

# Monitoring and Assessment - 2021

Upper Ferntree Gully Primary School (3926)



Submitted for review by Tabitha OBrien (School Principal) on 18 November, 2020 at 01:01 PM  
Endorsed by Justin Butler (Senior Education Improvement Leader) on 10 February, 2021 at 11:59 AM  
Endorsed by Malcolm Pocock (School Council President) on 25 February, 2021 at 12:02 PM  
Term 2 Monitoring submitted by Tabitha OBrien (School Principal) on 13 July, 2021 at 02:05 PM

# Monitoring and Assessment - 2021

## Term 1 monitoring (optional)

| Goal 1   | 2021 Priorities Goal  |
|--|---|
| <b>12 Month Target 1.1</b>                           | <p>3 Days focused student intervention<br/>                     PLC<br/>                     Play is the Way<br/>                     Schoolwide Positive Behaviour</p> <p>Learning<br/>                     For Students to make at least one year's learning growth in Reading and Mathematics - Using PAT data</p> <p>Numerical targets will be added after PAT testing Term 1</p>   |
| <b>KIS 1.a</b><br>Curriculum planning and assessment | Learning, catch-up and extension priority   |
| Actions  | <p>Targeted intervention through the school tutor program<br/>                     PLC to identify students in need and identify strategies to support learning<br/>                     Peer observation and coaching</p>  |
| Outcomes   | <p>Leaders will: use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills. Support the PLC process through the meeting schedule. PLC leaders will lead the PLC process.</p> <p>Teachers will: understand the structure of the pedagogical model; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons. Use assessment data to follow the PLC process.</p> <p>Students will: be able to articulate the 'usual' structure of lessons. Participate in targeted intervention.</p> |
| Success Indicators                                   | Leaders will: use multiple sources of evidence to track peer coaching/pedagogical model implementation including barriers and enablers; invite teachers to observe their classes; develop their own peer coaching skills  |

|   | <p>Success Indicators include: notes from leadership team meetings reflecting on progress; SIT meeting minutes; lesson plans and observation notes; notes from peer coaching; notes from learning walks, Meeting schedule, minutes from PLC meetings.</p> <p>Teachers will: understand the structure of the pedagogical model; establish/improve peer coaching; skills; use the pedagogical model regularly to plan and deliver lessons</p> <p>Success Indicators include: lesson plans; notes from peer coaching observations, notes from PLC and curriculum maps.</p> <p>Students will: be able to articulate the 'usual' structure of lessons</p> <p>Success Indicators could include: leader notes from conversations with students during learning walks</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                                  | Targeted intervention for students  | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0%                  |
| Activity 2                                  | Peer Observation  | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1                  | 0%                  |

|   |   |   |                                  |    |
|---|---|---|----------------------------------|----|
|   |   |   | to:<br>Term 4                    |    |
| Activity 3                                  | PLC Link learning   | <input checked="" type="checkbox"/> PLC Leaders | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| <b>KIS 1.b</b><br>Health and wellbeing      | Happy, active and healthy kids priority   |   |                                  |    |
| Actions                                     | Participate in Schoolwide Positive Behaviour development.<br>Implement Play is the Way  |   |                                  |    |
| Outcomes                                    | <p>Leaders will provide opportunities for professional learning for staff. Support staff to develop an understanding of the approaches. Support the implementation through time meeting schedules.</p> <p>Teachers will participate in professional learning around the approaches for Play is the Way and School wide positive behaviour. Develop lesson plans for their students.</p> <p>Students will be involved in Play is the Way and School wide positive behaviour and articulate the values and expectations</p> |   |                                  |    |
| Success Indicators                          | <p>Leaders: Meeting schedules, notes from profesional learning.</p> <p>Teachers: minutes from meetings, lesson plans</p> <p>Students: articulation of school values and expectations</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                             | Play is the Way Professional learning   | <input checked="" type="checkbox"/> All Staff | from:<br>Term 1<br>to:<br>Term 4 | 0%                  |
| Activity 2                             | Schoolwide Positive Behaviour   | <input checked="" type="checkbox"/> All Staff | from:<br>Term 1<br>to:<br>Term 4 | 0%                  |
| <b>KIS 1.c</b><br>Building communities | Connected schools priority  |   |                                  |                     |
| Actions                                | PLC Link  |   |                                  |                     |
| Outcomes                               | <p>Leaders will support the school and others to implement the PLC approach</p> <p>Teachers will participate in PLC, assessment data will be used to track student learning, learning tasks developed to cater to student learning needs.</p> <p>Students will participate in assessment and learning</p> |   |                                  |                     |
| Success Indicators                     | <p>Leaders - meeting minutes, schedules, observations</p> <p>Teachers, planning documents, minutes, assessment data</p> <p>Students assessment data</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                                  | PLC Link  | <input checked="" type="checkbox"/> PLC Leaders<br><input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> Principal | from:<br>Term 1<br>to:<br>Term 4 | 0%                  |
| <b>Goal 2</b>                               | Improve student learning growth for all students in Numeracy.   |  |                                  |                     |
| <b>12 Month Target 2.1</b>                  | Increase the percentage of students in the top two bands in Year 3 Numeracy from 13 per cent. (2019 - 19%)<br>Decrease the percentage of students achieving in the bottom two bands in Year 3 Numeracy from 19 per cent. (2019 - 19%)<br>Decrease the percentage of students achieving in the bottom two bands in Year 5 Numeracy from 22 per cent. (2019 - 33%)<br>Increase the percentage of students making medium to high growth in Numeracy to 75 per cent or more. (2019 - 63%) |  |                                  |                     |
| <b>12 Month Target 2.2</b>                  | Increase the positive endorsement of Academic Emphasis from 61 per cent. (2019 - 55%)<br>Increase the positive endorsement of Collective Efficacy from 77 per cent. (2019 - 56%)<br>Increase the positive endorsement of Knowledge of High Impact Teaching strategies from 67 per cent. (2019 - 80%)<br>Maintain or increase the positive endorsement of Use of High Impact Teaching strategies from 83 per cent. (2019 - 80%)  |  |                                  |                     |
| <b>12 Month Target 2.3</b>                  | Maintain or increase the percent of positive endorsement for Effective Teaching Time from 89 per cent. (2019 - 76%)   |  |                                  |                     |
| <b>KIS 2.a</b>                              | Embed the consistent implementation of the agreed instructional model (CPA).  |  |                                  |                     |

| Curriculum planning and assessment          |  |   |                 |                     |
|---|--|---|-----------------|---------------------|
| Actions                                     | Teachers will participate in peer observations and coaching. PLC will be used to reflect and drive improvement and consistency.  |   |                 |                     |
| Outcomes                                    | <p>Teachers will consistently implement the agreed instructional model.</p> <p>Teachers will observe each others practice and participate in coaching sessions.</p> <p>Teachers will reflect on their practice in PLC to improve student learning outcomes and the implementation of the instructional model.</p> <p>Students will be able to articulate a learning session and what happens during their learning time to assist them to achieve their learning goals.</p> <p>Leaders will conduct observations and give feedback to teachers on the implementation of the instructional model.</p> |   |                 |                     |
| Success Indicators                          | <p>Leaders:Peer observations will reflect the consistency of the instructional model across the school.</p> <p>Teachers:PLC sessions will document how teachers are achieving their goals for improvement.Planning will reflect the whole school instructional model. Peer observations will reflect the consistency of the instructional model across the school.Staff opinion data will show improvement</p> <p>Students: Student Attitudes to school data will show improvement.</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                                  | PLC Link Learning activities   | <input checked="" type="checkbox"/> Teacher(s)<br><input checked="" type="checkbox"/> PLC Leaders | from:<br>Term 1 | 0%                  |

|   |   |  |                                  |    |
|---|---|--|----------------------------------|----|
|   |   |  | to:<br>Term 4                    |    |
| Activity 2  | Professional Learning Communities - Moderation, reflection  | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| Activity 3  | Peer observations   | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
| <b>Goal 3</b>   | Improve student voice and agency in their learning.   |  |                                  |    |
| <b>12 Month Target 3.1</b>                                      | Maintain or increase the percent of positive endorsement for Student Voice and Agency from 82 per cent. (2019 - 65%)  |  |                                  |    |
| <b>12 Month Target 3.2</b>                                      | Maintain or increase the positive endorsement from teachers of Using Student Feedback to improve practice from 83 per cent (2019 - 60%)<br>Maintain or increase the positive endorsement from teachers of Promote Student Ownership of Learning Goals from 73 per cent (2019 - 80%)   |  |                                  |    |
| <b>KIS 3.a</b><br>Empowering students and building school pride | Embed the development of identified learning goals for all students in Literacy and Numeracy (ESBSP).   |  |                                  |    |
| Actions   | Teachers and students will participate in feedback and reflection. Professional learning for teachers and curriculum development for students.  |  |                                  |    |
| Outcomes  | The aim is that all students can identify and articulate their learning goals and how they will achieve them. Students will be able to respond to these questions: - What are you learning? Why? - How are you doing? - How do you know? - How can you improve? - Where do you go for help? Teachers will facilitate and conference with students to support them to develop their goals and share their learning with their parents. Teachers will provide feedback to students. Teachers will assist student to develop and plan to achieve their goals. Leaders will provide time and professional learning to support teachers. |  |                                  |    |



| Success Indicators                          | Students will be able to respond to these questions: during learning walks - What are you learning? Why? - How are you doing? - How do you know? - How can you improve? - Where do you go for help? teachers will facilitate: Parent conferences will be led by students. Student Voice and Agency data will improve on the attitudes to school survey. Student feedback will improve on the Staff Opinion survey. |  |                                  |                     |
|---|--|--|----------------------------------|---------------------|
| 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                                  | Peer observations  | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0%                  |
| Activity 2                                  | Professional learning on the resource Amplify and Student Voice  | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 1 | 0%                  |
| Activity 3                                  | Plan a Curriculum Map for feedback and goal setting  | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0%                  |

|            |   |  |                                  |    |
|------------|---|--|----------------------------------|----|
| Activity 4 | Professional Learning sessions on effective feedback and goal setting | <input checked="" type="checkbox"/> Teacher(s) | from:<br>Term 1<br>to:<br>Term 4 | 0% |
|------------|---|--|----------------------------------|----|

## Monitoring and Self-assessment - 2021

### SEIL Feedback

#### Submitted Feedback

It was clear during our mid cycle conversation, learning walk and through your mid year reflections that the school leadership has a strong understanding of the strengths and weaknesses of the school and priorities for the future. Whilst there are some challenges with staffing, collaborative planning taking place and learning is becoming more transparent for students. Talk for Writing has had a positive impact on the teaching of writing and aspects such as daily schedules, learning intentions and success criteria were evident in some classrooms in varying formats and levels. The relationships and warmth between teachers and students was very strong and interactions were very positive. It was pleasing to hear about the success of your three way conferences and how you plan to implement them in the coming weeks.

**Submitted by Justin Butler (SEIL) on 20 July, 2021 at 11:21 AM**