

Monitoring and Assessment - 2021

Chelsea Primary School (3729)



Submitted for review by Taylor Irish (School Principal) on 09 December, 2020 at 03:05 PM

Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 18 December, 2020 at 03:25 PM

Awaiting endorsement by School Council President

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
<p>12 Month Target 1.1</p>	<p>Naplan 2021 targets Increase in the number of students in year 5 achieving medium or high growth.</p> <p>2019 Result Writing Low = 33%, Medium = 33%, High = 33%</p> <p>2021Goal Writing</p> <ul style="list-style-type: none"> • Low = 20%, Medium = 40%, High = 40% <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means</p> <ul style="list-style-type: none"> • Year 3-increase from scaled score from 431 to 440 or above state means. • Year 5-increase from scaled score from 464 to 475 at or above state means. • NAPLAN Mean Score Grade 3: Reading 460 Writing 440 Spelling 430 Grammar & Punctuation 470 • NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 515 <p>ACER Assessment Data - PAT Reading, PAT Maths, PAT Spelling, & G & P - grade level cohort data, median reference to be above norm referencing for each year levels from 1-6 in all ACER assessments outlined above.</p> <ul style="list-style-type: none"> • In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the PAT assessments will be 15% or greater. <p>All school wide based assessments will be uploaded to SPA Platform.</p> <ul style="list-style-type: none"> • Each teacher will have a goal in their 2021 PDP regarding student growth • PAT assessment data, 30%-40% percentage of each year level cohort to be working above national benchmark data. <p>Increase ATSS Positive Response Score in the area of Increase in the percentage of students in the student voice & agency to 85% in 2021.</p>

	<ul style="list-style-type: none"> • Reduce negative responses in Student Voice and Agency. Advocate at School to 80%, • Managing Bullying to 80% and Respect for Diversity to 80%. • Learning through peer observation from 82% positive endorsement to 85% • Seek Feedback to improve practice from 73% positive endorsement to 80% • Timetabled meetings to support collaboration from 82% endorsement 85%
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<ol style="list-style-type: none"> 1. Plan whole school professional learning on identified core-curriculum priority areas throughout the year (i.e. Chelsea PS instructional model, Explicit Direct Instruction pedagogical approach). 2. Strengthen the schools PLC model to support teacher collaboration and reflection on practice
Outcomes	<p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> • Provide the opportunity for a collective understanding of PLC model and using data, to be developed via professional learning, workshops and PLC teams • Establish negotiated accountability measures , including observational walks, track student data via SPA Platform • Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students - Teacher employed 3 days a week P-2 - teacher employed 3-6 3 days a week • Check for understanding – Lesson Delivery structure – Verify students are learning while you're teaching. TAPPLE (teach first, Ask a Question, Pair-Share, Pick a Non-Volunteer, Listen Effective Feedback) • Develop capacity of teachers utilise data to identify and track students' progress with intervention and extension support. <p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> • Teachers will use screening data to identify students requiring catch up in literacy and numeracy. • Teachers to understand the PLC model - PD to be provided • Teachers to understand our whole school instructional approach (EDI lesson structure) • Teachers will use screening data to identify students requiring extension in literacy and numeracy. • Teachers will incorporate tiered differentiation to target identified students in whole class teaching. • Teachers will use small group and one on one teaching to support catch up and extension.

	<ul style="list-style-type: none"> Teachers will develop an understanding of curriculum essentials to ensure mastery Teachers will consistently implement the agreed assessment schedule <p>Students will – (Individual)</p> <ul style="list-style-type: none"> Be made aware of their assessment data - teacher to set their goals Be able to articulate what they are learning, why they are learning it and how it is connected to their goal (next point of need/growth) Develop an understanding of the role of feedback and be open to feedback in helping them further learn Students will experience success and celebrate the acquisition of knowledge learnt
Success Indicators	<ul style="list-style-type: none"> Teachers' formative assessment data and teacher judgement data Classroom observations and learning walks demonstrating take up of professional learning strategies A documented assessment schedule and evidence of teachers inputting data and moderating assessments Differentiated curriculum documents and evidence of student learning at different levels IEP's collated documenting whole class, small group and individual response for identified students. Student data recorded in IEP Student feedback on differentiation, the instructional model, and use of common strategies Documentation and data from formative assessments A documented assessment schedule and evidence of teachers inputting data and moderating assessments
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	<p>Naplan Increase in the number of students in year 5 achieving medium or high growth. 2019 Result Writing Low = 33%, Medium = 33%, High = 33%</p> <p>20201Goal Writing Low = 20%, Medium = 40%, High = 40%</p> <p>NAPLAN data-Improve year 3 and 5 NAPLAN data in writing for all students deemed capable at or above state means Year 3-increase from scaled score from 431 to 440 or above state means. Year 5-increase from scaled score from 464 to 490 at or above state means.</p> <p>NAPLAN Mean Score Grade 3: Reading 460 Writing 440 Spelling 430 Grammar & Punctuation 470 NAPLAN Mean Score Grade 5: Reading 525 Writing 470 Spelling 510 Grammar & Punctuation 515</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 2	<p>Employ two specialist teachers and engage them in a Directive Coaching Model to coach Explicit Direct Instruction teaching and whole class differentiation in reviews. Appoint extra support staff to allow Response to Intervention team to support Literacy intervention.</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

	Provide Literacy support training for teachers in every team to ensure Tier 1, 2 and 3 alignment.			
Activity 3	<p>- ACER Assessment Data - PAT Reading, PAT Maths, PAT Spelling, & G & P - grade level cohort data, median reference to be above norm referencing for each year levels from 1-6 in all ACER assessments.</p> <p>- In 2021, the percentage of students making high relative learning growth from term 1 to term 4 in the PAT assessments will be 25% or greater.</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 4 to: Term 4	0%
Activity 4	Establish processes/structures for collecting and monitoring school-wide data	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 5	<p>Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year.</p> <p>Document plans for coaching/mentoring/observation</p>	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	<p>Implementation of the tutor Learning initiative</p> <p>Implement the Tutor Learning Initiative (TLI) to establish a targeted support program for students - Teacher employed 3 days a week P-2 - teacher employed 3-6 3 days a week</p>	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	<ol style="list-style-type: none"> 1. Re-visit & implement Respectful Relationship Action Plan to expand to Prep to Grade 6 for 2021 2. SWPBM - School Wide Positive Behaviour Model revisited and implemented across the school.
Outcomes	<p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> • Leaders will strengthen engagement with regional and external support agencies • Wellbeing team will use data collation system to identify students at risk • The wellbeing team will led Respectful Relationships & SWPBM across the school <p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> • Teachers will use agreed processes to monitor and identify students in need of additional supports • Teachers will incorporate ASD informed practices in planning units of work • Teachers will use RR & SWPBM informed practices in classrooms • Whole school professional learning on RR & SWPBM -informed practice <p>Students will – (Individual)</p> <ul style="list-style-type: none"> • Students will have a good understanding of RR & SWPBM approaches • Students with acute needs will receive individualised support that is regularly monitored • Students with acute needs will receive individualised support with regular monitoring via SSG resourced via the wellbeing team.
Success Indicators	<ul style="list-style-type: none"> • Staffing of program • Data used to identify students needing acute support. • Data outlining use of counselling service. • SWPBM displays in each classroom and other important areas of the school - Practices and changes to pedagogy are visible in classrooms during classroom observations, peer observations and 'learning walks' • Documentation of frameworks, policies or programs • Internal and external professional learning attendance and shared readings for staff are documented • Shared professional learning goals are reflected in staff PDPs • Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns

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	<ul style="list-style-type: none"> Establish referral and monitoring process Strengthen and communicate processes for identifying and referring students and families to support 	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 2	Professional Development - ASD curriculum day <ul style="list-style-type: none"> Schedule professional learning to revisit the schools ASD practise 	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
KIS 1.c Building communities	Connected schools priority			
Actions	1. Strengthen and embed the school-wide approach to communication with parents/carers/kinders, incorporating the new ways in which schools connected during remote and flexible learning			

Outcomes	<p>Leaders will – (Whole School)</p> <ul style="list-style-type: none"> • Leaders will timetable opportunities for staff to build relationships with families • Team Levels leaders will appoint parent representatives to help communicate with parents in each cohort. • The wider community will feel welcome in the school and regularly use school facilities <p>Teachers will – (Classroom)</p> <ul style="list-style-type: none"> • Teachers will have strong relationships with students and their families • Teachers and parent community will share common goals to engage parental support for key community events that reflect vision and values. • Teachers and parents will understand purpose for fundraising activities that support CPS goals and direction. <p>Students will – (Individual)</p> <ul style="list-style-type: none"> • Students will feel increased connectedness to school • Students will feel connected to their school and have positive attitudes to attendance
Success Indicators	<ul style="list-style-type: none"> • Parent representative group established • Meeting and communication channels established • Support for events evident. • Student/staff/parent/carer/kin focus groups and interviews • Families attendance at school activities and engagement in learning • Parent/ caregiver response to surveys about classroom learning
Delivery of the annual actions for this KIS	
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Use digital tools that were successful during flexible and remote learning to engage parents in an understanding of classroom learning	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 2	Whole school events, clubs and activities i.e. parents/carers/kin barbecues	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Opinion Survey data targets	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2021

SEIL Feedback