedness' >82% (82% in 2019), 'Motivation and Interest' > 87% (87% in 2019) • Attendance: % decrease in students with more than 20 days of absence (2019, 19%)
Has this 12 month target met	Not Met
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ul style="list-style-type: none"> - Further refine consistent approaches to the assessment, planning, and teaching of maths and writing - Build the assessment capability of teachers to identify, plan for and assess student learning growth
Outcomes	<p>Whole School level</p> <ul style="list-style-type: none"> - All teachers will confidently and accurately identify student learning needs of their students - There is a consistent approach to planning in writing and maths - PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom level</p> <ul style="list-style-type: none"> - Teachers will provide regular feedback and monitor student progress using Common Assessment Tasks (CATs) - Teachers will provide students with the opportunity to work at their level using differentiated learning experiences <p>Individual and tailored level</p>

	<ul style="list-style-type: none"> - Students in need of targeted academic intervention (support or extension) will be identified and supported - Students will know what their next steps are to progress their learning 			
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - NAPLAN Data (see targets) - Teachers' formative assessment data and teacher judgement data - Teacher records and observations of student progress - Consistent planning documents in maths and writing - Shared PL goals documented in staff PDPs <p>Classroom level</p> <ul style="list-style-type: none"> - Documented data from summative and formative assessments clearly indicating student progress - Data walls developed and utilised by leadship and PLCs - Differentiated curriculum documents and evidence of student learning at different levels <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Data used to identify students and determine the tailored supports - Differentiated learning experiences used in tailored supports - Assessment data from intervention groups demonstrating growth 			
Delivery of the annual actions for this KIS				
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OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Review and refine the use of data to inform practice, including the use of data walls and growth-monitoring strategies.	<input checked="" type="checkbox"/> School Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Teachers developing, reflecting and refining learning sequences that integrate problem-solving in Maths supported by Michael Minas and Learning Specialists.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Continue to develop the annotated student writing sample repository and whole school writing rubrics.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 4	Implement Targeted teaching and learning opportunities for students who require learning catch up or extension.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Engage Trent Ray to work with staff and leadership on a termly basis to develop staff capacity in curriculum integration and learning design.	<input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 3	0%
Activity 6	Review draft instructional model for writing and develop professional learning to continue our development.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 7	Engage Michael Minas to work with staff and leadership to develop a whole school 'big ideas' curriculum map for Maths.	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	<ul style="list-style-type: none"> - Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels - Establish an agreed approach to monitoring and responding to student wellbeing concerns
Outcomes	<p>Whole School level</p> <ul style="list-style-type: none"> - Teachers, leaders and the school community will share a common understanding of the whole school approach to wellbeing - Teachers and leaders will continue to integrate social-emotional learning into school practice, policies and programs - Relevant teachers and leaders will establish a preventative mentoring program including a referrals process, timetabling and staffing/resourcing - Leaders will strengthen engagement with regional and external support agencies <p>Classroom level</p> <ul style="list-style-type: none"> - Teachers will have greater confidence in responding to student wellbeing incidents effectively - Students will feel supported and engaged in the classroom and contribute to a strong classroom culture - Students will have strong relationships with peers <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Students with additional needs will be identified and receive targeted and timely support
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - Documentation of curriculum, frameworks, policies or processes - Shared PL goals documented in staff PDPs - Internal and external professional learning attendance and shared readings for staff are documented - AtoSS and Attendance data (see targets) <p>Classroom level</p> <ul style="list-style-type: none"> - Students engagement in wellbeing programs (feedback, participation, classroom observations) - Displays of proactive wellbeing practices in classrooms across the school <p>Individual and tailored level</p> <ul style="list-style-type: none"> - Chronicle entries used to record support services and behaviours for at risk students

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 in Restorative Practices training for staff and school leaders	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 2	0%
Activity 2	Review documentation for wellbeing policies and processes	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%
Activity 3	Implementing The Resilience Project program school wide and supported by relevant professional learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Leadership team to develop a plan to engage staff in the review of the wellbeing approach at HPS including accessing external resources.	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 2	0%

KIS 1.c Building communities	Connected schools priority
Actions	- Strengthen and embed the school-wide approach to communication and engagement with parents and families.
Outcomes	<ul style="list-style-type: none"> - The community have a clear understanding of the communication platforms, processes and purposes across the school - The community feel welcome in the school and regularly use school facilities - Parents have a clear understanding of the ways they can engage with the school and classroom learning - Parents are regularly involved in school activities in and out of the classroom - Parents have a clear understanding of the purpose and operation of the Parent Representative Program (Parent Reps) and the Parents Association (PA). - Parents have a clear understanding of the approaches to teaching and learning - Families of at-risk students receive regular communication and support from the school - More opportunities for using digital technologies between parents/families and teachers - Incorporate analytics to parent engagement with digital communication
Success Indicators	<p>Whole School level</p> <ul style="list-style-type: none"> - Survey data from parents and community - There is strong involvement in the Parent Rep and PA - Successful events and activities organised by Parent Reps and PA - Parents are active in classrooms and school programs (camps) - Analytics data from parent communication
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	Develop meeting schedule for Parent Association Executive and Parent Association members, with clear position descriptions/charter that enhances parent engagement	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Review the school's Continuous Reporting and Assessment process to further enhance parent and student engagement and improve efficiencies.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 3	Identify and pursue community engagement opportunities (Parents and the broader community) that enrich the curriculum through purpose and authenticity and provide opportunities for the community to be purposefully engaged in the school.	<input checked="" type="checkbox"/> Leading Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Develop a whole-school communication plan in conjunction with a parent 'working party'.	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	0%
Activity 5	Conduct a full communication review, including the website, use of different mediums and engagement strategies	<input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 2	0%

Monitoring and Self-assessment - 2021

SEIL Feedback