Monitoring and Assessment - 2022

Thomastown West Primary School (4999)
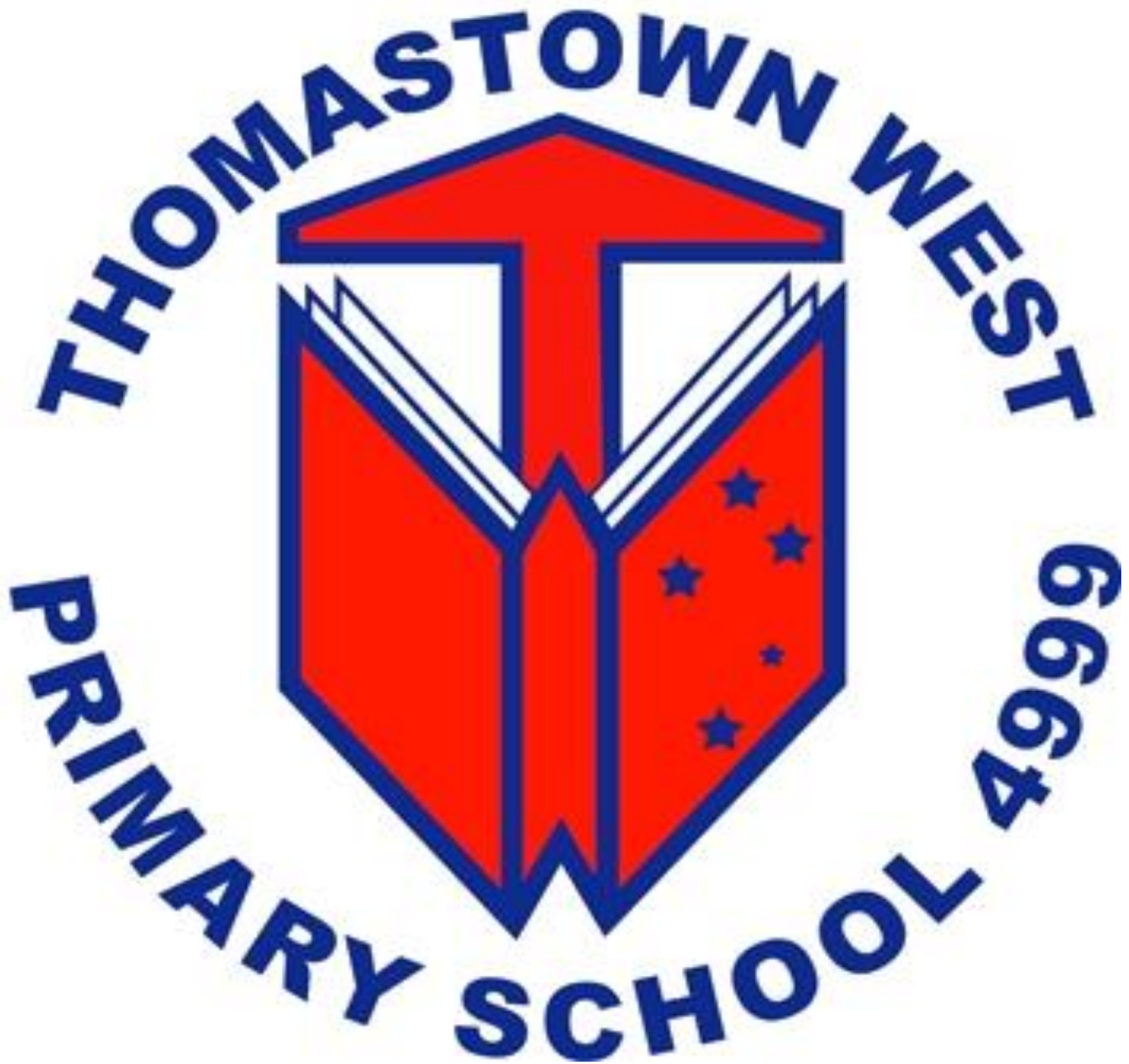
Monitoring and Assessment - 2022

Term 1 monitoring (optional)

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	***NAPLAN – Benchmark growth (all students and by priority grouping) *** By the end of 2022, the percentage of student meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 61.1 percent (2019) to 71 percent. a. Equity Funded By the end of 2022, the percentage of equity funded student meeting, or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 75 percent (2019) to 77.5 percent. b. EAL By the end of 2022, the percentage of funded EAL student meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 44.4 percent (2019) to 57.2 percent. c. Students who have remained enrolled at TWPS Year 3 to 5. By the end of 2022, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 69 percent to 72 percent. ***NAPLAN – student by band*** By the end of 2022, the percentage of student achievement as measured by in the NAPLAN bands in improve to: · Year 3 Numeracy bottom two bands from 27 percent (2019) to 21 percent. · Year 3 Numeracy top two bands from 27 percent (2019) to 34 percent. · Year 5 Numeracy bottom two bands from 22 percent (2019) to 18 percent. Year 5 Numeracy top two bands from 27 percent (2019) to 31 percent. ***Teacher Judgments – Growth*** By the end of 2022, the learning growth as measured by teacher judgment for student achieving below expected growth will decrease; · Year 1 to Year 6 Measurement and Geometry from 39.5 percent (2019*) to 32.5 percent. · Year 1 to Year 6 Number and Algebra from 38.7 percent (2019*) to 32 percent. · Year 1 to Year 6 Statistics and Probability from 51.7 percent (2019*) to 43.5 percent.
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	• Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in Numeracy that maximises student learning outcomes. • Implement the school's cycle of curriculum planning, including agreed pedagogy, assessment and review that includes monitoring the growth of all students and impact of teachers.
Outcomes	Students will: -have an increased understanding of TWPS e5 instructional model -review assessment tasks with teachers to identify next steps and monitor growth -utilise Learning Intentions and Success Criteria to review understanding and identify next step of learning.

	-provide feedback to teachers on their effectiveness of teaching and learning strategies -have the opportunity to benefit from a range of additional TWPS programs that support learning. Teachers will: -implement/trial the TWPS Numeracy Curriculum Plan -have a consistent understanding about what constitutes effective Numeracy pedagogy -monitor and utilise student achievement data to plan and drive their teaching -differentiate their teaching by using formative and summative assessment -have increased confidence to implement the TWPS e5 Instructional Model -share assessment data with students/parents and co-collaborate on learning goals -support/challenge teachers to continuously evaluate the effectiveness of their impact on learning. -create opportunities to increase student agency in Numeracy. -participate in peer observations, discuss feedback and identify opportunities to refine practice. -continue to implement strategies from a range of additional TWPS programs that support learning. -increase their capacity to utilise the VTLM to meet students point of need for learning in Numeracy. Leaders will: -review planning documents and monitor achievement data. -continue to build data literacy of staff. -establish processes and protocols for peer observations. -build the capacity of Numeracy Curriculum Team members to drive consistent Numeracy planning in Area teams. -ensure structures are in place to provide coaching, modelling and professional learning to support consistency and implementation of e5 and differentiation. -transfer knowledge and practice gained from Teaching Partners to further build leadership capacity of Learning Specialist.
Success Indicators	Semester Reports/Teacher judgements NAPLAN PAT Reading/Maths ACER eWrite Formative & Summative Data collected from Intervention PLC Essential Assessment Cars & Stars Data from DAL POS
Delivery of the annual actions for this KIS	Not Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	
Barriers • *What barriers are impeding the delivery of this KIS?*	
Commentary on progress	

• *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	
Future planning • *What action will be taken next?* • *What support is required?*	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	- Students reintroduced to TWPS e5 instructional model in numeracy (P-2) and their role within each stage of the lesson (3-6)	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	- Students co-construct individual goals, learning intentions and success criteria in numeracy. - Students trial learning reflection journals or rubrics or checklists to evaluate their progress and be aware of the next step of their numeracy learning. - Students review their numeracy common assessment tasks with their teachers.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	- Students participate in weekly numeracy formative tasks to provide feedback to teachers on the effectiveness of teaching and learning strategies.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	- Students are aware of learning data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Program.	☑ Student(s)	from: Term 2 to: Term 4	0%
Activity 5	- Teachers supported to increase understanding of e5 pedagogy in numeracy. - Teachers use e5 to create opportunities for differentiation and student agency in numeracy.	☑ Teacher(s) ☑ Student(s) ☑ PLC Leaders ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%

Activity 6	- Teachers provide 'scaffolded' opportunities for students to co-construct and reflect on their individual learning goals, learning intentions and success criteria in numeracy.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 7	- Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their numeracy learning eg. rubrics, growth point check lists, bump it up wall, etc. - Teachers ensure opportunities are provided for students to review their numeracy common assessment task performance with their teachers.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies in numeracy. - Teachers co-construct formative assessment and share student data and feedback with Area team during PLCs.	☑ Teacher(s) ☑ Student(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 9	- Teachers continue to participate in numeracy professional learning to further develop their understanding and skills in data literacy. - Teachers monitor and review data using online platforms such as SPA, Insight, Essential Assessment and PAT - Teachers utilise data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs to inform future planning and assessment.	☑ Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 10	- Teachers participate in professional learning in numeracy; including, PLCs, Peer Observations, Learning Walks and school visits.	☑ All Staff ☑ Principal ☑ Assistant Principal ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	50%
Activity 11	-Leaders support implementation of e5 instructional model in numeracy -Instructional leaders support staff and students to develop a consistent process and scope and sequence for student goal setting. -Instructional leaders support staff and students to co-construct and reflect on individual learning goals, learning intentions and success criteria. -Leaders utilise PLCs and CTs to build the capacity of Numeracy Curriculum Teams to drive consistent planning in area teams.	☑ Learning Specialist(s) ☑ Team Leader(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 12	- PCO create structures to support coaching and modelling in numeracy. - PCO provide time for SIT, Curriculum Teams and PLCs to create and share rubrics, growth point check lists and common assessment tasks in numeracy. - PCO allocate time for PLC leaders attend PLCs and team planning and moderation to ensure consistency in numeracy. - PCO provide time for SIT, Curriculum Teams and PLCs to create surveys so that teachers will receive student feedback about their effectiveness - PCO provide professional learning in numeracy: PLCs, Peer Observations, Learning Walks and school visit.	☑ Principal ☑ Assistant Principal ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 13	-Leaders reintroduce DET process and protocols for regular observations and feedback (from colleagues) in numeracy.	☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	0%

Activity 14	-SIT and Leadership team regularly review data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs.	☑ School Leadership Team ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 15	- PCO to allocate time for Teaching Partners to build capacity of leaders so that they become 'challenge' partners for teachers in PLCs. -PCO ensure structures and time is allocated for Teaching Partners to build instructional leadership of Maths Learning Specialist.	☑ Principal ☑ Teaching Partners (DSSI) ☑ Team Leader(s)	from: Term 1 to: Term 3	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	• Continue to implement existing wellbeing and mental health programs to build resilience, support wellbeing and promote positive mental health, • Further embed the positive climate for learning that promotes high expectations and high aspirations that leads to increased student agency. • Continue to improve student attendance. • Further increase Parents & Carers engagement and collaboration in their child's learning.			
Outcomes	Students will: -contribute to discussions and planning about strengthening positive school culture. -be involved in and/or lead the design and implementation of school programs and policy -participate in leadership program to build their leadership capacity -increase mental health literacy and social and emotional learning competencies -demonstrate understanding of how/where they access support for their health and wellbeing. -increase their attendance at school. Teachers will: -demonstrate their collective responsibility to uphold the shared vision, values and culture of the school. -continue to implement SWPBS and Respectful Relationships, with the addition of Berry Street and RESP trauma informed practice. -provide opportunities for students to develop and practise their leadership, voice and agency -participate in professional learning to develop staff understandings of student agency, mental health literacy and social and emotional learning competencies -teachers further develop the collaborative partnership with Parents & Carers respecting their children's learning needs, development and achievement. -implement the Student Attendance process and policies to support students to increase their attendance at school. Leaders will: -use surveys and student forums to monitor student perceptions of school culture and class practice -strongly reinforce the factors and processes that produce a positive culture across the school -use data collected through the SWPBS to monitor and minimise the risk of student disengagement. -commit to and prioritize the celebration of all student achievement and progress across, and beyond, the curriculum -sustain TWCH partnership and utilise TWCH partners for wellbeing events and activities -utilise the MHiPS project to deliver professional learning to further develop their understandings of student agency, mental health literacy and social and emotional learning competencies -participate in wellbeing networks that provide build staff capacity and provide services to students and their families. -empower the Wellbeing team to support staff with strategies to improve student attendance. -support staff to implement the Student Attendance process and policies to increase their attendance at school.			
Success Indicators	-School created surveys for students, staff and parents -Compass/Cases data -ATSS data -POS data -SOS data -PLC minutes -SEWI Curriculum Team Action Plan/Minutes/Self Evaluation			
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	-Students co-create and monitor personal wellbeing goals. -Students participate daily in mindfulness, Morning Circles and restorative practices. -Students involved in creation of Ready to learn plan, IEPs, BSPs and Safety Plans.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 2	-Students participate in planning, implementation and review of TWCH programs.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	-Students increase their understanding of SEL competencies and student agency, -Students have the opportunity to participate in Wellbeing room programs, KLNP, Excellence Program, Side by Side, RESP project or Intervention/tutoring Program. -Students participate in wellbeing events such as Harmony Day, R U OK? Day, Kindness Day, White Ribbon Day.	☑ Assistant Principal ☑ Wellbeing Team ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 4	-Students participate in student leadership program and network with student leaders in other schools. -Students are included in reporting to parents eg. newsletter and promotional material.	☑ Student(s) ☑ Student Leadership Coordinator	from: Term 1 to: Term 4	0%
Activity 5	-Student Voice team participates in learning walks -Student Voice team analyses school data and identify positives, OFI and next steps. -Student Voice team participates in discussions and surveys about learning and wellbeing (including attendance) at TWPS.	☑ Student(s)	from: Term 2 to: Term 3	0%
Activity 6	-Students participate in 7 week student-directed 'Pathways hour'.	☑ Student(s) ☑ All Staff	from: Term 3 to: Term 3	0%
Activity 7	-Teachers support students to co-create and monitor personal wellbeing goals -Teachers provide opportunities for students to participate daily in mindfulness, daily Morning Circles and restorative practices when needed. -Teachers will implement the SWPBS framework and Respectful Relationships, with the addition of Berry Street and RESP trauma informed practice. -Teachers involve students in creation of Ready to Learn plan, IEPs, BSPs and	☑ Teacher(s)	from: Term 1 to: Term 4	0%

	Safety Plans -Teachers communicate with parents using digital platforms to connect and share learning. (Compass, Class Dojo and Google Classroom).			
Activity 8	- Teachers introduce SEL competencies and provide increase opportunities for student agency in the classroom. - Teachers provide opportunities for students to participate in discussions and surveys about learning and wellbeing at TWPS. -Teachers trial the Student Agency scope and sequence -Teachers trial SEWI scope and sequence -Teachers implement Morning Circle scope and sequence. -Teachers embed TWPS Student Attendance processes and policies.	☑ Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 9	- RESP Team implements 2021 RESP project to engage parents in their child's learning. -Teachers provide opportunities for students to participate Wellbeing room programs, KLNP, Excellence Program, Side by Side, RESP project or Intervention/tutoring Program. -Teachers support students to lead events such as ANZAC day ceremony, Harmony Day, R U OK? Day, Kindness Day, White Ribbon Day.	☑ Wellbeing Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 10	-Teachers deliver student leadership program to students and provide opportunity network with student leaders in other schools. - Teachers provide opportunities for students to report to parents eg. newsletter and promotional material.	☑ Leadership Team ☑ Principal ☑ Assistant Principal	from: Term 2 to: Term 4	0%
Activity 11	- Teachers provide opportunities for students to participate in learning walks. - Teachers provide opportunities for students to analyse school data and identify positives, OFI and next steps.	☑ Teacher(s)	from: Term 2 to: Term 3	0%
Activity 12	- Teachers provide opportunities for students to participate in 7 week student-directed 'Pathways hour'.	☑ All Staff	from: Term 3 to: Term 3	0%
Activity 13	-Teachers/Wellbeing Team include students in planning, implementation and review of TWCH programs.	☑ Teacher(s) ☑ Student(s) ☑ Wellbeing Team	from: Term 2 to: Term 2	0%
Activity 14	-Leaders support staff to create opportunities to engage student leaders to elicit feedback re: student agency in the classroom. -Leaders provide structures to that teachers can communicate with parents using digital platforms to connect and share learning. (Compass, Class Dojo and Google Classroom) -Leaders provide opportunity survey, celebrate and promote positive student leaders.	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 15	-Leaders create opportunities for student leaders to meet with other student leaders to reflect on engagement and wellbeing at TWPS and the TWCH.	☑ Principal ☑ Assistant Principal	from: Term 1	0%

	-Leaders provide time for staff and students can engage in the RESP project.	☑ Leading Teacher(s)	to: Term 4	
Activity 16	-Mental Health &Wellbeing Coordinator (MHWC) contract extended -MHWC provides professional learning to further develop staff understandings of student agency, mental health literacy and social and emotional learning competencies. -MHWC provides professional learning to further develop staff understanding of student engagement and attendance. -MHWC creates opportunities for staff to participate in local school networks and school visits.	☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 17	-MHWC leads PLC with a Student agency lens via the SEWI and Inquiry Curriculum Teams. -SEWI Curriculum Team leaders review Student Attendance processes and policies.	☑ Wellbeing Team	from: Term 1 to: Term 4	0%

Goal 2	Improve literacy outcomes for all students.
12 Month Target 2.1	NAPLAN – Benchmark growth (all students and by priority grouping) By the end of 2022, the percentage of students meeting, or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 72.2% (2019) to 76.8%. · Year 3 to 5 Writing from 68.6% (2019) to 74.6% . · Year 3 to 5 Spelling from 61.1% (2019) to 68% . · Year 3 to 5 Grammar and Punctuation from 58.8% (2019) to 67% . a. Equity Funded By the end of 2022, the percentage of equity funded students meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 70.8% (2019) to 73% . · Year 3 to 5 Writing from 64.0% (2019) to 67% . · Year 3 to 5 Spelling to maintain 81.0% from 2019 · Year 3 to 5 Grammar and Punctuation from 70.8% (2019) to 73% . b. EAL By the end of 2022, the percentage of EAL students meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 89.9% (2019) to 90% . · Year 3 to 5 Writing from 55.6 % (2019) to 62.8% . · Year 3 to 5 Spelling from 100 % (2019)/ 40% (2018) to 62% . · Year 3 to 5 Grammar and Punctuation from 50.0 % (2019) to 62.5% . c. Students who have remained enrolled at TWPS Year 3 to 5. By the end of 2022, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 72 (2019) to 74% . · Year 3 to 5 Writing from 71 (2019) to 73% .
12 Month Target 2.2	NAPLAN – student by band By the end of 2022, the percentage of student achievement as measured by in the NAPLAN bands in improve to: · Year 3 Reading bottom two bands from 19% (2019) to 14%. · Year 3 Reading top two bands from 32% (2019) to 36%. · Year 5 Reading bottom two bands from 20% (2019) to 17%. · Year 5 Reading top two bands from 22% (2019) to 26%. · Year 3 Writing bottom two bands from 8% (2019) to 6%.

	· Year 3 Writing top two bands from 46% (2019) to 48%. · Year 5 Writing bottom two bands from 24% (2019) to 17%. Year 5 Writing top two bands from 11% (2019) to 15.5%.
12 Month Target 2.3	Teacher Judgments – Growth By the end of 2022, the learning growth as measured by teacher judgment for students achieving below expected growth will decrease; · Year 1 to Year 6 Reading and Viewing from 22.5% (2019*) to 21.5%. · Year 1 to Year 6 Writing from 27.6% (2019*) to 24%. · Year 1 to Year 6 Speaking and listening from 16.3%(2019*) to 15.8%. *Benchmark measure is based on the growth of English for Teacher judgment of student outcome from 2018 Semester 2 to 2019 Semester 2. The 2020 (COVID 19) growth data did not match with the school performance of 2017, 2018 and 2019. The panel agreed benchmark should be based on 2019 results).
KIS 2.a Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in Literacy that maximises student learning outcomes.
Actions	• Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Literacy • Implement the school's cycle of curriculum planning, including agreed pedagogy, assessment and review that includes monitoring the growth of all students and impact of teachers.
Outcomes	Students will: -have an increased understanding of TWPS e5 instructional model -review assessment tasks with teachers to identify next steps and monitor growth -utilise LI and SC to review understanding and identify next step of learning. -provide feedback to teachers on their effectiveness of teaching and learning strategies -have the opportunity to benefit from a range of additional TWPS programs that support learning. Teachers will: -implement/trial the TWPS Literacy Curriculum Plan -have a consistent understanding about what constitutes effective Literacy pedagogy -monitor and utilise student achievement data to plan and drive their teaching -differentiate their teaching by using formative and summative assessment -have increased confidence to implement the TWPS e5 Instructional Model -share assessment data with students/parents and co-collaborate on learning goals -support/challenge teachers to continuously evaluate the effectiveness of their impact on learning. -create opportunities to increase student agency in Literacy -participate in peer observations, discuss feedback and identify opportunities to refine practice. -continue to implement strategies from a range of additional TWPS programs that support learning. -increase their capacity to utilise the VTLM to meet students point of need for learning in Literacy. Leaders will: -continue to build data literacy of staff. -establish processes and protocols for peer observations. -build the capacity of English Curriculum team to drive consistency in English planning in Area teams. -ensure structures are in place to provide coaching, modelling and professional learning to support consistency and implementation of e5 and differentiation. -ensure structure support PLCs and CT to build teacher capacity to utilise the VTLM to meet students point of need for learning in Literacy. -ensure structure support Teaching Partners to build instructional leadership of English Curriculum Team leader and Area Team leaders.
Success Indicators	Semester Reports/Teacher judgements NAPLAN PAT Reading/Maths ACER eWrite Formative & Summative Data collected from Intervention PLC Essential Assessment

	Cars & Stars Data from DAL TWPS Staff Survey indicates leaders and teachers agree on what constitutes evidenced based teaching, learning and wellbeing practices POS
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	- Students reintroduced to TWPS e5 instructional model (P-2) and their role within each stage of the lesson (3-6).	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 2	- Students co-construct individual learning goals, learning intentions and success criteria during Literacy. - Students trial learning reflection tools (journals or rubrics or checklists, Bump it Up walls, success criteria) to evaluate their progress and be aware of the next step of their learning. - Students review their common assessment tasks with their teachers.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	- Students participate in regular formative tasks to provide feedback to teachers on the effectiveness of teaching and learning strategies - Students are aware of planning and data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Program.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 4	- Teachers increase their understanding of e5 Pedagogy in Literacy - Teachers use e5 to create opportunities for differentiation and student agency in Literacy	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	- Teachers provide 'scaffolded' opportunities for students to co-construct and reflect on learning goals, learning intentions and success criteria in Literacy - Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their learning eg. rubrics and growth point check lists, Bump it Up wall, or success criteria	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	- Teachers ensure opportunities are provided for students to review their Literacy common assessment task performance with their teams. - Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies.	☑ Teacher(s)	from: Term 1 to: Term 4	0%

Activity 7	- Teachers co-construct formative assessment and share student data and feedback with Area team during PLCs with a focus on Literacy. - Teachers continue to participate in professional learning to further develop their understanding and skills in data literacy. - Teachers monitor and review data using online platforms such as SPA, Insight and PAT Reading - Teachers utilise the data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs to inform future planning and assessment	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers participate in Literacy professional learning; including, PLCs, Peer Observations, Learning Walks and school visits.	☑ Principal ☑ Assistant Principal ☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 9	-Leaders support implementation of e5 instructional model in Literacy. -Instructional leaders support staff and students to co-construct and reflect on learning goals, learning intentions and success criteria. -Leaders utilise PLCs and CTs to build the capacity of English CT to drive consistent planning in area teams.	☑ All Staff ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	0%
Activity 10	-Leaders reintroduce DET process and protocols for regular observations and feedback (from colleagues) in Literacy.	☑ Learning Specialist(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 11	-PCO create structures to support coaching and modelling. - PCO provide time for SIT, Curriculum Teams and PLCs to create and share rubrics, growth point check lists and common assessment tasks - PCO allocate time for PLC leaders attend PLCs and team planning and moderation to ensure consistency. -PCO provide time for SIT, Curriculum Teams and PLCs to create surveys so that teachers will receive student feedback about their effectiveness in Literacy	☑ Principal ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	0%
Activity 12	SIT and Leadership team regularly review data shared by KLNP, Excellence Program or Side By Side or RESP or Intervention/Tutoring Programs.	☑ School Improvement Team ☑ School Leadership Team	from: Term 1 to: Term 4	0%
Activity 13	-PCO to allocate time for Teaching Partners to build capacity of leaders so that they become 'challenge' partners for teachers in PLCs. -PCO ensure structures and time is allocated for Teaching Partners to build instructional leadership of Literacy Leader.	☑ Principal ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

Mid-year monitoring

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
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Outcomes	Students will: -have an increased understanding of TWPS e5 instructional model -review assessment tasks with teachers to identify next steps and monitor growth -utilise Learning Intentions and Success Criteria to review understanding and identify next step of learning.

	-provide feedback to teachers on their effectiveness of teaching and learning strategies -have the opportunity to benefit from a range of additional TWPS programs that support learning. Teachers will: -implement/trial the TWPS Numeracy Curriculum Plan -have a consistent understanding about what constitutes effective Numeracy pedagogy -monitor and utilise student achievement data to plan and drive their teaching -differentiate their teaching by using formative and summative assessment -have increased confidence to implement the TWPS e5 Instructional Model -share assessment data with students/parents and co-collaborate on learning goals -support/challenge teachers to continuously evaluate the effectiveness of their impact on learning. -create opportunities to increase student agency in Numeracy. -participate in peer observations, discuss feedback and identify opportunities to refine practice. -continue to implement strategies from a range of additional TWPS programs that support learning. -increase their capacity to utilise the VTLM to meet students point of need for learning in Numeracy. Leaders will: -review planning documents and monitor achievement data. -continue to build data literacy of staff. -establish processes and protocols for peer observations. -build the capacity of Numeracy Curriculum Team members to drive consistent Numeracy planning in Area teams. -ensure structures are in place to provide coaching, modelling and professional learning to support consistency and implementation of e5 and differentiation. -transfer knowledge and practice gained from Teaching Partners to further build leadership capacity of Learning Specialist.
Success Indicators	Semester Reports/Teacher judgements NAPLAN PAT Reading/Maths ACER eWrite Formative & Summative Data collected from Intervention PLC Essential Assessment Cars & Stars Data from DAL POS
Delivery of the annual actions for this KIS	Partially Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ School review has refocussed directions for the school ☑ Positive staff culture and readiness for change ☑ Workforce stability and effective change management practices
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Time constraints i.e. not enough time allocated ☑ Change in priorities of the school i.e. school review identified new directions
Commentary on progress	- Assembled and distributed 'maths toolkits' to each classroom teacher to promote hands-on and visual modelling and learning - Documentation and Curriculum Folders developed and distributed to every classroom teacher to support teaching and learning of numeracy at TWPS. - Whole school problem solving scope and sequence implemented

• *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	- CUBES problem solving process introduced and implemented - Clear links between AIP Actions, Curriculum Team Action Plan and weekly planning to deepen understanding and strengthen through lines - Consistent whole school term and weekly maths planners that follow the e5 instructional model framework. - Increased knowledge, skills and understanding of e5 instructional model and planning of open-ended EXPLORE tasks through Curriculum Team professional learning to promote differentiation - Increased data literacy of Essential Assessment to track growth and develop consistent assessment and reporting protocols and practices. - Increased understanding, skills and knowledge of Essential Assessment to generate ZPD chart and identify students' point of need - Increased skills and understanding of data driven planning - Include 'Data sharing' as an Agenda item in Maths Curriculum Team meetings (15 mins). To build data literacy, shared responsibility and increase teacher skills and understanding across levels. - Streamlined formative and summative assessment tasks, and updated the assessment schedule to reflect school priorities. - Increase capacity and shared responsibility of Maths Curriculum Team member to become the driver within their own team (remind of assessment schedule and assessment protocols, bring curriculum folder to planning and make links to whole school goals)
Future planning • *What action will be taken next?* • *What support is required?*	- Maths Curriculum team members to experiment with student goals to promote differentiation and student agency - Maths curriculum team to develop a scope and sequence of individual student learning goals (what do goals look like from P-6) - Teachers to provide scaffolded opportunities for students to reflect on individual learning goals - Develop reciprocal feedback protocols and practices to provide teacher to student and student to teacher feedback -Implementation of CAT with rubric for whole school cross-age moderation to increase consistency, build confidence to identify students point of need and next steps, using the Sequential Learning Plan document. - Teachers to continue to build skills, knowledge and understanding of SPA, PAT and Essential Assessment to track and monitor growth
OPTIONAL: Upload Evidence	1. [2022 Assessment Schedule TWPS.docx](#) (0.11 MB) 2. [2022 Maths Action Plan.docx](#) (0.02 MB) 3. [display folders.jpg](#) (0.08 MB) 4. [Maths Curriculum Team Agenda Term 2 Week 5.docx](#) (0.26 MB) 5. [maths toolkits.jpg](#) (0.09 MB) 6. [problem solving poster TWPS version.pdf](#) (0.36 MB) 7. [Problem Solving Strategy Scope and Sequence.pdf](#) (0.81 MB)

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	- Students reintroduced to TWPS e5 instructional model in numeracy (P-2) and their role within each stage of the lesson (3-6)	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	25%
Activity 2	- Students co-construct individual goals, learning intentions and success criteria in numeracy. - Students trial learning reflection journals or rubrics or checklists to evaluate their progress and be aware of the next step of their numeracy learning. - Students review their numeracy common assessment tasks with their teachers.	☑ Student(s)	from: Term 1 to: Term 4	25%
Activity 3	- Students participate in weekly numeracy formative tasks to provide feedback to teachers on the effectiveness of teaching and learning strategies.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	50%

Activity 4	- Students are aware of learning data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Program.	☑ Student(s)	from: Term 2 to: Term 4	0%
Activity 5	- Teachers supported to increase understanding of e5 pedagogy in numeracy. - Teachers use e5 to create opportunities for differentiation and student agency in numeracy.	☑ Teacher(s) ☑ Student(s) ☑ PLC Leaders ☑ Learning Specialist(s)	from: Term 1 to: Term 4	50%
Activity 6	- Teachers provide 'scaffolded' opportunities for students to co-construct and reflect on their individual learning goals, learning intentions and success criteria in numeracy.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	50%
Activity 7	- Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their numeracy learning eg. rubrics, growth point check lists, bump it up wall, etc. - Teachers ensure opportunities are provided for students to review their numeracy common assessment task performance with their teachers.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	50%
Activity 8	- Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies in numeracy. - Teachers co-construct formative assessment and share student data and feedback with Area team during PLCs.	☑ Teacher(s) ☑ Student(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	25%
Activity 9	- Teachers continue to participate in numeracy professional learning to further develop their understanding and skills in data literacy. - Teachers monitor and review data using online platforms such as SPA, Insight, Essential Assessment and PAT - Teachers utilise data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs to inform future planning and assessment.	☑ Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	50%
Activity 10	- Teachers participate in professional learning in numeracy; including, PLCs, Peer Observations, Learning Walks and school visits.	☑ All Staff ☑ Principal ☑ Assistant Principal ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	0%
Activity 11	-Leaders support implementation of e5 instructional model in numeracy -Instructional leaders support staff and students to develop a consistent process and scope and sequence for student goal setting. -Instructional leaders support staff and students to co-construct and reflect on individual learning goals, learning intentions and success criteria. -Leaders utilise PLCs and CTs to build the capacity of Numeracy Curriculum Teams to drive consistent planning in area teams.	☑ Learning Specialist(s) ☑ Team Leader(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	50%
Activity 12	- PCO create structures to support coaching and modelling in numeracy. - PCO provide time for SIT, Curriculum Teams and PLCs to create and share	☑ Principal ☑ Assistant Principal	from: Term 1	25%

	rubrics, growth point check lists and common assessment tasks in numeracy. - PCO allocate time for PLC leaders attend PLCs and team planning and moderation to ensure consistency in numeracy. - PCO provide time for SIT, Curriculum Teams and PLCs to create surveys so that teachers will receive student feedback about their effectiveness - PCO provide professional learning in numeracy: PLCs, Peer Observations, Learning Walks and school visit.	☑ School Improvement Team	to: Term 4	
Activity 13	-Leaders reintroduce DET process and protocols for regular observations and feedback (from colleagues) in numeracy.	☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	50%
Activity 14	-SIT and Leadership team regularly review data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs.	☑ School Leadership Team ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 15	- PCO to allocate time for Teaching Partners to build capacity of leaders so that they become 'challenge' partners for teachers in PLCs. -PCO ensure structures and time is allocated for Teaching Partners to build instructional leadership of Maths Learning Specialist.	☑ Principal ☑ Teaching Partners (DSSI) ☑ Team Leader(s)	from: Term 1 to: Term 3	50%

KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable
Actions	• Continue to implement existing wellbeing and mental health programs to build resilience, support wellbeing and promote positive mental health, • Further embed the positive climate for learning that promotes high expectations and high aspirations that leads to increased student agency. • Continue to improve student attendance. • Further increase Parents & Carers engagement and collaboration in their child's learning.
Outcomes	Students will: -contribute to discussions and planning about strengthening positive school culture. -be involved in and/or lead the design and implementation of school programs and policy -participate in leadership program to build their leadership capacity -increase mental health literacy and social and emotional learning competencies -demonstrate understanding of how/where they access support for their health and wellbeing. -increase their attendance at school. Teachers will: -demonstrate their collective responsibility to uphold the shared vision, values and culture of the school. -continue to implement SWPBS and Respectful Relationships, with the addition of Berry Street and RESP trauma informed practice. -provide opportunities for students to develop and practise their leadership, voice and agency -participate in professional learning to develop staff understandings of student agency, mental health literacy and social and emotional learning competencies -teachers further develop the collaborative partnership with Parents & Carers respecting their children's learning needs, development and achievement. -implement the Student Attendance process and policies to support students to increase their attendance at school. Leaders will: -use surveys and student forums to monitor student perceptions of school culture and class practice -strongly reinforce the factors and processes that produce a positive culture across the school -use data collected through the SWPBS to monitor and minimise the risk of student disengagement. -commit to and prioritize the celebration of all student achievement and progress across, and beyond, the curriculum -sustain TWCH partnership and utilise TWCH partners for wellbeing events and activities -utilise the MHiPS project to deliver professional learning to further develop their understandings of student agency, mental health literacy and social and emotional learning competencies

	-participate in wellbeing networks that provide build staff capacity and provide services to students and their families. -empower the Wellbeing team to support staff with strategies to improve student attendance. -support staff to implement the Student Attendance process and policies to increase their attendance at school.
Success Indicators	-School created surveys for students, staff and parents -Compass/Cases data -ATSS data -POS data -SOS data -PLC minutes -SEWI Curriculum Team Action Plan/Minutes/Self Evaluation
Delivery of the annual actions for this KIS	**Partially Completed**
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ Sufficient time allocated ☑ Improvement efforts are well focussed (the school was able to prioritise well) ☑ School review has refocussed directions for the school
Barriers • *What barriers are impeding the delivery of this KIS?*	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence ☑ Staff readiness for change / limited change management and support in place
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	
Future planning • *What action will be taken next?* • *What support is required?*	
OPTIONAL: Upload Evidence	

Activities and Milestones	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	-Students co-create and monitor personal wellbeing goals. -Students participate daily in mindfulness, Morning Circles and restorative	☑ Student(s)	from: Term 1	0%

	practices. -Students involved in creation of Ready to learn plan, IEPs, BSPs and Safety Plans.		to: Term 4	
Activity 2	-Students participate in planning, implementation and review of TWCH programs.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	-Students increase their understanding of SEL competencies and student agency, -Students have the opportunity to participate in Wellbeing room programs, KLNP, Excellence Program, Side by Side, RESP project or Intervention/tutoring Program. -Students participate in wellbeing events such as Harmony Day, R U OK? Day, Kindness Day, White Ribbon Day.	☑ Assistant Principal ☑ Wellbeing Team ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 4	-Students participate in student leadership program and network with student leaders in other schools. -Students are included in reporting to parents eg. newsletter and promotional material.	☑ Student(s) ☑ Student Leadership Coordinator	from: Term 1 to: Term 4	0%
Activity 5	-Student Voice team participates in learning walks -Student Voice team analyses school data and identify positives, OFI and next steps. -Student Voice team participates in discussions and surveys about learning and wellbeing (including attendance) at TWPS.	☑ Student(s)	from: Term 2 to: Term 3	0%
Activity 6	-Students participate in 7 week student-directed 'Pathways hour'.	☑ Student(s) ☑ All Staff	from: Term 3 to: Term 3	0%
Activity 7	-Teachers support students to co-create and monitor personal wellbeing goals -Teachers provide opportunities for students to participate daily in mindfulness, daily Morning Circles and restorative practices when needed. -Teachers will implement the SWPBS framework and Respectful Relationships, with the addition of Berry Street and RESP trauma informed practice. -Teachers involve students in creation of Ready to Learn plan, IEPs, BSPs and Safety Plans -Teachers communicate with parents using digital platforms to connect and share learning. (Compass, Class Dojo and Google Classroom).	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers introduce SEL competencies and provide increase opportunities for student agency in the classroom. - Teachers provide opportunities for students to participate in discussions and surveys about learning and wellbeing at TWPS. -Teachers trial the Student Agency scope and sequence -Teachers trial SEWI scope and sequence -Teachers implement Morning Circle scope and sequence. -Teachers embed TWPS Student Attendance processes and policies.	☑ Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%

Activity 9	- RESP Team implements 2021 RESP project to engage parents in their child's learning. -Teachers provide opportunities for students to participate Wellbeing room programs, KLNP, Excellence Program, Side by Side, RESP project or Intervention/tutoring Program. -Teachers support students to lead events such as ANZAC day ceremony, Harmony Day, R U OK? Day, Kindness Day, White Ribbon Day.	☑ Wellbeing Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 10	-Teachers deliver student leadership program to students and provide opportunity network with student leaders in other schools. - Teachers provide opportunities for students to report to parents eg. newsletter and promotional material.	☑ Leadership Team ☑ Principal ☑ Assistant Principal	from: Term 2 to: Term 4	0%
Activity 11	- Teachers provide opportunities for students to participate in learning walks. - Teachers provide opportunities for students to analyse school data and identify positives, OFI and next steps.	☑ Teacher(s)	from: Term 2 to: Term 3	0%
Activity 12	- Teachers provide opportunities for students to participate in 7 week student-directed 'Pathways hour'.	☑ All Staff	from: Term 3 to: Term 3	0%
Activity 13	-Teachers/Wellbeing Team include students in planning, implementation and review of TWCH programs.	☑ Teacher(s) ☑ Student(s) ☑ Wellbeing Team	from: Term 2 to: Term 2	0%
Activity 14	-Leaders support staff to create opportunities to engage student leaders to elicit feedback re: student agency in the classroom. -Leaders provide structures to that teachers can communicate with parents using digital platforms to connect and share learning. (Compass, Class Dojo and Google Classroom) -Leaders provide opportunity survey, celebrate and promote positive student leaders.	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 15	-Leaders create opportunities for student leaders to meet with other student leaders to reflect on engagement and wellbeing at TWPS and the TWCH. -Leaders provide time for staff and students can engage in the RESP project.	☑ Principal ☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 16	-Mental Health &Wellbeing Coordinator (MHWC) contract extended -MHWC provides professional learning to further develop staff understandings of student agency, mental health literacy and social and emotional learning competencies. -MHWC provides professional learning to further develop staff understanding of student engagement and attendance. -MHWC creates opportunities for staff to participate in local school networks and school visits.	☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 17	-MHWC leads PLC with a Student agency lens via the SEWI and Inquiry Curriculum Teams.	☑ Wellbeing Team	from: Term 1	0%

	-SEWI Curriculum Team leaders review Student Attendance processes and policies.		to: Term 4	
Goal 2	Improve literacy outcomes for all students.			
12 Month Target 2.1	NAPLAN – Benchmark growth (all students and by priority grouping) By the end of 2022, the percentage of students meeting, or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 72.2% (2019) to 76.8%. · Year 3 to 5 Writing from 68.6% (2019) to 74.6% . · Year 3 to 5 Spelling from 61.1% (2019) to 68% . · Year 3 to 5 Grammar and Punctuation from 58.8% (2019) to 67% . a. Equity Funded By the end of 2022, the percentage of equity funded students meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 70.8% (2019) to 73% . · Year 3 to 5 Writing from 64.0% (2019) to 67% . · Year 3 to 5 Spelling to maintain 81.0% from 2019 · Year 3 to 5 Grammar and Punctuation from 70.8% (2019) to 73% . b. EAL By the end of 2022, the percentage of EAL students meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 89.9% (2019) to 90% . · Year 3 to 5 Writing from 55.6 % (2019) to 62.8% . · Year 3 to 5 Spelling from 100 % (2019)/ 40% (2018) to 62% . · Year 3 to 5 Grammar and Punctuation from 50.0 % (2019) to 62.5% . c. Students who have remained enrolled at TWPS Year 3 to 5. By the end of 2022, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 72 (2019) to 74% . · Year 3 to 5 Writing from 71 (2019) to 73% .			
12 Month Target 2.2	NAPLAN – student by band By the end of 2022, the percentage of student achievement as measured by in the NAPLAN bands in improve to: · Year 3 Reading bottom two bands from 19% (2019) to 14%. · Year 3 Reading top two bands from 32% (2019) to 36%. · Year 5 Reading bottom two bands from 20% (2019) to 17%. · Year 5 Reading top two bands from 22% (2019) to 26%. · Year 3 Writing bottom two bands from 8% (2019) to 6%. · Year 3 Writing top two bands from 46% (2019) to 48%. · Year 5 Writing bottom two bands from 24% (2019) to 17%. Year 5 Writing top two bands from 11% (2019) to 15.5%.			
12 Month Target 2.3	Teacher Judgments – Growth By the end of 2022, the learning growth as measured by teacher judgment for students achieving below expected growth will decrease; · Year 1 to Year 6 Reading and Viewing from 22.5% (2019*) to 21.5%. · Year 1 to Year 6 Writing from 27.6% (2019*) to 24%. · Year 1 to Year 6 Speaking and listening from 16.3%(2019*) to 15.8%. *Benchmark measure is based on the growth of English for Teacher judgment of student outcome from 2018 Semester 2 to 2019 Semester 2. The 2020 (COVID 19) growth data did not match with the school performance of 2017, 2018 and 2019. The panel agreed benchmark should be based on 2019 results).			

KIS 2.a Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in Literacy that maximises student learning outcomes.
Actions	• Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Literacy • Implement the school's cycle of curriculum planning, including agreed pedagogy, assessment and review that includes monitoring the growth of all students and impact of teachers.
Outcomes	Students will: -have an increased understanding of TWPS e5 instructional model -review assessment tasks with teachers to identify next steps and monitor growth -utilise LI and SC to review understanding and identify next step of learning. -provide feedback to teachers on their effectiveness of teaching and learning strategies -have the opportunity to benefit from a range of additional TWPS programs that support learning. Teachers will: -implement/trial the TWPS Literacy Curriculum Plan -have a consistent understanding about what constitutes effective Literacy pedagogy -monitor and utilise student achievement data to plan and drive their teaching -differentiate their teaching by using formative and summative assessment -have increased confidence to implement the TWPS e5 Instructional Model -share assessment data with students/parents and co-collaborate on learning goals -support/challenge teachers to continuously evaluate the effectiveness of their impact on learning. -create opportunities to increase student agency in Literacy -participate in peer observations, discuss feedback and identify opportunities to refine practice. -continue to implement strategies from a range of additional TWPS programs that support learning. -increase their capacity to utilise the VTLM to meet students point of need for learning in Literacy. Leaders will: -continue to build data literacy of staff. -establish processes and protocols for peer observations. -build the capacity of English Curriculum team to drive consistency in English planning in Area teams. -ensure structures are in place to provide coaching, modelling and professional learning to support consistency and implementation of e5 and differentiation. -ensure structure support PLCs and CT to build teacher capacity to utilise the VTLM to meet students point of need for learning in Literacy. -ensure structure support Teaching Partners to build instructional leadership of English Curriculum Team leader and Area Team leaders.
Success Indicators	Semester Reports/Teacher judgements NAPLAN PAT Reading/Maths ACER eWrite Formative & Summative Data collected from Intervention PLC Essential Assessment Cars & Stars Data from DAL TWPS Staff Survey indicates leaders and teachers agree on what constitutes evidenced based teaching, learning and wellbeing practices POS
Delivery of the annual actions for this KIS	Partially Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ Sufficient budget ☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding) ☑ School review has refocussed directions for the school ☑ Positive staff culture and readiness for change

Barriers	☑ Workforce constraints i.e. change in leadership, understaffed, staff absence
• *What barriers are impeding the delivery of this KIS?*	☑ Time constraints i.e. not enough time allocated
	☑ Key Improvement Strategies' focus too broad / too ambitious
	☑ Staff readiness for change / limited change management and support in place
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	- Shift in staff mindset and the need for consistency in reading practices (staff reading survey) - Pre-data collected to inform upcoming professional learning - The sharing of data has informed the need for change and the staff recognise that need - Reading PL delivered through PLCs - Re-introduction of peer observations with a Reading focus - Peer observation feedback survey circulated, and updated peer observation template implemented based on staff feedback - English Curriculum Team purchased new F&P Kits and Guided Reading resources - Team Leaders capacity to lead change within their teams - Planning documents reflect the e5 model - Teaching partners providing modelling and coaching - Teaching partners have unpacked F&P with some staff members - English leader supported the planning of professional learning opportunities for staff along with Curriculum Team meetings - Audit of the assessment schedule - documented explicit links to various forms of assessment - Change in direction for the instructional model for Reading (decision not to use e5 for Reading)
Future planning • *What action will be taken next?* • *What support is required?*	- Building the capacity of Team Leaders to plan and lead whole school Reading PL - Team leaders creating and delivering Reading PL to staff with the support of Teaching Partners - Re-revaluate the Instructional model for Reading - Develop a shared understanding of current Reading Formative assessment practices - Consistency of sharing/co-constructing learning intentions and success criteria in Reading - Co-create student learning goals for reading using using data - Sharing assessment with students - Teachers ensure opportunities are provided for students to review their Literacy common assessment task performance with their teams. - Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies.
OPTIONAL: Upload Evidence	1. [2022 draft peer obs template.pdf](#) (0.18 MB) 2. [PEER OBSERVATION SURVEY summary.pdf](#) (0.40 MB)

Activities and Milestones	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	- Students reintroduced to TWPS e5 instructional model (P-2) and their role within each stage of the lesson (3-6).	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 2	- Students co-construct individual learning goals, learning intentions and success criteria during Literacy. - Students trial learning reflection tools (journals or rubrics or checklists, Bump it Up walls, success criteria) to evaluate their progress and be aware of the	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	25%

	next step of their learning. - Students review their common assessment tasks with their teachers.			
Activity 3	- Students participate in regular formative tasks to provide feedback to teachers on the effectiveness of teaching and learning strategies - Students are aware of planning and data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Program.	☑ Student(s)	from: Term 1 to: Term 4	25%
Activity 4	- Teachers increase their understanding of e5 Pedagogy in Literacy - Teachers use e5 to create opportunities for differentiation and student agency in Literacy	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	25%
Activity 5	- Teachers provide 'scaffolded' opportunities for students to co-construct and reflect on learning goals, learning intentions and success criteria in Literacy - Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their learning eg. rubrics and growth point check lists, Bump it Up wall, or success criteria	☑ Teacher(s)	from: Term 1 to: Term 4	50%
Activity 6	- Teachers ensure opportunities are provided for students to review their Literacy common assessment task performance with their teams. - Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies.	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	- Teachers co-construct formative assessment and share student data and feedback with Area team during PLCs with a focus on Literacy. - Teachers continue to participate in professional learning to further develop their understanding and skills in data literacy. - Teachers monitor and review data using online platforms such as SPA, Insight and PAT Reading - Teachers utilise the data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs to inform future planning and assessment	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	75%
Activity 8	- Teachers participate in Literacy professional learning; including, PLCs, Peer Observations, Learning Walks and school visits.	☑ Principal ☑ Assistant Principal ☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	50%
Activity 9	-Leaders support implementation of e5 instructional model in Literacy. -Instructional leaders support staff and students to co-construct and reflect on learning goals, learning intentions and success criteria. -Leaders utilise PLCs and CTs to build the capacity of English CT to drive consistent planning in area teams.	☑ All Staff ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	50%
Activity 10	-Leaders reintroduce DET process and protocols for regular observations and feedback (from colleagues) in Literacy.	☑ Learning Specialist(s) ☑ Assistant Principal	from: Term 1 to: Term 4	75%

Activity 11	-PCO create structures to support coaching and modelling. - PCO provide time for SIT, Curriculum Teams and PLCs to create and share rubrics, growth point check lists and common assessment tasks - PCO allocate time for PLC leaders attend PLCs and team planning and moderation to ensure consistency. -PCO provide time for SIT, Curriculum Teams and PLCs to create surveys so that teachers will receive student feedback about their effectiveness in Literacy	☑ Principal ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	50%
Activity 12	SIT and Leadership team regularly review data shared by KLNP, Excellence Program or Side By Side or RESP or Intervention/Tutoring Programs.	☑ School Improvement Team ☑ School Leadership Team	from: Term 1 to: Term 4	0%
Activity 13	-PCO to allocate time for Teaching Partners to build capacity of leaders so that they become 'challenge' partners for teachers in PLCs. -PCO ensure structures and time is allocated for Teaching Partners to build instructional leadership of Literacy Leader.	☑ Principal ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	75%

Monitoring and Assessment - 2022

Term 3 monitoring (optional)

Goal 1	**2022 Priorities Goal** Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	***NAPLAN – Benchmark growth (all students and by priority grouping) *** By the end of 2022, the percentage of student meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 61.1 percent (2019) to 71 percent. a. Equity Funded By the end of 2022, the percentage of equity funded student meeting, or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 75 percent (2019) to 77.5 percent. b. EAL By the end of 2022, the percentage of funded EAL student meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 44.4 percent (2019) to 57.2 percent. c. Students who have remained enrolled at TWPS Year 3 to 5. By the end of 2022, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 69 percent to 72 percent. ***NAPLAN – student by band*** By the end of 2022, the percentage of student achievement as measured by in the NAPLAN bands in improve to: · Year 3 Numeracy bottom two bands from 27 percent (2019) to 21 percent. · Year 3 Numeracy top two bands from 27 percent (2019) to 34 percent. · Year 5 Numeracy bottom two bands from 22 percent (2019) to 18 percent. Year 5 Numeracy top two bands from 27 percent (2019) to 31 percent. ***Teacher Judgments – Growth*** By the end of 2022, the learning growth as measured by teacher judgment for student achieving below expected growth will decrease; · Year 1 to Year 6 Measurement and Geometry from 39.5 percent (2019*) to 32.5 percent. · Year 1 to Year 6 Number and Algebra from 38.7 percent (2019*) to 32 percent. · Year 1 to Year 6 Statistics and Probability from 51.7 percent (2019*) to 43.5 percent.
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	• Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in Numeracy that maximises student learning outcomes. • Implement the school's cycle of curriculum planning, including agreed pedagogy, assessment and review that includes monitoring the growth of all students and impact of teachers.
Outcomes	Students will: -have an increased understanding of TWPS e5 instructional model -review assessment tasks with teachers to identify next steps and monitor growth -utilise Learning Intentions and Success Criteria to review understanding and identify next step of learning.

-provide feedback to teachers on their effectiveness of teaching and learning strategies
-have the opportunity to benefit from a range of additional TWPS programs that support learning.

Teachers will:
-implement/trial the TWPS Numeracy Curriculum Plan
-have a consistent understanding about what constitutes effective Numeracy pedagogy
-monitor and utilise student achievement data to plan and drive their teaching
-differentiate their teaching by using formative and summative assessment
-have increased confidence to implement the TWPS e5 Instructional Model
-share assessment data with students/parents and co-collaborate on learning goals
-support/challenge teachers to continuously evaluate the effectiveness of their impact on learning.
-create opportunities to increase student agency in Numeracy.
-participate in peer observations, discuss feedback and identify opportunities to refine practice.
-continue to implement strategies from a range of additional TWPS programs that support learning.
-increase their capacity to utilise the VTLM to meet students point of need for learning in Numeracy.

Leaders will:
-review planning documents and monitor achievement data.
-continue to build data literacy of staff.
-establish processes and protocols for peer observations.
-build the capacity of Numeracy Curriculum Team members to drive consistent Numeracy planning in Area teams.
-ensure structures are in place to provide coaching, modelling and professional learning to support consistency and implementation of e5 and differentiation.
-transfer knowledge and practice gained from Teaching Partners to further build leadership capacity of Learning Specialist.

Success Indicators	Semester Reports/Teacher judgements NAPLAN PAT Reading/Maths ACER eWrite Formative & Summative Data collected from Intervention PLC Essential Assessment Cars & Stars Data from DAL POS
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	- Students reintroduced to TWPS e5 instructional model in numeracy (P-2) and their role within each stage of the lesson (3-6)	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	- Students co-construct individual goals, learning intentions and success criteria in numeracy. - Students trial learning reflection journals or rubrics or checklists to evaluate their progress and be aware of the next step of their numeracy learning. - Students review their numeracy common assessment tasks with their teachers.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	- Students participate in weekly numeracy formative tasks to provide feedback to teachers on the effectiveness of teaching and learning strategies.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	- Students are aware of learning data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Program.	☑ Student(s)	from: Term 2 to: Term 4	0%
Activity 5	- Teachers supported to increase understanding of e5 pedagogy in numeracy. - Teachers use e5 to create opportunities for differentiation and student agency in numeracy.	☑ Teacher(s) ☑ Student(s) ☑ PLC Leaders ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	- Teachers provide 'scaffolded' opportunities for students to co-construct and reflect on their individual learning goals, learning intentions and success criteria in numeracy.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 7	- Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their numeracy learning eg. rubrics, growth point check lists, bump it up wall, etc. - Teachers ensure opportunities are provided for students to review their numeracy common assessment task performance with their teachers.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies in numeracy. - Teachers co-construct formative assessment and share student data and feedback with Area team during PLCs.	☑ Teacher(s) ☑ Student(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 9	- Teachers continue to participate in numeracy professional learning to further develop their understanding and skills in data literacy. - Teachers monitor and review data using online platforms such as SPA, Insight, Essential Assessment and PAT - Teachers utilise data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs to inform future planning and assessment.	☑ Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 10	- Teachers participate in professional learning in numeracy; including, PLCs, Peer Observations, Learning Walks and school visits.	☑ All Staff ☑ Principal ☑ Assistant Principal ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	0%

Activity 11	-Leaders support implementation of e5 instructional model in numeracy -Instructional leaders support staff and students to develop a consistent process and scope and sequence for student goal setting. -Instructional leaders support staff and students to co-construct and reflect on individual learning goals, learning intentions and success criteria. -Leaders utilise PLCs and CTs to build the capacity of Numeracy Curriculum Teams to drive consistent planning in area teams.	☑ Learning Specialist(s) ☑ Team Leader(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 12	- PCO create structures to support coaching and modelling in numeracy. - PCO provide time for SIT, Curriculum Teams and PLCs to create and share rubrics, growth point check lists and common assessment tasks in numeracy. - PCO allocate time for PLC leaders attend PLCs and team planning and moderation to ensure consistency in numeracy. - PCO provide time for SIT, Curriculum Teams and PLCs to create surveys so that teachers will receive student feedback about their effectiveness - PCO provide professional learning in numeracy: PLCs, Peer Observations, Learning Walks and school visit.	☑ Principal ☑ Assistant Principal ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 13	-Leaders reintroduce DET process and protocols for regular observations and feedback (from colleagues) in numeracy.	☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	0%
Activity 14	-SIT and Leadership team regularly review data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs.	☑ School Leadership Team ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 15	- PCO to allocate time for Teaching Partners to build capacity of leaders so that they become 'challenge' partners for teachers in PLCs. -PCO ensure structures and time is allocated for Teaching Partners to build instructional leadership of Maths Learning Specialist.	☑ Principal ☑ Teaching Partners (DSSI) ☑ Team Leader(s)	from: Term 1 to: Term 3	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	• Continue to implement existing wellbeing and mental health programs to build resilience, support wellbeing and promote positive mental health, • Further embed the positive climate for learning that promotes high expectations and high aspirations that leads to increased student agency. • Continue to improve student attendance. • Further increase Parents & Carers engagement and collaboration in their child's learning.			
Outcomes	Students will: -contribute to discussions and planning about strengthening positive school culture. -be involved in and/or lead the design and implementation of school programs and policy -participate in leadership program to build their leadership capacity -increase mental health literacy and social and emotional learning competencies -demonstrate understanding of how/where they access support for their health and wellbeing. -increase their attendance at school. Teachers will: -demonstrate their collective responsibility to uphold the shared vision, values and culture of the school. -continue to implement SWPBS and Respectful Relationships, with the addition of Berry Street and RESP trauma informed practice. -provide opportunities for students to develop and practise their leadership, voice and agency			

	-participate in professional learning to develop staff understandings of student agency, mental health literacy and social and emotional learning competencies -teachers further develop the collaborative partnership with Parents & Carers respecting their children's learning needs, development and achievement. -implement the Student Attendance process and policies to support students to increase their attendance at school. Leaders will: -use surveys and student forums to monitor student perceptions of school culture and class practice -strongly reinforce the factors and processes that produce a positive culture across the school -use data collected through the SWPBS to monitor and minimise the risk of student disengagement. -commit to and prioritize the celebration of all student achievement and progress across, and beyond, the curriculum -sustain TWCH partnership and utilise TWCH partners for wellbeing events and activities -utilise the MHiPS project to deliver professional learning to further develop their understandings of student agency, mental health literacy and social and emotional learning competencies -participate in wellbeing networks that provide build staff capacity and provide services to students and their families. -empower the Wellbeing team to support staff with strategies to improve student attendance. -support staff to implement the Student Attendance process and policies to increase their attendance at school.
Success Indicators	-School created surveys for students, staff and parents -Compass/Cases data -ATSS data -POS data -SOS data -PLC minutes -SEWI Curriculum Team Action Plan/Minutes/Self Evaluation
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	-Students co-create and monitor personal wellbeing goals. -Students participate daily in mindfulness, Morning Circles and restorative practices. -Students involved in creation of Ready to learn plan, IEPs, BSPs and Safety Plans.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 2	-Students participate in planning, implementation and review of TWCH programs.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	-Students increase their understanding of SEL competencies and student agency, -Students have the opportunity to participate in Wellbeing room programs, KLNP, Excellence Program, Side by Side, RESP project or Intervention/tutoring Program. -Students participate in wellbeing events such as Harmony Day, R U OK? Day, Kindness Day, White Ribbon Day.	☑ Assistant Principal ☑ Wellbeing Team ☑ Student(s)	from: Term 1 to: Term 4	0%

Activity	Description	Who	When	Percentage
Activity 4	-Students participate in student leadership program and network with student leaders in other schools. -Students are included in reporting to parents eg. newsletter and promotional material.	☑ Student(s) ☑ Student Leadership Coordinator	from: Term 1 to: Term 4	0%
Activity 5	-Student Voice team participates in learning walks -Student Voice team analyses school data and identify positives, OFI and next steps. -Student Voice team participates in discussions and surveys about learning and wellbeing (including attendance) at TWPS.	☑ Student(s)	from: Term 2 to: Term 3	0%
Activity 6	-Students participate in 7 week student-directed 'Pathways hour'.	☑ Student(s) ☑ All Staff	from: Term 3 to: Term 3	0%
Activity 7	-Teachers support students to co-create and monitor personal wellbeing goals -Teachers provide opportunities for students to participate daily in mindfulness, daily Morning Circles and restorative practices when needed. -Teachers will implement the SWPBS framework and Respectful Relationships, with the addition of Berry Street and RESP trauma informed practice. -Teachers involve students in creation of Ready to Learn plan, IEPs, BSPs and Safety Plans -Teachers communicate with parents using digital platforms to connect and share learning. (Compass, Class Dojo and Google Classroom).	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers introduce SEL competencies and provide increase opportunities for student agency in the classroom. - Teachers provide opportunities for students to participate in discussions and surveys about learning and wellbeing at TWPS. -Teachers trial the Student Agency scope and sequence -Teachers trial SEWI scope and sequence -Teachers implement Morning Circle scope and sequence. -Teachers embed TWPS Student Attendance processes and policies.	☑ Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 9	- RESP Team implements 2021 RESP project to engage parents in their child's learning. -Teachers provide opportunities for students to participate Wellbeing room programs, KLNP, Excellence Program, Side by Side, RESP project or Intervention/tutoring Program. -Teachers support students to lead events such as ANZAC day ceremony, Harmony Day, R U OK? Day, Kindness Day, White Ribbon Day.	☑ Wellbeing Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 10	-Teachers deliver student leadership program to students and provide opportunity network with student leaders in other schools. - Teachers provide opportunities for students to report to parents eg. newsletter and promotional material.	☑ Leadership Team ☑ Principal ☑ Assistant Principal	from: Term 2 to: Term 4	0%

Activity 11	- Teachers provide opportunities for students to participate in learning walks. - Teachers provide opportunities for students to analyse school data and identify positives, OFI and next steps.	☑ Teacher(s)	from: Term 2 to: Term 3	0%
Activity 12	- Teachers provide opportunities for students to participate in 7 week student-directed 'Pathways hour'.	☑ All Staff	from: Term 3 to: Term 3	0%
Activity 13	-Teachers/Wellbeing Team include students in planning, implementation and review of TWCH programs.	☑ Teacher(s) ☑ Student(s) ☑ Wellbeing Team	from: Term 2 to: Term 2	0%
Activity 14	-Leaders support staff to create opportunities to engage student leaders to elicit feedback re: student agency in the classroom. -Leaders provide structures to that teachers can communicate with parents using digital platforms to connect and share learning. (Compass, Class Dojo and Google Classroom) -Leaders provide opportunity survey, celebrate and promote positive student leaders.	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 15	-Leaders create opportunities for student leaders to meet with other student leaders to reflect on engagement and wellbeing at TWPS and the TWCH. -Leaders provide time for staff and students can engage in the RESP project.	☑ Principal ☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 16	-Mental Health &Wellbeing Coordinator (MHWC) contract extended -MHWC provides professional learning to further develop staff understandings of student agency, mental health literacy and social and emotional learning competencies. -MHWC provides professional learning to further develop staff understanding of student engagement and attendance. -MHWC creates opportunities for staff to participate in local school networks and school visits.	☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 17	-MHWC leads PLC with a Student agency lens via the SEWI and Inquiry Curriculum Teams. -SEWI Curriculum Team leaders review Student Attendance processes and policies.	☑ Wellbeing Team	from: Term 1 to: Term 4	0%

Goal 2	Improve literacy outcomes for all students.
12 Month Target 2.1	NAPLAN – Benchmark growth (all students and by priority grouping) By the end of 2022, the percentage of students meeting, or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 72.2% (2019) to 76.8%. · Year 3 to 5 Writing from 68.6% (2019) to 74.6% . · Year 3 to 5 Spelling from 61.1% (2019) to 68% . · Year 3 to 5 Grammar and Punctuation from 58.8% (2019) to 67% . a. Equity Funded By the end of 2022, the percentage of equity funded students meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 70.8% (2019) to 73% . · Year 3 to 5 Writing from 64.0% (2019) to 67% .

	· Year 3 to 5 Spelling to maintain 81.0% from 2019 · Year 3 to 5 Grammar and Punctuation from 70.8% (2019) to 73% . b. EAL By the end of 2022, the percentage of EAL students meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 89.9% (2019) to 90% . · Year 3 to 5 Writing from 55.6 % (2019) to 62.8% . · Year 3 to 5 Spelling from 100 % (2019)/ 40% (2018) to 62% . · Year 3 to 5 Grammar and Punctuation from 50.0 % (2019) to 62.5% . c. Students who have remained enrolled at TWPS Year 3 to 5. By the end of 2022, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 72 (2019) to 74% . · Year 3 to 5 Writing from 71 (2019) to 73% .
12 Month Target 2.2	NAPLAN – student by band By the end of 2022, the percentage of student achievement as measured by in the NAPLAN bands in improve to: · Year 3 Reading bottom two bands from 19% (2019) to 14%. · Year 3 Reading top two bands from 32% (2019) to 36%. · Year 5 Reading bottom two bands from 20% (2019) to 17%. · Year 5 Reading top two bands from 22% (2019) to 26%. · Year 3 Writing bottom two bands from 8% (2019) to 6%. · Year 3 Writing top two bands from 46% (2019) to 48%. · Year 5 Writing bottom two bands from 24% (2019) to 17%. Year 5 Writing top two bands from 11% (2019) to 15.5%.
12 Month Target 2.3	Teacher Judgments – Growth By the end of 2022, the learning growth as measured by teacher judgment for students achieving below expected growth will decrease; · Year 1 to Year 6 Reading and Viewing from 22.5% (2019*) to 21.5%. · Year 1 to Year 6 Writing from 27.6% (2019*) to 24%. · Year 1 to Year 6 Speaking and listening from 16.3%(2019*) to 15.8%. *Benchmark measure is based on the growth of English for Teacher judgment of student outcome from 2018 Semester 2 to 2019 Semester 2. The 2020 (COVID 19) growth data did not match with the school performance of 2017, 2018 and 2019. The panel agreed benchmark should be based on 2019 results).
KIS 2.a Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in Literacy that maximises student learning outcomes.
Actions	• Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Literacy • Implement the school's cycle of curriculum planning, including agreed pedagogy, assessment and review that includes monitoring the growth of all students and impact of teachers.
Outcomes	Students will: -have an increased understanding of TWPS e5 instructional model -review assessment tasks with teachers to identify next steps and monitor growth -utilise LI and SC to review understanding and identify next step of learning. -provide feedback to teachers on their effectiveness of teaching and learning strategies -have the opportunity to benefit from a range of additional TWPS programs that support learning. Teachers will: -implement/trial the TWPS Literacy Curriculum Plan -have a consistent understanding about what constitutes effective Literacy pedagogy

-monitor and utilise student achievement data to plan and drive their teaching
-differentiate their teaching by using formative and summative assessment
-have increased confidence to implement the TWPS e5 Instructional Model
-share assessment data with students/parents and co-collaborate on learning goals
-support/challenge teachers to continuously evaluate the effectiveness of their impact on learning.
-create opportunities to increase student agency in Literacy
-participate in peer observations, discuss feedback and identify opportunities to refine practice.
-continue to implement strategies from a range of additional TWPS programs that support learning.
-increase their capacity to utilise the VTLM to meet students point of need for learning in Literacy.

Leaders will:
-continue to build data literacy of staff.
-establish processes and protocols for peer observations.
-build the capacity of English Curriculum team to drive consistency in English planning in Area teams.
-ensure structures are in place to provide coaching, modelling and professional learning to support consistency and implementation of e5 and differentiation.
-ensure structure support PLCs and CT to build teacher capacity to utilise the VTLM to meet students point of need for learning in Literacy.
-ensure structure support Teaching Partners to build instructional leadership of English Curriculum Team leader and Area Team leaders.

Success Indicators	Semester Reports/Teacher judgements NAPLAN PAT Reading/Maths ACER eWrite Formative & Summative Data collected from Intervention PLC Essential Assessment Cars & Stars Data from DAL TWPS Staff Survey indicates leaders and teachers agree on what constitutes evidenced based teaching, learning and wellbeing practices POS
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	- Students reintroduced to TWPS e5 instructional model (P-2) and their role within each stage of the lesson (3-6).	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 2	- Students co-construct individual learning goals, learning intentions and success criteria during Literacy. - Students trial learning reflection tools (journals or rubrics or checklists, Bump it Up walls, success criteria) to evaluate their progress and be aware of the	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%

	next step of their learning. - Students review their common assessment tasks with their teachers.			
Activity 3	- Students participate in regular formative tasks to provide feedback to teachers on the effectiveness of teaching and learning strategies - Students are aware of planning and data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Program.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 4	- Teachers increase their understanding of e5 Pedagogy in Literacy - Teachers use e5 to create opportunities for differentiation and student agency in Literacy	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	- Teachers provide 'scaffolded' opportunities for students to co-construct and reflect on learning goals, learning intentions and success criteria in Literacy - Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their learning eg. rubrics and growth point check lists, Bump it Up wall, or success criteria	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	- Teachers ensure opportunities are provided for students to review their Literacy common assessment task performance with their teams. - Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies.	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	- Teachers co-construct formative assessment and share student data and feedback with Area team during PLCs with a focus on Literacy. - Teachers continue to participate in professional learning to further develop their understanding and skills in data literacy. - Teachers monitor and review data using online platforms such as SPA, Insight and PAT Reading - Teachers utilise the data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs to inform future planning and assessment	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers participate in Literacy professional learning; including, PLCs, Peer Observations, Learning Walks and school visits.	☑ Principal ☑ Assistant Principal ☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 9	-Leaders support implementation of e5 instructional model in Literacy. -Instructional leaders support staff and students to co-construct and reflect on learning goals, learning intentions and success criteria. -Leaders utilise PLCs and CTs to build the capacity of English CT to drive consistent planning in area teams.	☑ All Staff ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	0%
Activity 10	-Leaders reintroduce DET process and protocols for regular observations and feedback (from colleagues) in Literacy.	☑ Learning Specialist(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%

Activity 11	-PCO create structures to support coaching and modelling. - PCO provide time for SIT, Curriculum Teams and PLCs to create and share rubrics, growth point check lists and common assessment tasks - PCO allocate time for PLC leaders attend PLCs and team planning and moderation to ensure consistency. -PCO provide time for SIT, Curriculum Teams and PLCs to create surveys so that teachers will receive student feedback about their effectiveness in Literacy	☑ Principal ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	0%
Activity 12	SIT and Leadership team regularly review data shared by KLNP, Excellence Program or Side By Side or RESP or Intervention/Tutoring Programs.	☑ School Improvement Team ☑ School Leadership Team	from: Term 1 to: Term 4	0%
Activity 13	-PCO to allocate time for Teaching Partners to build capacity of leaders so that they become 'challenge' partners for teachers in PLCs. -PCO ensure structures and time is allocated for Teaching Partners to build instructional leadership of Literacy Leader.	☑ Principal ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2022

End-of-year monitoring

Goal 1	2022 Priorities Goal Some of our students have thrived in the remote learning environment, others have maintained their learning progress, and some need extra learning and wellbeing support despite the best efforts of their teachers and families. In 2022 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2022 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy. We will teach and support each student at their point of need and in line with FISO.
12 Month Target 1.1	***NAPLAN – Benchmark growth (all students and by priority grouping) *** By the end of 2022, the percentage of student meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 61.1 percent (2019) to 71 percent. a. Equity Funded By the end of 2022, the percentage of equity funded student meeting, or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 75 percent (2019) to 77.5 percent. b. EAL By the end of 2022, the percentage of funded EAL student meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 44.4 percent (2019) to 57.2 percent. c. Students who have remained enrolled at TWPS Year 3 to 5. By the end of 2022, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Numeracy from 69 percent to 72 percent. ***NAPLAN – student by band*** By the end of 2022, the percentage of student achievement as measured by in the NAPLAN bands in improve to: · Year 3 Numeracy bottom two bands from 27 percent (2019) to 21 percent. · Year 3 Numeracy top two bands from 27 percent (2019) to 34 percent. · Year 5 Numeracy bottom two bands from 22 percent (2019) to 18 percent. Year 5 Numeracy top two bands from 27 percent (2019) to 31 percent. ***Teacher Judgments – Growth*** By the end of 2022, the learning growth as measured by teacher judgment for student achieving below expected growth will decrease; · Year 1 to Year 6 Measurement and Geometry from 39.5 percent (2019*) to 32.5 percent. · Year 1 to Year 6 Number and Algebra from 38.7 percent (2019*) to 32 percent. · Year 1 to Year 6 Statistics and Probability from 51.7 percent (2019*) to 43.5 percent.
Has this 12 month target met	Not Met
KIS 1.a Priority 2022 Dimension	Learning - Support both those who need extra support and those who have thrived to continue to extend their learning, especially in numeracy
Actions	• Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in Numeracy that maximises student learning outcomes. • Implement the school's cycle of curriculum planning, including agreed pedagogy, assessment and review that includes monitoring the growth of all students and impact of teachers.
Outcomes	Students will: -have an increased understanding of TWPS e5 instructional model

-review assessment tasks with teachers to identify next steps and monitor growth
-utilise Learning Intentions and Success Criteria to review understanding and identify next step of learning.
-provide feedback to teachers on their effectiveness of teaching and learning strategies
-have the opportunity to benefit from a range of additional TWPS programs that support learning.

Teachers will:
-implement/trial the TWPS Numeracy Curriculum Plan
-have a consistent understanding about what constitutes effective Numeracy pedagogy
-monitor and utilise student achievement data to plan and drive their teaching
-differentiate their teaching by using formative and summative assessment
-have increased confidence to implement the TWPS e5 Instructional Model
-share assessment data with students/parents and co-collaborate on learning goals
-support/challenge teachers to continuously evaluate the effectiveness of their impact on learning.
-create opportunities to increase student agency in Numeracy.
-participate in peer observations, discuss feedback and identify opportunities to refine practice.
-continue to implement strategies from a range of additional TWPS programs that support learning.
-increase their capacity to utilise the VTLM to meet students point of need for learning in Numeracy.

Leaders will:
-review planning documents and monitor achievement data.
-continue to build data literacy of staff.
-establish processes and protocols for peer observations.
-build the capacity of Numeracy Curriculum Team members to drive consistent Numeracy planning in Area teams.
-ensure structures are in place to provide coaching, modelling and professional learning to support consistency and implementation of e5 and differentiation.
-transfer knowledge and practice gained from Teaching Partners to further build leadership capacity of Learning Specialist.

Success Indicators	Semester Reports/Teacher judgements NAPLAN PAT Reading/Maths ACER eWrite Formative & Summative Data collected from Intervention PLC Essential Assessment Cars & Stars Data from DAL POS
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	- Students reintroduced to TWPS e5 instructional model in numeracy (P-2) and their role within each stage of the lesson (3-6)	☑ Student(s) ☑ Teacher(s)	from: Term 1	0%

			to: Term 4	
Activity 2	- Students co-construct individual goals, learning intentions and success criteria in numeracy. - Students trial learning reflection journals or rubrics or checklists to evaluate their progress and be aware of the next step of their numeracy learning. - Students review their numeracy common assessment tasks with their teachers.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	- Students participate in weekly numeracy formative tasks to provide feedback to teachers on the effectiveness of teaching and learning strategies.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 4	- Students are aware of learning data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Program.	☑ Student(s)	from: Term 2 to: Term 4	0%
Activity 5	- Teachers supported to increase understanding of e5 pedagogy in numeracy. - Teachers use e5 to create opportunities for differentiation and student agency in numeracy.	☑ Teacher(s) ☑ Student(s) ☑ PLC Leaders ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	- Teachers provide 'scaffolded' opportunities for students to co-construct and reflect on their individual learning goals, learning intentions and success criteria in numeracy.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 7	- Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their numeracy learning eg. rubrics, growth point check lists, bump it up wall, etc. - Teachers ensure opportunities are provided for students to review their numeracy common assessment task performance with their teachers.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies in numeracy. - Teachers co-construct formative assessment and share student data and feedback with Area team during PLCs.	☑ Teacher(s) ☑ Student(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 9	- Teachers continue to participate in numeracy professional learning to further develop their understanding and skills in data literacy. - Teachers monitor and review data using online platforms such as SPA, Insight, Essential Assessment and PAT - Teachers utilise data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs to inform future planning and assessment.	☑ Teacher(s) ☑ Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 10	- Teachers participate in professional learning in numeracy; including, PLCs, Peer Observations, Learning Walks and school visits.	☑ All Staff ☑ Principal	from: Term 1	0%

		☑ Assistant Principal ☑ Teaching Partners (DSSI)	to: Term 4	
Activity 11	-Leaders support implementation of e5 instructional model in numeracy -Instructional leaders support staff and students to develop a consistent process and scope and sequence for student goal setting. -Instructional leaders support staff and students to co-construct and reflect on individual learning goals, learning intentions and success criteria. -Leaders utilise PLCs and CTs to build the capacity of Numeracy Curriculum Teams to drive consistent planning in area teams.	☑ Learning Specialist(s) ☑ Team Leader(s) ☑ PLC Leaders ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 12	- PCO create structures to support coaching and modelling in numeracy. - PCO provide time for SIT, Curriculum Teams and PLCs to create and share rubrics, growth point check lists and common assessment tasks in numeracy. - PCO allocate time for PLC leaders attend PLCs and team planning and moderation to ensure consistency in numeracy. - PCO provide time for SIT, Curriculum Teams and PLCs to create surveys so that teachers will receive student feedback about their effectiveness - PCO provide professional learning in numeracy: PLCs, Peer Observations, Learning Walks and school visit.	☑ Principal ☑ Assistant Principal ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 13	-Leaders reintroduce DET process and protocols for regular observations and feedback (from colleagues) in numeracy.	☑ Learning Specialist(s) ☑ Principal	from: Term 1 to: Term 4	0%
Activity 14	-SIT and Leadership team regularly review data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs.	☑ School Leadership Team ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 15	- PCO to allocate time for Teaching Partners to build capacity of leaders so that they become 'challenge' partners for teachers in PLCs. -PCO ensure structures and time is allocated for Teaching Partners to build instructional leadership of Maths Learning Specialist.	☑ Principal ☑ Teaching Partners (DSSI) ☑ Team Leader(s)	from: Term 1 to: Term 3	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	• Continue to implement existing wellbeing and mental health programs to build resilience, support wellbeing and promote positive mental health, • Further embed the positive climate for learning that promotes high expectations and high aspirations that leads to increased student agency. • Continue to improve student attendance. • Further increase Parents & Carers engagement and collaboration in their child's learning.			
Outcomes	Students will: -contribute to discussions and planning about strengthening positive school culture. -be involved in and/or lead the design and implementation of school programs and policy -participate in leadership program to build their leadership capacity -increase mental health literacy and social and emotional learning competencies -demonstrate understanding of how/where they access support for their health and wellbeing. -increase their attendance at school.			

	Teachers will: -demonstrate their collective responsibility to uphold the shared vision, values and culture of the school. -continue to implement SWPBS and Respectful Relationships, with the addition of Berry Street and RESP trauma informed practice. -provide opportunities for students to develop and practise their leadership, voice and agency -participate in professional learning to develop staff understandings of student agency, mental health literacy and social and emotional learning competencies -teachers further develop the collaborative partnership with Parents & Carers respecting their children's learning needs, development and achievement. -implement the Student Attendance process and policies to support students to increase their attendance at school. Leaders will: -use surveys and student forums to monitor student perceptions of school culture and class practice -strongly reinforce the factors and processes that produce a positive culture across the school -use data collected through the SWPBS to monitor and minimise the risk of student disengagement. -commit to and prioritize the celebration of all student achievement and progress across, and beyond, the curriculum -sustain TWCH partnership and utilise TWCH partners for wellbeing events and activities -utilise the MHiPS project to deliver professional learning to further develop their understandings of student agency, mental health literacy and social and emotional learning competencies -participate in wellbeing networks that provide build staff capacity and provide services to students and their families. -empower the Wellbeing team to support staff with strategies to improve student attendance. -support staff to implement the Student Attendance process and policies to increase their attendance at school.
Success Indicators	-School created surveys for students, staff and parents -Compass/Cases data -ATSS data -POS data -SOS data -PLC minutes -SEWI Curriculum Team Action Plan/Minutes/Self Evaluation
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	-Students co-create and monitor personal wellbeing goals. -Students participate daily in mindfulness, Morning Circles and restorative practices. -Students involved in creation of Ready to learn plan, IEPs, BSPs and Safety Plans.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 2	-Students participate in planning, implementation and review of TWCH programs.	☑ Teacher(s) ☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 3	-Students increase their understanding of SEL competencies and student agency, -Students have the opportunity to participate in Wellbeing room programs,	☑ Assistant Principal ☑ Wellbeing Team	from: Term 1	0%

	KLNP, Excellence Program, Side by Side, RESP project or Intervention/tutoring Program. -Students participate in wellbeing events such as Harmony Day, R U OK? Day, Kindness Day, White Ribbon Day.	☑ Student(s)	to: Term 4	
Activity 4	-Students participate in student leadership program and network with student leaders in other schools. -Students are included in reporting to parents eg. newsletter and promotional material.	☑ Student(s) ☑ Student Leadership Coordinator	from: Term 1 to: Term 4	0%
Activity 5	-Student Voice team participates in learning walks -Student Voice team analyses school data and identify positives, OFI and next steps. -Student Voice team participates in discussions and surveys about learning and wellbeing (including attendance) at TWPS.	☑ Student(s)	from: Term 2 to: Term 3	0%
Activity 6	-Students participate in 7 week student-directed 'Pathways hour'.	☑ Student(s) ☑ All Staff	from: Term 3 to: Term 3	0%
Activity 7	-Teachers support students to co-create and monitor personal wellbeing goals -Teachers provide opportunities for students to participate daily in mindfulness, daily Morning Circles and restorative practices when needed. -Teachers will implement the SWPBS framework and Respectful Relationships, with the addition of Berry Street and RESP trauma informed practice. -Teachers involve students in creation of Ready to Learn plan, IEPs, BSPs and Safety Plans -Teachers communicate with parents using digital platforms to connect and share learning. (Compass, Class Dojo and Google Classroom).	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers introduce SEL competencies and provide increase opportunities for student agency in the classroom. - Teachers provide opportunities for students to participate in discussions and surveys about learning and wellbeing at TWPS. -Teachers trial the Student Agency scope and sequence -Teachers trial SEWI scope and sequence -Teachers implement Morning Circle scope and sequence. -Teachers embed TWPS Student Attendance processes and policies.	☑ Teacher(s) ☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 9	- RESP Team implements 2021 RESP project to engage parents in their child's learning. -Teachers provide opportunities for students to participate Wellbeing room programs, KLNP, Excellence Program, Side by Side, RESP project or Intervention/tutoring Program. -Teachers support students to lead events such as ANZAC day ceremony, Harmony Day, R U OK? Day, Kindness Day, White Ribbon Day.	☑ Wellbeing Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 10	-Teachers deliver student leadership program to students and provide opportunity network with student leaders in other schools.	☑ Leadership Team ☑ Principal	from: Term 2	0%

	- Teachers provide opportunities for students to report to parents eg. newsletter and promotional material.	☑ Assistant Principal	to: Term 4	
Activity 11	- Teachers provide opportunities for students to participate in learning walks. - Teachers provide opportunities for students to analyse school data and identify positives, OFI and next steps.	☑ Teacher(s)	from: Term 2 to: Term 3	0%
Activity 12	- Teachers provide opportunities for students to participate in 7 week student-directed 'Pathways hour'.	☑ All Staff	from: Term 3 to: Term 3	0%
Activity 13	-Teachers/Wellbeing Team include students in planning, implementation and review of TWCH programs.	☑ Teacher(s) ☑ Student(s) ☑ Wellbeing Team	from: Term 2 to: Term 2	0%
Activity 14	-Leaders support staff to create opportunities to engage student leaders to elicit feedback re: student agency in the classroom. -Leaders provide structures to that teachers can communicate with parents using digital platforms to connect and share learning. (Compass, Class Dojo and Google Classroom) -Leaders provide opportunity survey, celebrate and promote positive student leaders.	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 15	-Leaders create opportunities for student leaders to meet with other student leaders to reflect on engagement and wellbeing at TWPS and the TWCH. -Leaders provide time for staff and students can engage in the RESP project.	☑ Principal ☑ Assistant Principal ☑ Leading Teacher(s)	from: Term 1 to: Term 4	0%
Activity 16	-Mental Health &Wellbeing Coordinator (MHWC) contract extended -MHWC provides professional learning to further develop staff understandings of student agency, mental health literacy and social and emotional learning competencies. -MHWC provides professional learning to further develop staff understanding of student engagement and attendance. -MHWC creates opportunities for staff to participate in local school networks and school visits.	☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 17	-MHWC leads PLC with a Student agency lens via the SEWI and Inquiry Curriculum Teams. -SEWI Curriculum Team leaders review Student Attendance processes and policies.	☑ Wellbeing Team	from: Term 1 to: Term 4	0%
Goal 2	Improve literacy outcomes for all students.			
12 Month Target 2.1	NAPLAN – Benchmark growth (all students and by priority grouping) By the end of 2022, the percentage of students meeting, or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 72.2% (2019) to 76.8%. · Year 3 to 5 Writing from 68.6% (2019) to 74.6% . · Year 3 to 5 Spelling from 61.1% (2019) to 68% . · Year 3 to 5 Grammar and Punctuation from 58.8% (2019) to 67% .			

	a. Equity Funded By the end of 2022, the percentage of equity funded students meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 70.8% (2019) to 73% . · Year 3 to 5 Writing from 64.0% (2019) to 67% . · Year 3 to 5 Spelling to maintain 81.0% from 2019 · Year 3 to 5 Grammar and Punctuation from 70.8% (2019) to 73% . b. EAL By the end of 2022, the percentage of EAL students meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 89.9% (2019) to 90% . · Year 3 to 5 Writing from 55.6 % (2019) to 62.8% . · Year 3 to 5 Spelling from 100 % (2019)/ 40% (2018) to 62% . · Year 3 to 5 Grammar and Punctuation from 50.0 % (2019) to 62.5% . c. Students who have remained enrolled at TWPS Year 3 to 5. By the end of 2022, the percentage of students who have remained enrolled at TWPS Year 3 to Year 5 meeting or above NAPLAN benchmark growth will increase; · Year 3 to 5 Reading from 72 (2019) to 74% . · Year 3 to 5 Writing from 71 (2019) to 73% .
Has this 12 month target met	Not Met
12 Month Target 2.2	NAPLAN – student by band By the end of 2022, the percentage of student achievement as measured by in the NAPLAN bands in improve to: · Year 3 Reading bottom two bands from 19% (2019) to 14%. · Year 3 Reading top two bands from 32% (2019) to 36%. · Year 5 Reading bottom two bands from 20% (2019) to 17%. · Year 5 Reading top two bands from 22% (2019) to 26%. · Year 3 Writing bottom two bands from 8% (2019) to 6%. · Year 3 Writing top two bands from 46% (2019) to 48%. · Year 5 Writing bottom two bands from 24% (2019) to 17%. Year 5 Writing top two bands from 11% (2019) to 15.5%.
Has this 12 month target met	Not Met
12 Month Target 2.3	Teacher Judgments – Growth By the end of 2022, the learning growth as measured by teacher judgment for students achieving below expected growth will decrease; · Year 1 to Year 6 Reading and Viewing from 22.5% (2019*) to 21.5%. · Year 1 to Year 6 Writing from 27.6% (2019*) to 24%. · Year 1 to Year 6 Speaking and listening from 16.3%(2019*) to 15.8%. *Benchmark measure is based on the growth of English for Teacher judgment of student outcome from 2018 Semester 2 to 2019 Semester 2. The 2020 (COVID 19) growth data did not match with the school performance of 2017, 2018 and 2019. The panel agreed benchmark should be based on 2019 results).
Has this 12 month target met	Not Met
KIS 2.a Instructional and shared leadership	Build the instructional and shared leadership capacity of all staff to ensure consistency with pedagogical practice in Literacy that maximises student learning outcomes.
Actions	• Support both those who need extra support and those who have thrived to continue to extend their learning, especially in Literacy • Implement the school's cycle of curriculum planning, including agreed pedagogy, assessment and review that includes monitoring the growth of all students and impact of teachers.

Outcomes	Students will:
	-have an increased understanding of TWPS e5 instructional model
	-review assessment tasks with teachers to identify next steps and monitor growth
	-utilise LI and SC to review understanding and identify next step of learning.
	-provide feedback to teachers on their effectiveness of teaching and learning strategies
	-have the opportunity to benefit from a range of additional TWPS programs that support learning.
	Teachers will:
	-implement/trial the TWPS Literacy Curriculum Plan
	-have a consistent understanding about what constitutes effective Literacy pedagogy
	-monitor and utilise student achievement data to plan and drive their teaching
	-differentiate their teaching by using formative and summative assessment
	-have increased confidence to implement the TWPS e5 Instructional Model
	-share assessment data with students/parents and co-collaborate on learning goals
	-support/challenge teachers to continuously evaluate the effectiveness of their impact on learning.
	-create opportunities to increase student agency in Literacy
	-participate in peer observations, discuss feedback and identify opportunities to refine practice.
	-continue to implement strategies from a range of additional TWPS programs that support learning.
	-increase their capacity to utilise the VTLM to meet students point of need for learning in Literacy.
	Leaders will:
	-continue to build data literacy of staff.
	-establish processes and protocols for peer observations.
	-build the capacity of English Curriculum team to drive consistency in English planning in Area teams.
	-ensure structures are in place to provide coaching, modelling and professional learning to support consistency and implementation of e5 and differentiation.
	-ensure structure support PLCs and CT to build teacher capacity to utilise the VTLM to meet students point of need for learning in Literacy.
	-ensure structure support Teaching Partners to build instructional leadership of English Curriculum Team leader and Area Team leaders.
Success Indicators	Semester Reports/Teacher judgements
	NAPLAN
	PAT Reading/Maths
	ACER eWrite
	Formative & Summative Data collected from Intervention PLC
	Essential Assessment
	Cars & Stars
	Data from DAL
	TWPS Staff Survey indicates leaders and teachers agree on what constitutes evidenced based teaching, learning and wellbeing practices
	POS
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	- Students reintroduced to TWPS e5 instructional model (P-2) and their role within each stage of the lesson (3-6).	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 2	- Students co-construct individual learning goals, learning intentions and success criteria during Literacy. - Students trial learning reflection tools (journals or rubrics or checklists, Bump it Up walls, success criteria) to evaluate their progress and be aware of the next step of their learning. - Students review their common assessment tasks with their teachers.	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	- Students participate in regular formative tasks to provide feedback to teachers on the effectiveness of teaching and learning strategies - Students are aware of planning and data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Program.	☑ Student(s)	from: Term 1 to: Term 4	0%
Activity 4	- Teachers increase their understanding of e5 Pedagogy in Literacy - Teachers use e5 to create opportunities for differentiation and student agency in Literacy	☑ Student(s) ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 5	- Teachers provide 'scaffolded' opportunities for students to co-construct and reflect on learning goals, learning intentions and success criteria in Literacy - Teachers provide critical thinking tools, strategies and processes that enable students to plan, monitor and evaluate their learning eg. rubrics and growth point check lists, Bump it Up wall, or success criteria	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	- Teachers ensure opportunities are provided for students to review their Literacy common assessment task performance with their teams. - Teachers utilise reciprocal feedback (student to teacher/teacher to student) to seek feedback about their impact delivering their teaching and learning strategies.	☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 7	- Teachers co-construct formative assessment and share student data and feedback with Area team during PLCs with a focus on Literacy. - Teachers continue to participate in professional learning to further develop their understanding and skills in data literacy. - Teachers monitor and review data using online platforms such as SPA, Insight and PAT Reading - Teachers utilise the data shared by KLNP, Excellence Program or Side by Side or RESP or Intervention/tutoring Programs to inform future planning and assessment	☑ Learning Specialist(s) ☑ Literacy Leader ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 8	- Teachers participate in Literacy professional learning; including, PLCs, Peer Observations, Learning Walks and school visits.	☑ Principal ☑ Assistant Principal ☑ Learning Specialist(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 9	-Leaders support implementation of e5 instructional model in Literacy. -Instructional leaders support staff and students to co-construct and reflect on learning goals, learning intentions and success criteria. -Leaders utilise PLCs and CTs to build the capacity of English CT to drive	☑ All Staff ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1	0%

	consistent planning in area teams.		to: Term 4	
Activity 10	-Leaders reintroduce DET process and protocols for regular observations and feedback (from colleagues) in Literacy.	☑ Learning Specialist(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 11	-PCO create structures to support coaching and modelling. - PCO provide time for SIT, Curriculum Teams and PLCs to create and share rubrics, growth point check lists and common assessment tasks - PCO allocate time for PLC leaders attend PLCs and team planning and moderation to ensure consistency. -PCO provide time for SIT, Curriculum Teams and PLCs to create surveys so that teachers will receive student feedback about their effectiveness in Literacy	☑ Principal ☑ Assistant Principal ☑ Learning Specialist(s) ☑ Literacy Leader	from: Term 1 to: Term 4	0%
Activity 12	SIT and Leadership team regularly review data shared by KLNP, Excellence Program or Side By Side or RESP or Intervention/Tutoring Programs.	☑ School Improvement Team ☑ School Leadership Team	from: Term 1 to: Term 4	0%
Activity 13	-PCO to allocate time for Teaching Partners to build capacity of leaders so that they become 'challenge' partners for teachers in PLCs. -PCO ensure structures and time is allocated for Teaching Partners to build instructional leadership of Literacy Leader.	☑ Principal ☑ Teaching Partners (DSSI)	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2022

SEIL Feedback