

Monitoring and Assessment - 2023

Merrivale Primary School (4215)



Submitted for review by Simon Perry (School Principal) on 11 July, 2023 at 11:47 AM

Endorsed by Cherie Kilpatrick (Senior Education Improvement Leader) on 24 July, 2023 at 06:31 PM

Endorsed by Linton Hall (School Council President) on 01 August, 2023 at 02:48 PM

Term 2 Monitoring submitted by Simon Perry (School Principal) on 01 August, 2023 at 01:03 PM

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>The percentage of Year 3 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 70% in 2022, to 75% in 2023 • Numeracy, from 39% in 2022, to 50% in 2023 <p>The percentage of Year 5 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 40% in 2022, to 50% in 2023 • Numeracy, from 13% in 2022, to 25% in 2023 <p>The percentage of P-6 students assessed via teacher assessments against the Victorian Curriculum (VC) At or above age expected level:</p> <ul style="list-style-type: none"> • Reading and Viewing from 85% in 2022 to 90% in 2023 • Writing from 76% in 2022 to 80% in 2023 • Number and Algebra from 86% in 2022 to 90% in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to apply evidence-based literacy teaching strategies with the support of the teaching partners (DSSI).
Outcomes	<ul style="list-style-type: none"> - All students receive differentiated literacy teaching and support - Students articulate the literacy lesson structure - Teaching Partners support teachers and leaders to refine the literacy instructional model based on current best practices - Teaching Partners coach P-2 teachers to embed the literacy instructional model and current best practices in Reading - Teachers consistently and explicitly implement the school's literacy instructional model P-6 - Teachers conduct regular reading conferences with students, set learning goals, model strategies and provide feedback to students

	<ul style="list-style-type: none"> - Teachers implement agreed assessment strategies, with a focus on formative assessment, moderation and differentiation, and how these strategies could be used to evaluate and plan student learning - Teachers prioritize planning and meeting time to discuss student learning rather than administrative matters - Leaders refer to evidence and research to support their decisions - Leaders collaborate with teaching partners to develop the literacy instructional model and current best practices - Leaders support all staff to apply the literacy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Teachers engaging positively in coaching with teaching partners implement reading IM and strengthening approaches to teaching Reading and Spelling - Teacher partner 5 week action plans are reviewed by SIT and implemented by staff - Evidence of shared library storing professional readings to literacy - Evidence of professional learning in PL/PLC - Observations and notes from learning walks reflect changes in reading practices <p>Late Indicators</p> <ul style="list-style-type: none"> - Peer observations reflect staff implementing the literacy instructional model - Planners reflect the instructional model - Evidence in planners that reading (Literacy) strategies are being included 			
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	Implement DSSI action plans and exit plan - see extensive DSSI planning and monitoring documents and sample plans attached	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement Big Life initiative in collaboration with the Big Life Community of Practice Schools			
Outcomes	<p>Student will be able to build their resilience capacity and respond to situations appropriately Students will articulate the language of zones of regulation Students will learn and practice self-regulating behaviours Students will participate in Big Life boosts/lessons and be encouraged to apply learnt skills to all aspects of school and home life</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs including de-escalation and calming strategies Teachers will engage in professional learning to build their capacity to implement health and wellbeing across the curriculum Teachers will support parents to engage in the available parent resources and website supports Teachers will implement the Zones of regulation Language and behaviours in classrooms Teachers will work collaboratively with Big Life Team and Other Wellbeing leaders across primary schools Teachers will implement Big Life Boost into classrooms and communicate to parents</p> <p>Leaders will engage the Big Life team/educator (Danielle) to support health and wellbeing delivery across the school Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders will directly support students' mental health and/or provide referrals Leaders will create and promote opportunities for parents to engage in parent education forums Leaders will support Big Life CoP Champion to conduct peer observations/learning walks</p>			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p>			

	<p>Student support resources displayed around the school will show how students can seek support and will support learning Staff and Student survey developed, administered and evaluated once a semester Big Life Meetings including collaborative planning, will be scheduled and documented</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability School Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: Social Engagement, sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion positive endorsement will show increase in %.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Implement our Big Life Map (Footpath) and Actions 2023 - see planning and monitoring documents attached	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Mid-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>The percentage of Year 3 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 70% in 2022, to 75% in 2023 • Numeracy, from 39% in 2022, to 50% in 2023 <p>The percentage of Year 5 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 40% in 2022, to 50% in 2023 • Numeracy, from 13% in 2022, to 25% in 2023 <p>The percentage of P-6 students assessed via teacher assessments against the Victorian Curriculum (VC) At or above age expected level:</p> <ul style="list-style-type: none"> • Reading and Viewing from 85% in 2022 to 90% in 2023 • Writing from 76% in 2022 to 80% in 2023 • Number and Algebra from 86% in 2022 to 90% in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to apply evidence-based literacy teaching strategies with the support of the teaching partners (DSSI).
Outcomes	<ul style="list-style-type: none"> - All students receive differentiated literacy teaching and support - Students articulate the literacy lesson structure - Teaching Partners support teachers and leaders to refine the literacy instructional model based on current best practices - Teaching Partners coach P-2 teachers to embed the literacy instructional model and current best practices in Reading - Teachers consistently and explicitly implement the school's literacy instructional model P-6 - Teachers conduct regular reading conferences with students, set learning goals, model strategies and provide feedback to students

	<ul style="list-style-type: none"> - Teachers implement agreed assessment strategies, with a focus on formative assessment, moderation and differentiation, and how these strategies could be used to evaluate and plan student learning - Teachers prioritize planning and meeting time to discuss student learning rather than administrative matters - Leaders refer to evidence and research to support their decisions - Leaders collaborate with teaching partners to develop the literacy instructional model and current best practices - Leaders support all staff to apply the literacy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities
<p>Success Indicators</p>	<p>Early Indicators</p> <ul style="list-style-type: none"> - Teachers engaging positively in coaching with teaching partners implement reading IM and strengthening approaches to teaching Reading and Spelling - Teacher partner 5 week action plans are reviewed by SIT and implemented by staff - Evidence of shared library storing professional readings to literacy - Evidence of professional learning in PL/PLC - Observations and notes from learning walks reflect changes in reading practices <p>Late Indicators</p> <ul style="list-style-type: none"> - Peer observations reflect staff implementing the literacy instructional model - Planners reflect the instructional model - Evidence in planners that reading (Literacy) strategies are being included
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change

	<input checked="" type="checkbox"/> Workforce stability and effective change management practices			
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Other None			
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	Refer to DSSI exit plan			
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	Refer -DSSI exit plan -Mid-Year Strengths Raw Data from Google Form Staff Check in			
OPTIONAL: Upload Evidence	1. MID-YEAR STRENGTHS Google Form.pdf (0.33 MB)			
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Implement DSSI action plans and exit plan - see extensive DSSI planning and monitoring documents and sample plans attached	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	75%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement Big Life initiative in collaboration with the Big Life Community of Practice Schools			
Outcomes	<p>Student will be able to build their resilience capacity and respond to situations appropriately Students will articulate the language of zones of regulation Students will learn and practice self -regulating behaviours Students will participate in Big Life boosts/lessons and be encouraged to apply learnt skills to all aspects of school and home life</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs including de-escalation and calming strategies Teachers will engage in professional learning to build their capacity to implement health and wellbeing across the curriculum Teachers will support parents to engage in the available parent resources and website supports Teachers will implement the Zones of regulation Language and behaviours in classrooms Teachers will work collaboratively with Big Life Team and Other Wellbeing leaders across primary schools Teachers will implement Big Life Boost into classrooms and communicate to parents</p> <p>Leaders will engage the Big Life team/educator (Danielle) to support health and wellbeing delivery across the school Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders will directly support students' mental health and/or provide referrals Leaders will create and promote opportunities for parents to engage in parent education forums Leaders will support Big Life CoP Champion to conduct peer observations/learning walks</p>			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p>			

	<p>Student support resources displayed around the school will show how students can seek support and will support learning Staff and Student survey developed, administered and evaluated once a semester Big Life Meetings including collaborative planning, will be scheduled and documented</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability School Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: Social Engagement, sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion positive endorsement will show increase in %.</p>
<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Other <p>None this work is ongoing and ever changing</p>

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Refer to attached</p> <ul style="list-style-type: none"> -Big Life road map, actions and Health and Wellbeing Plans in place -Mid-Year Strengths Raw Data from Google Form Staff Check in 			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>Refer to attached</p> <ul style="list-style-type: none"> -Big Life road map, actions and Health and Wellbeing Plans in place -Mid-Year Strengths Raw Data from Google Form Staff Check in 			
<p>OPTIONAL: Upload Evidence</p>	<ol style="list-style-type: none"> 1. Big Life Actions 2023.pdf (1.01 MB) 2. BL Footpath 2023.PNG (0.19 MB) 3. Merrivale Primary Brochure NO Trim.pdf (7.19 MB) 4. MID-YEAR STRENGTHS Google Form.pdf (0.33 MB) 			
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Implement our Big Life Map (Footpath) and Actions 2023 - see planning and monitoring documents attached	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%

Monitoring and Assessment - 2023

Term 3 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Teachers engaging positively in coaching with teaching partners implement reading IM and strengthening approaches to teaching Reading and Spelling - Teacher partner 5 week action plans are reviewed by SIT and implemented by staff - Evidence of shared library storing professional readings to literacy - Evidence of professional learning in PL/PLC - Observations and notes from learning walks reflect changes in reading practices <p>Late Indicators</p> <ul style="list-style-type: none"> - Peer observations reflect staff implementing the literacy instructional model - Planners reflect the instructional model - Evidence in planners that reading (Literacy) strategies are being included
Delivery of the annual actions for this KIS	Completed
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	<input checked="" type="checkbox"/> Workforce stability and effective change management practices			
Barriers <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<input checked="" type="checkbox"/> Other None this work is going great			
Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	-Refer to SIT meeting minutes and data			
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Implement DSSI action plans and exit plan - see extensive DSSI planning and monitoring documents and sample plans attached	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	75%
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Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p>			

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<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	
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<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> 	

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Activity 1	Implement our Big Life Map (Footpath) and Actions 2023 - see planning and monitoring documents attached	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%

Monitoring and Assessment - 2023

End-of-year monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
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Has this 12 month target met	Not Met
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to apply evidence-based literacy teaching strategies with the support of the teaching partners (DSSI).
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<p>Delivery of the annual actions for this KIS</p>	<p>Completed</p>
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	
<p>Barriers</p>	

<ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 				
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 				
<p>OPTIONAL: Upload Evidence</p>				
<p>Activities and Milestones</p>	<p>Activity</p>	<p>Who</p>	<p>When</p>	<p>Percentage complete</p>

Activity 1	Implement DSSI action plans and exit plan - see extensive DSSI planning and monitoring documents and sample plans attached	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	75%
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Actions	Implement Big Life initiative in collaboration with the Big Life Community of Practice Schools			
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<ul style="list-style-type: none"> • <i>What is the evidence?</i> 				
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Implement our Big Life Map (Footpath) and Actions 2023 - see planning and monitoring documents attached	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	75%

Monitoring and Assessment - 2023

Mid Term 1 monitoring monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>The percentage of Year 3 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 70% in 2022, to 75% in 2023 • Numeracy, from 39% in 2022, to 50% in 2023 <p>The percentage of Year 5 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 40% in 2022, to 50% in 2023 • Numeracy, from 13% in 2022, to 25% in 2023 <p>The percentage of P-6 students assessed via teacher assessments against the Victorian Curriculum (VC) At or above age expected level:</p> <ul style="list-style-type: none"> • Reading and Viewing from 85% in 2022 to 90% in 2023 • Writing from 76% in 2022 to 80% in 2023 • Number and Algebra from 86% in 2022 to 90% in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to apply evidence-based literacy teaching strategies with the support of the teaching partners (DSSI).
Outcomes	<ul style="list-style-type: none"> - All students receive differentiated literacy teaching and support - Students articulate the literacy lesson structure - Teaching Partners support teachers and leaders to refine the literacy instructional model based on current best practices - Teaching Partners coach P-2 teachers to embed the literacy instructional model and current best practices in Reading - Teachers consistently and explicitly implement the school's literacy instructional model P-6 - Teachers conduct regular reading conferences with students, set learning goals, model strategies and provide feedback to students

	<ul style="list-style-type: none"> - Teachers implement agreed assessment strategies, with a focus on formative assessment, moderation and differentiation, and how these strategies could be used to evaluate and plan student learning - Teachers prioritize planning and meeting time to discuss student learning rather than administrative matters - Leaders refer to evidence and research to support their decisions - Leaders collaborate with teaching partners to develop the literacy instructional model and current best practices - Leaders support all staff to apply the literacy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Teachers engaging positively in coaching with teaching partners implement reading IM and strengthening approaches to teaching Reading and Spelling - Teacher partner 5 week action plans are reviewed by SIT and implemented by staff - Evidence of shared library storing professional readings to literacy - Evidence of professional learning in PL/PLC - Observations and notes from learning walks reflect changes in reading practices <p>Late Indicators</p> <ul style="list-style-type: none"> - Peer observations reflect staff implementing the literacy instructional model - Planners reflect the instructional model - Evidence in planners that reading (Literacy) strategies are being included 			
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	Implement DSSI action plans and exit plan - see extensive DSSI planning and monitoring documents and sample plans attached	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement Big Life initiative in collaboration with the Big Life Community of Practice Schools			
Outcomes	<p>Student will be able to build their resilience capacity and respond to situations appropriately Students will articulate the language of zones of regulation Students will learn and practice self -regulating behaviours Students will participate in Big Life boosts/lessons and be encouraged to apply learnt skills to all aspects of school and home life</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs including de-escalation and calming strategies Teachers will engage in professional learning to build their capacity to implement health and wellbeing across the curriculum Teachers will support parents to engage in the available parent resources and website supports Teachers will implement the Zones of regulation Language and behaviours in classrooms Teachers will work collaboratively with Big Life Team and Other Wellbeing leaders across primary schools Teachers will implement Big Life Boost into classrooms and communicate to parents</p> <p>Leaders will engage the Big Life team/educator (Danielle) to support health and wellbeing delivery across the school Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders will directly support students' mental health and/or provide referrals Leaders will create and promote opportunities for parents to engage in parent education forums Leaders will support Big Life CoP Champion to conduct peer observations/learning walks</p>			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p>			

	<p>Student support resources displayed around the school will show how students can seek support and will support learning Staff and Student survey developed, administered and evaluated once a semester Big Life Meetings including collaborative planning, will be scheduled and documented</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability School Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: Social Engagement, sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion positive endorsement will show increase in %.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Implement our Big Life Map (Footpath) and Actions 2023 - see planning and monitoring documents attached	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Mid Term 2 monitoring monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>The percentage of Year 3 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 70% in 2022, to 75% in 2023 • Numeracy, from 39% in 2022, to 50% in 2023 <p>The percentage of Year 5 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 40% in 2022, to 50% in 2023 • Numeracy, from 13% in 2022, to 25% in 2023 <p>The percentage of P-6 students assessed via teacher assessments against the Victorian Curriculum (VC) At or above age expected level:</p> <ul style="list-style-type: none"> • Reading and Viewing from 85% in 2022 to 90% in 2023 • Writing from 76% in 2022 to 80% in 2023 • Number and Algebra from 86% in 2022 to 90% in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to apply evidence-based literacy teaching strategies with the support of the teaching partners (DSSI).
Outcomes	<ul style="list-style-type: none"> - All students receive differentiated literacy teaching and support - Students articulate the literacy lesson structure - Teaching Partners support teachers and leaders to refine the literacy instructional model based on current best practices - Teaching Partners coach P-2 teachers to embed the literacy instructional model and current best practices in Reading - Teachers consistently and explicitly implement the school's literacy instructional model P-6 - Teachers conduct regular reading conferences with students, set learning goals, model strategies and provide feedback to students

	<ul style="list-style-type: none"> - Teachers implement agreed assessment strategies, with a focus on formative assessment, moderation and differentiation, and how these strategies could be used to evaluate and plan student learning - Teachers prioritize planning and meeting time to discuss student learning rather than administrative matters - Leaders refer to evidence and research to support their decisions - Leaders collaborate with teaching partners to develop the literacy instructional model and current best practices - Leaders support all staff to apply the literacy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Teachers engaging positively in coaching with teaching partners implement reading IM and strengthening approaches to teaching Reading and Spelling - Teacher partner 5 week action plans are reviewed by SIT and implemented by staff - Evidence of shared library storing professional readings to literacy - Evidence of professional learning in PL/PLC - Observations and notes from learning walks reflect changes in reading practices <p>Late Indicators</p> <ul style="list-style-type: none"> - Peer observations reflect staff implementing the literacy instructional model - Planners reflect the instructional model - Evidence in planners that reading (Literacy) strategies are being included 			
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	Implement DSSI action plans and exit plan - see extensive DSSI planning and monitoring documents and sample plans attached	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement Big Life initiative in collaboration with the Big Life Community of Practice Schools			
Outcomes	<p>Student will be able to build their resilience capacity and respond to situations appropriately Students will articulate the language of zones of regulation Students will learn and practice self-regulating behaviours Students will participate in Big Life boosts/lessons and be encouraged to apply learnt skills to all aspects of school and home life</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs including de-escalation and calming strategies Teachers will engage in professional learning to build their capacity to implement health and wellbeing across the curriculum Teachers will support parents to engage in the available parent resources and website supports Teachers will implement the Zones of regulation Language and behaviours in classrooms Teachers will work collaboratively with Big Life Team and Other Wellbeing leaders across primary schools Teachers will implement Big Life Boost into classrooms and communicate to parents</p> <p>Leaders will engage the Big Life team/educator (Danielle) to support health and wellbeing delivery across the school Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders will directly support students' mental health and/or provide referrals Leaders will create and promote opportunities for parents to engage in parent education forums Leaders will support Big Life CoP Champion to conduct peer observations/learning walks</p>			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p>			

	<p>Student support resources displayed around the school will show how students can seek support and will support learning Staff and Student survey developed, administered and evaluated once a semester Big Life Meetings including collaborative planning, will be scheduled and documented</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability School Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: Social Engagement, sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion positive endorsement will show increase in %.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Implement our Big Life Map (Footpath) and Actions 2023 - see planning and monitoring documents attached	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Mid Term 3 monitoring monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>The percentage of Year 3 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 70% in 2022, to 75% in 2023 • Numeracy, from 39% in 2022, to 50% in 2023 <p>The percentage of Year 5 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 40% in 2022, to 50% in 2023 • Numeracy, from 13% in 2022, to 25% in 2023 <p>The percentage of P-6 students assessed via teacher assessments against the Victorian Curriculum (VC) At or above age expected level:</p> <ul style="list-style-type: none"> • Reading and Viewing from 85% in 2022 to 90% in 2023 • Writing from 76% in 2022 to 80% in 2023 • Number and Algebra from 86% in 2022 to 90% in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to apply evidence-based literacy teaching strategies with the support of the teaching partners (DSSI).
Outcomes	<ul style="list-style-type: none"> - All students receive differentiated literacy teaching and support - Students articulate the literacy lesson structure - Teaching Partners support teachers and leaders to refine the literacy instructional model based on current best practices - Teaching Partners coach P-2 teachers to embed the literacy instructional model and current best practices in Reading - Teachers consistently and explicitly implement the school's literacy instructional model P-6 - Teachers conduct regular reading conferences with students, set learning goals, model strategies and provide feedback to students

	<ul style="list-style-type: none"> - Teachers implement agreed assessment strategies, with a focus on formative assessment, moderation and differentiation, and how these strategies could be used to evaluate and plan student learning - Teachers prioritize planning and meeting time to discuss student learning rather than administrative matters - Leaders refer to evidence and research to support their decisions - Leaders collaborate with teaching partners to develop the literacy instructional model and current best practices - Leaders support all staff to apply the literacy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Teachers engaging positively in coaching with teaching partners implement reading IM and strengthening approaches to teaching Reading and Spelling - Teacher partner 5 week action plans are reviewed by SIT and implemented by staff - Evidence of shared library storing professional readings to literacy - Evidence of professional learning in PL/PLC - Observations and notes from learning walks reflect changes in reading practices <p>Late Indicators</p> <ul style="list-style-type: none"> - Peer observations reflect staff implementing the literacy instructional model - Planners reflect the instructional model - Evidence in planners that reading (Literacy) strategies are being included 			
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	Implement DSSI action plans and exit plan - see extensive DSSI planning and monitoring documents and sample plans attached	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement Big Life initiative in collaboration with the Big Life Community of Practice Schools			
Outcomes	<p>Student will be able to build their resilience capacity and respond to situations appropriately Students will articulate the language of zones of regulation Students will learn and practice self -regulating behaviours Students will participate in Big Life boosts/lessons and be encouraged to apply learnt skills to all aspects of school and home life</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs including de-escalation and calming strategies Teachers will engage in professional learning to build their capacity to implement health and wellbeing across the curriculum Teachers will support parents to engage in the available parent resources and website supports Teachers will implement the Zones of regulation Language and behaviours in classrooms Teachers will work collaboratively with Big Life Team and Other Wellbeing leaders across primary schools Teachers will implement Big Life Boost into classrooms and communicate to parents</p> <p>Leaders will engage the Big Life team/educator (Danielle) to support health and wellbeing delivery across the school Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders will directly support students' mental health and/or provide referrals Leaders will create and promote opportunities for parents to engage in parent education forums Leaders will support Big Life CoP Champion to conduct peer observations/learning walks</p>			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p>			

	<p>Student support resources displayed around the school will show how students can seek support and will support learning Staff and Student survey developed, administered and evaluated once a semester Big Life Meetings including collaborative planning, will be scheduled and documented</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability School Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: Social Engagement, sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion positive endorsement will show increase in %.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Implement our Big Life Map (Footpath) and Actions 2023 - see planning and monitoring documents attached	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2023

Mid Term 4 monitoring monitoring

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	<p>The percentage of Year 3 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 70% in 2022, to 75% in 2023 • Numeracy, from 39% in 2022, to 50% in 2023 <p>The percentage of Year 5 students Top 2 Bands</p> <ul style="list-style-type: none"> • Reading, from 40% in 2022, to 50% in 2023 • Numeracy, from 13% in 2022, to 25% in 2023 <p>The percentage of P-6 students assessed via teacher assessments against the Victorian Curriculum (VC) At or above age expected level:</p> <ul style="list-style-type: none"> • Reading and Viewing from 85% in 2022 to 90% in 2023 • Writing from 76% in 2022 to 80% in 2023 • Number and Algebra from 86% in 2022 to 90% in 2023
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	Build staff capability to apply evidence-based literacy teaching strategies with the support of the teaching partners (DSSI).
Outcomes	<ul style="list-style-type: none"> - All students receive differentiated literacy teaching and support - Students articulate the literacy lesson structure - Teaching Partners support teachers and leaders to refine the literacy instructional model based on current best practices - Teaching Partners coach P-2 teachers to embed the literacy instructional model and current best practices in Reading - Teachers consistently and explicitly implement the school's literacy instructional model P-6 - Teachers conduct regular reading conferences with students, set learning goals, model strategies and provide feedback to students

	<ul style="list-style-type: none"> - Teachers implement agreed assessment strategies, with a focus on formative assessment, moderation and differentiation, and how these strategies could be used to evaluate and plan student learning - Teachers prioritize planning and meeting time to discuss student learning rather than administrative matters - Leaders refer to evidence and research to support their decisions - Leaders collaborate with teaching partners to develop the literacy instructional model and current best practices - Leaders support all staff to apply the literacy instructional model by prioritising time for planning, coaching, peer observation and providing professional learning opportunities 			
Success Indicators	<p>Early Indicators</p> <ul style="list-style-type: none"> - Teachers engaging positively in coaching with teaching partners implement reading IM and strengthening approaches to teaching Reading and Spelling - Teacher partner 5 week action plans are reviewed by SIT and implemented by staff - Evidence of shared library storing professional readings to literacy - Evidence of professional learning in PL/PLC - Observations and notes from learning walks reflect changes in reading practices <p>Late Indicators</p> <ul style="list-style-type: none"> - Peer observations reflect staff implementing the literacy instructional model - Planners reflect the instructional model - Evidence in planners that reading (Literacy) strategies are being included 			
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	Implement DSSI action plans and exit plan - see extensive DSSI planning and monitoring documents and sample plans attached	<input checked="" type="checkbox"/> Leadership Partners (DSSI) <input checked="" type="checkbox"/> School Improvement Team	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Implement Big Life initiative in collaboration with the Big Life Community of Practice Schools			
Outcomes	<p>Student will be able to build their resilience capacity and respond to situations appropriately Students will articulate the language of zones of regulation Students will learn and practice self -regulating behaviours Students will participate in Big Life boosts/lessons and be encouraged to apply learnt skills to all aspects of school and home life</p> <p>Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs including de-escalation and calming strategies Teachers will engage in professional learning to build their capacity to implement health and wellbeing across the curriculum Teachers will support parents to engage in the available parent resources and website supports Teachers will implement the Zones of regulation Language and behaviours in classrooms Teachers will work collaboratively with Big Life Team and Other Wellbeing leaders across primary schools Teachers will implement Big Life Boost into classrooms and communicate to parents</p> <p>Leaders will engage the Big Life team/educator (Danielle) to support health and wellbeing delivery across the school Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Leaders will directly support students' mental health and/or provide referrals Leaders will create and promote opportunities for parents to engage in parent education forums Leaders will support Big Life CoP Champion to conduct peer observations/learning walks</p>			
Success Indicators	<p>Early indicators: Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning</p>			

	<p>Student support resources displayed around the school will show how students can seek support and will support learning Staff and Student survey developed, administered and evaluated once a semester Big Life Meetings including collaborative planning, will be scheduled and documented</p> <p>Late indicators: Victorian Curriculum: Personal and Social Capability School Staff Survey factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: Social Engagement, sense of connectedness, emotional awareness and regulation, psychological distress, resilience, sense of inclusion positive endorsement will show increase in %.</p>			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Implement our Big Life Map (Footpath) and Actions 2023 - see planning and monitoring documents attached	<input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2023

SEIL Feedback

Submitted Feedback

Thanks for completing AIP mid-year monitoring on SPOT and securing School Council endorsement of AIP. Hope you are proudly sharing progress with School Council - so much has been achieved in a relatively short time. Congratulations to you, Molly and the Merrivale team.

Submitted by Cherie Kilpatrick (SEIL) on 01 August, 2023 at 06:29 PM

Thanks for finalising AIP Simon - I have endorsed it and final step is for you to follow up with School Council President to have them endorse it also. They should have received an email to their @education email address with link to SPOT but often they'll need assistance eg from Business Manager to action this. You shared detailed and valuable reflections on Merrivale's progress to date at the mid-year collegiate group meeting. To close off on this you'll just need to complete the Mid-year monitoring on SPOT - can cut and paste, or upload as attachment, anything you prepared for the mid-cycle meeting. Select the drop down menu options that capture where the school is at with the two KIS, and tick the enablers/barriers. Again, you can refer to your DSSI exit plan and Big Life road map in the commentary text boxes rather than replicating content. Based on the recent student feedback that I have seen from Belinda and Jane (about selves as writers) it is evident that the students themselves are noticing big changes in the teaching and learning - you must all be very proud!

Submitted by Cherie Kilpatrick (SEIL) on 01 August, 2023 at 08:54 AM