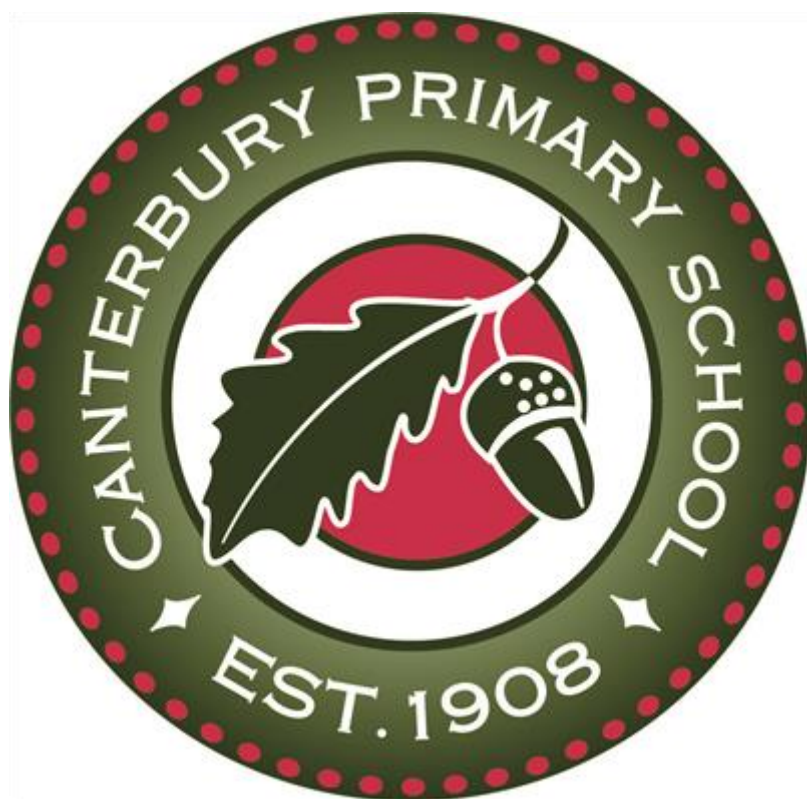


Monitoring and assessment - 2024

Canterbury Primary School (3572)



Submitted for review by Carly Pluck (School Principal) on 05 December, 2023 at 08:30 PM

Endorsed by Erika Bienert (Senior Education Improvement Leader) on 31 January, 2024 at 04:55 PM

Endorsed by Dani Armstrong (School Council President) on 15 February, 2024 at 08:06 PM

Monitoring and assessment - 2024

Term 1 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Numeracy Goal: Increase the number of students (P - 6) working at 6 months or more above expected standard in Number and Algebra, from 64% to 75%, based on teacher judgements against the Victorian Curriculum. By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level: - 'I can recover in a short time when something bad happens to me' for boys from 80% (2023) to 90% or above, and for girls from 60% (2023) to 75% or above. - 'Students at this school treat each other with respect', from a total of 61% (2023) to 75%.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Increasing consistency of teacher practice, school-wide. - Embedding numeracy related professional development foci, and preparing for the implementation of a new mathematics curriculum. - Refining whole school literacy program and practice.
Delivery of the annual actions for this KIS	

Outcomes	<ul style="list-style-type: none"> - Leaders will develop and implement improvement plans and professional development, based on evidence, best-practice and school context. - Teachers will plan collaboratively and use the Instructional Framework to guide teaching and learning, with a specific focus on differentiation. - Students will participate in learning experiences that are engaging and targeted to their individual needs. 			
Success indicators	<ul style="list-style-type: none"> - Updated Instructional Framework. - Updated documentation and resources, reflecting the new Number and Algebra curriculum. - Improved teacher clarity and reduced variability, reflected in teacher judgements, planning documentation and PLC discussions. - Improved Attitudes to School Survey data, specifically in relation to stimulated learning. - Professional Learning Plans and Induction processes, reflecting literacy-based professional development. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deliver professional learning in relation to SURF Maths and Rich-Maths tasks to ensure consistent, embedded practice.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Implement the Mathematics 2.0 Curriculum, with a focus on Number and Algebra through the school's zoning process.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%

Activity 3	Prepare for additional areas in the Mathematics 2.0 Curriculum (Measurement, Space, Statistics and Probability) ahead of 2025 implementation.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Introducing decodable readers in Prep and Year 1.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	-1%
Activity 5	Review SMART Spelling Program in Years 2 - 6 to identify successes and areas for improvement.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 6	Provide professional learning and peer observation opportunities for all teaching staff to improve their understanding and application of the Reading Instructional Framework.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 7	Refining the school-wide Instructional Framework and deliver professional learning on differentiation, formative assessment and the mathematics proficiencies.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	-1%
Activity 8	Plan for, and implement a differentiated professional learning plan to support staff at individual need.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> - Plan for the expenditure of funding received from DET (Mental Health Menu and Disability Inclusion Profile). - Selecting resources to better support the wellbeing needs of all students evidenced in data.
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> - Leaders will make informed decisions when selecting resources and programs for implementation at CPS. - Leaders will provide professional learning to equip staff with the skills and knowledge needed to implement specific programs and curriculum. - Teachers will confidently, effectively and proactively respond to student and family needs. - Teachers will build the social and emotional capacity of students. - Integration Aides will participate in targeted professional learning to support them in their role working with students and their families. - Students will respectfully engage with one another and to develop strategies to improve resilience. - Parents/Carers will become increasingly aware of the school's wellbeing framework and the specific resources that are available.
Success indicators	<ul style="list-style-type: none"> - Attitudes to School Survey Data - Updated Wellbeing Framework - Professional Learning Plans - Individual Education Plans and SSG Meetings
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Developing processes and refining current documentation in preparation for the Disability Inclusion roll out in 2025.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Engage external providers and programs (such as, UR Strong, Calm at the Forefront and Cool Kids) to support whole-school and individual cohort needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Update the school's Wellbeing Framework and Health Scope and Sequence to prioritise current needs, such as resilience and relationships, and the school values.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 4	Deliver professional learning (that is inclusive of our Education Support/Integration Aide team) in response to specific student needs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%

Goal 2	To maximise learning growth and achievement for all students.
12-month target 2.1 target	Year 3 - Reading Percentage of students working at a proficiency level of exceeding in Reading from 55% to 65% Year 5 - Reading Percentage of students working at a proficiency level of exceeding in Reading from 59% to 70%

	<p>Year 3 - Numeracy Percentage of students working at a proficiency level of exceeding in Numeracy from 45% to 55%</p> <p>Year 5 - Numeracy Percentage of students working at a proficiency level of exceeding in Numeracy from 48% to 60%</p>
12-month target 2.2 target	N/A - Different NAPLAN Measures
12-month target 2.3 target	<p>By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets):</p> <ul style="list-style-type: none"> - Reading from 60% (2023) to 70% or above - Measurement and Geometry from 56% (2023) to 65% or above.
KIS 2.b Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.
Actions	- Embed PLC Processes
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> - Leaders will oversee the PLC timetable and schedule. - Leaders will attend PLC Meetings to ensure accountability and further develop staff capacity. - Teachers will engage in weekly PLC Meetings focused on student assessment data. - Teachers will engage in professional readings and peer observation opportunities. - Students will be catered for at their individual point of need.
Success indicators	<ul style="list-style-type: none"> - PLC Documentation, including agendas, minutes and timetables. - Formative assessment samples. - Teacher Workplans.
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refining the PLC schedule to better align with the assessment schedule and professional learning plan.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Modify School Improvement Team structure to include the PLC Coordinator.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 3	Improve the PLC cycle to involve peer observation and opportunities to discuss professional readings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	-1%
Activity 4	Provide teaching staff with professional development focused on formative assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Mid-year monitoring

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Numeracy Goal: Increase the number of students (P - 6) working at 6 months or more above expected standard in Number and Algebra, from 64% to 75%, based on teacher judgements against the Victorian Curriculum. By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level: - 'I can recover in a short time when something bad happens to me' for boys from 80% (2023) to 90% or above, and for girls from 60% (2023) to 75% or above. - 'Students at this school treat each other with respect', from a total of 61% (2023) to 75%.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Increasing consistency of teacher practice, school-wide. - Embedding numeracy related professional development foci, and preparing for the implementation of a new mathematics curriculum. - Refining whole school literacy program and practice.
Delivery of the annual actions for this KIS	

Outcomes	<ul style="list-style-type: none"> - Leaders will develop and implement improvement plans and professional development, based on evidence, best-practice and school context. - Teachers will plan collaboratively and use the Instructional Framework to guide teaching and learning, with a specific focus on differentiation. - Students will participate in learning experiences that are engaging and targeted to their individual needs. 			
Success indicators	<ul style="list-style-type: none"> - Updated Instructional Framework. - Updated documentation and resources, reflecting the new Number and Algebra curriculum. - Improved teacher clarity and reduced variability, reflected in teacher judgements, planning documentation and PLC discussions. - Improved Attitudes to School Survey data, specifically in relation to stimulated learning. - Professional Learning Plans and Induction processes, reflecting literacy-based professional development. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deliver professional learning in relation to SURF Maths and Rich-Maths tasks to ensure consistent, embedded practice.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Implement the Mathematics 2.0 Curriculum, with a focus on Number and Algebra through the school's zoning process.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%

Activity 3	Prepare for additional areas in the Mathematics 2.0 Curriculum (Measurement, Space, Statistics and Probability) ahead of 2025 implementation.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Introducing decodable readers in Prep and Year 1.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	-1%
Activity 5	Review SMART Spelling Program in Years 2 - 6 to identify successes and areas for improvement.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 6	Provide professional learning and peer observation opportunities for all teaching staff to improve their understanding and application of the Reading Instructional Framework.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 7	Refining the school-wide Instructional Framework and deliver professional learning on differentiation, formative assessment and the mathematics proficiencies.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	-1%
Activity 8	Plan for, and implement a differentiated professional learning plan to support staff at individual need.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> - Plan for the expenditure of funding received from DET (Mental Health Menu and Disability Inclusion Profile). - Selecting resources to better support the wellbeing needs of all students evidenced in data.
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> - Leaders will make informed decisions when selecting resources and programs for implementation at CPS. - Leaders will provide professional learning to equip staff with the skills and knowledge needed to implement specific programs and curriculum. - Teachers will confidently, effectively and proactively respond to student and family needs. - Teachers will build the social and emotional capacity of students. - Integration Aides will participate in targeted professional learning to support them in their role working with students and their families. - Students will respectfully engage with one another and to develop strategies to improve resilience. - Parents/Carers will become increasingly aware of the school's wellbeing framework and the specific resources that are available.
Success indicators	<ul style="list-style-type: none"> - Attitudes to School Survey Data - Updated Wellbeing Framework - Professional Learning Plans - Individual Education Plans and SSG Meetings
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Developing processes and refining current documentation in preparation for the Disability Inclusion roll out in 2025.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Engage external providers and programs (such as, UR Strong, Calm at the Forefront and Cool Kids) to support whole-school and individual cohort needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Update the school's Wellbeing Framework and Health Scope and Sequence to prioritise current needs, such as resilience and relationships, and the school values.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 4	Deliver professional learning (that is inclusive of our Education Support/Integration Aide team) in response to specific student needs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%

Goal 2	To maximise learning growth and achievement for all students.
12-month target 2.1 target	Year 3 - Reading Percentage of students working at a proficiency level of exceeding in Reading from 55% to 65% Year 5 - Reading Percentage of students working at a proficiency level of exceeding in Reading from 59% to 70%

	<p>Year 3 - Numeracy Percentage of students working at a proficiency level of exceeding in Numeracy from 45% to 55%</p> <p>Year 5 - Numeracy Percentage of students working at a proficiency level of exceeding in Numeracy from 48% to 60%</p>
12-month target 2.2 target	N/A - Different NAPLAN Measures
12-month target 2.3 target	<p>By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets):</p> <ul style="list-style-type: none"> - Reading from 60% (2023) to 70% or above - Measurement and Geometry from 56% (2023) to 65% or above.
KIS 2.b Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.
Actions	- Embed PLC Processes
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> - Leaders will oversee the PLC timetable and schedule. - Leaders will attend PLC Meetings to ensure accountability and further develop staff capacity. - Teachers will engage in weekly PLC Meetings focused on student assessment data. - Teachers will engage in professional readings and peer observation opportunities. - Students will be catered for at their individual point of need.
Success indicators	<ul style="list-style-type: none"> - PLC Documentation, including agendas, minutes and timetables. - Formative assessment samples. - Teacher Workplans.
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refining the PLC schedule to better align with the assessment schedule and professional learning plan.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Modify School Improvement Team structure to include the PLC Coordinator.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 3	Improve the PLC cycle to involve peer observation and opportunities to discuss professional readings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	-1%
Activity 4	Provide teaching staff with professional development focused on formative assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

Term 3 monitoring (optional)

Goal 1	Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.
12-month target 1.1 target	Numeracy Goal: Increase the number of students (P - 6) working at 6 months or more above expected standard in Number and Algebra, from 64% to 75%, based on teacher judgements against the Victorian Curriculum. By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level: - 'I can recover in a short time when something bad happens to me' for boys from 80% (2023) to 90% or above, and for girls from 60% (2023) to 75% or above. - 'Students at this school treat each other with respect', from a total of 61% (2023) to 75%.
KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Increasing consistency of teacher practice, school-wide. - Embedding numeracy related professional development foci, and preparing for the implementation of a new mathematics curriculum. - Refining whole school literacy program and practice.
Delivery of the annual actions for this KIS	

Outcomes	<ul style="list-style-type: none"> - Leaders will develop and implement improvement plans and professional development, based on evidence, best-practice and school context. - Teachers will plan collaboratively and use the Instructional Framework to guide teaching and learning, with a specific focus on differentiation. - Students will participate in learning experiences that are engaging and targeted to their individual needs. 			
Success indicators	<ul style="list-style-type: none"> - Updated Instructional Framework. - Updated documentation and resources, reflecting the new Number and Algebra curriculum. - Improved teacher clarity and reduced variability, reflected in teacher judgements, planning documentation and PLC discussions. - Improved Attitudes to School Survey data, specifically in relation to stimulated learning. - Professional Learning Plans and Induction processes, reflecting literacy-based professional development. 			
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deliver professional learning in relation to SURF Maths and Rich-Maths tasks to ensure consistent, embedded practice.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Implement the Mathematics 2.0 Curriculum, with a focus on Number and Algebra through the school's zoning process.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%

Activity 3	Prepare for additional areas in the Mathematics 2.0 Curriculum (Measurement, Space, Statistics and Probability) ahead of 2025 implementation.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Introducing decodable readers in Prep and Year 1.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	-1%
Activity 5	Review SMART Spelling Program in Years 2 - 6 to identify successes and areas for improvement.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 6	Provide professional learning and peer observation opportunities for all teaching staff to improve their understanding and application of the Reading Instructional Framework.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 7	Refining the school-wide Instructional Framework and deliver professional learning on differentiation, formative assessment and the mathematics proficiencies.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	-1%
Activity 8	Plan for, and implement a differentiated professional learning plan to support staff at individual need.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment	
Actions	<ul style="list-style-type: none"> - Plan for the expenditure of funding received from DET (Mental Health Menu and Disability Inclusion Profile). - Selecting resources to better support the wellbeing needs of all students evidenced in data.
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> - Leaders will make informed decisions when selecting resources and programs for implementation at CPS. - Leaders will provide professional learning to equip staff with the skills and knowledge needed to implement specific programs and curriculum. - Teachers will confidently, effectively and proactively respond to student and family needs. - Teachers will build the social and emotional capacity of students. - Integration Aides will participate in targeted professional learning to support them in their role working with students and their families. - Students will respectfully engage with one another and to develop strategies to improve resilience. - Parents/Carers will become increasingly aware of the school's wellbeing framework and the specific resources that are available.
Success indicators	<ul style="list-style-type: none"> - Attitudes to School Survey Data - Updated Wellbeing Framework - Professional Learning Plans - Individual Education Plans and SSG Meetings
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Developing processes and refining current documentation in preparation for the Disability Inclusion roll out in 2025.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Engage external providers and programs (such as, UR Strong, Calm at the Forefront and Cool Kids) to support whole-school and individual cohort needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Update the school's Wellbeing Framework and Health Scope and Sequence to prioritise current needs, such as resilience and relationships, and the school values.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 4	Deliver professional learning (that is inclusive of our Education Support/Integration Aide team) in response to specific student needs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%

Goal 2	To maximise learning growth and achievement for all students.
12-month target 2.1 target	Year 3 - Reading Percentage of students working at a proficiency level of exceeding in Reading from 55% to 65% Year 5 - Reading Percentage of students working at a proficiency level of exceeding in Reading from 59% to 70%

	<p>Year 3 - Numeracy Percentage of students working at a proficiency level of exceeding in Numeracy from 45% to 55%</p> <p>Year 5 - Numeracy Percentage of students working at a proficiency level of exceeding in Numeracy from 48% to 60%</p>
12-month target 2.2 target	N/A - Different NAPLAN Measures
12-month target 2.3 target	<p>By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets):</p> <ul style="list-style-type: none"> - Reading from 60% (2023) to 70% or above - Measurement and Geometry from 56% (2023) to 65% or above.
KIS 2.b Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.
Actions	- Embed PLC Processes
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> - Leaders will oversee the PLC timetable and schedule. - Leaders will attend PLC Meetings to ensure accountability and further develop staff capacity. - Teachers will engage in weekly PLC Meetings focused on student assessment data. - Teachers will engage in professional readings and peer observation opportunities. - Students will be catered for at their individual point of need.
Success indicators	<ul style="list-style-type: none"> - PLC Documentation, including agendas, minutes and timetables. - Formative assessment samples. - Teacher Workplans.
Enablers	
Barriers	
Commentary on progress	

Future planning				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refining the PLC schedule to better align with the assessment schedule and professional learning plan.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Modify School Improvement Team structure to include the PLC Coordinator.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 3	Improve the PLC cycle to involve peer observation and opportunities to discuss professional readings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	-1%
Activity 4	Provide teaching staff with professional development focused on formative assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2024

End-of-year monitoring

Goal 1	<p>Priorities goal In 2024 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the priorities goal, a learning key improvement strategy and a wellbeing key improvement strategy.</p>
12-month target 1.1 target	<p>Numeracy Goal: Increase the number of students (P - 6) working at 6 months or more above expected standard in Number and Algebra, from 64% to 75%, based on teacher judgements against the Victorian Curriculum.</p> <p>By 2024 increase the percentage of positive endorsement in the student AToSS—question specific level: - 'I can recover in a short time when something bad happens to me' for boys from 80% (2023) to 90% or above, and for girls from 60% (2023) to 75% or above. - 'Students at this school treat each other with respect', from a total of 61% (2023) to 75%.</p>
Has this 12-month target been met	Not Met
<p>KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ul style="list-style-type: none"> - Increasing consistency of teacher practice, school-wide. - Embedding numeracy related professional development foci, and preparing for the implementation of a new mathematics curriculum. - Refining whole school literacy program and practice.

Delivery of the annual actions for this KIS				
Outcomes	<ul style="list-style-type: none"> - Leaders will develop and implement improvement plans and professional development, based on evidence, best-practice and school context. - Teachers will plan collaboratively and use the Instructional Framework to guide teaching and learning, with a specific focus on differentiation. - Students will participate in learning experiences that are engaging and targeted to their individual needs. 			
Success indicators	<ul style="list-style-type: none"> - Updated Instructional Framework. - Updated documentation and resources, reflecting the new Number and Algebra curriculum. - Improved teacher clarity and reduced variability, reflected in teacher judgements, planning documentation and PLC discussions. - Improved Attitudes to School Survey data, specifically in relation to stimulated learning. - Professional Learning Plans and Induction processes, reflecting literacy-based professional development. 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Deliver professional learning in relation to SURF Maths and Rich-Maths tasks to ensure consistent, embedded practice.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 2	Implement the Mathematics 2.0 Curriculum, with a focus on Number and Algebra through the school's zoning process.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%

Activity 3	Prepare for additional areas in the Mathematics 2.0 Curriculum (Measurement, Space, Statistics and Probability) ahead of 2025 implementation.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Numeracy leader	from: Term 1 to: Term 4	-1%
Activity 4	Introducing decodable readers in Prep and Year 1.	<input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 1	-1%
Activity 5	Review SMART Spelling Program in Years 2 - 6 to identify successes and areas for improvement.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 6	Provide professional learning and peer observation opportunities for all teaching staff to improve their understanding and application of the Reading Instructional Framework.	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 4	-1%
Activity 7	Refining the school-wide Instructional Framework and deliver professional learning on differentiation, formative assessment and the mathematics proficiencies.	<input checked="" type="checkbox"/> School improvement team	from: Term 1 to: Term 2	-1%
Activity 8	Plan for, and implement a differentiated professional learning plan to support staff at individual need.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
KIS 1.b The strategic direction and deployment of resources to	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			

create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment				
Actions	<ul style="list-style-type: none"> - Plan for the expenditure of funding received from DET (Mental Health Menu and Disability Inclusion Profile). - Selecting resources to better support the wellbeing needs of all students evidenced in data. 			
Delivery of the annual actions for this KIS				
Outcomes	<ul style="list-style-type: none"> - Leaders will make informed decisions when selecting resources and programs for implementation at CPS. - Leaders will provide professional learning to equip staff with the skills and knowledge needed to implement specific programs and curriculum. - Teachers will confidently, effectively and proactively respond to student and family needs. - Teachers will build the social and emotional capacity of students. - Integration Aides will participate in targeted professional learning to support them in their role working with students and their families. - Students will respectfully engage with one another and to develop strategies to improve resilience. - Parents/Carers will become increasingly aware of the school's wellbeing framework and the specific resources that are available. 			
Success indicators	<ul style="list-style-type: none"> - Attitudes to School Survey Data - Updated Wellbeing Framework - Professional Learning Plans - Individual Education Plans and SSG Meetings 			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete

Activity 1	Developing processes and refining current documentation in preparation for the Disability Inclusion roll out in 2025.	<input checked="" type="checkbox"/> Disability inclusion coordinator <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Engage external providers and programs (such as, UR Strong, Calm at the Forefront and Cool Kids) to support whole-school and individual cohort needs.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leading teacher(s) <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 3	Update the school's Wellbeing Framework and Health Scope and Sequence to prioritise current needs, such as resilience and relationships, and the school values.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Wellbeing team <input checked="" type="checkbox"/> All staff	from: Term 1 to: Term 4	-1%
Activity 4	Deliver professional learning (that is inclusive of our Education Support/Integration Aide team) in response to specific student needs.	<input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Education support	from: Term 1 to: Term 4	-1%

Goal 2	To maximise learning growth and achievement for all students.
12-month target 2.1 target	<p>Year 3 - Reading Percentage of students working at a proficiency level of exceeding in Reading from 55% to 65%</p> <p>Year 5 - Reading Percentage of students working at a proficiency level of exceeding in Reading from 59% to 70%</p> <p>Year 3 - Numeracy Percentage of students working at a proficiency level of exceeding in Numeracy from 45% to 55%</p>

	Year 5 - Numeracy Percentage of students working at a proficiency level of exceeding in Numeracy from 48% to 60%
Has this 12-month target been met	Not Met
12-month target 2.2 target	N/A - Different NAPLAN Measures
Has this 12-month target been met	Not Met
12-month target 2.3 target	By 2024 increase the percentage of students across the school (Prep to Year 6) achieving above age expected level in teacher judgement (based on triangulated, norm referenced/standards-based data sets): - Reading from 60% (2023) to 70% or above - Measurement and Geometry from 56% (2023) to 65% or above.
Has this 12-month target been met	Not Met
KIS 2.b Curriculum planning and assessment	To build the capacity of teachers to utilise data and differentiate learning.
Actions	- Embed PLC Processes
Delivery of the annual actions for this KIS	
Outcomes	- Leaders will oversee the PLC timetable and schedule. - Leaders will attend PLC Meetings to ensure accountability and further develop staff capacity. - Teachers will engage in weekly PLC Meetings focused on student assessment data. - Teachers will engage in professional readings and peer observation opportunities. - Students will be catered for at their individual point of need.
Success indicators	- PLC Documentation, including agendas, minutes and timetables. - Formative assessment samples. - Teacher Workplans.

Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Refining the PLC schedule to better align with the assessment schedule and professional learning plan.	<input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 2	Modify School Improvement Team structure to include the PLC Coordinator.	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	-1%
Activity 3	Improve the PLC cycle to involve peer observation and opportunities to discuss professional readings.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> PLC leaders <input checked="" type="checkbox"/> Curriculum co-ordinator (s)	from: Term 1 to: Term 4	-1%
Activity 4	Provide teaching staff with professional development focused on formative assessment.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Future planning	
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Monitoring and Self-assessment - 2024

SEIL Feedback