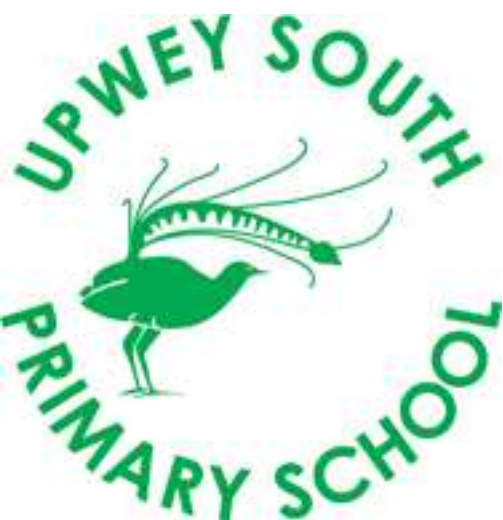


Monitoring and Assessment - 2021

Upwey South Primary School (4894)



Submitted for review by Damien Kitch (School Principal) on 18 February, 2021 at 08:07 PM

Endorsed by Scott Crawford (Senior Education Improvement Leader) on 18 February, 2021 at 08:16 PM

Endorsed by Todd Pryse (School Council President) on 01 March, 2021 at 03:28 PM

Abridged version for School Website Display Purposes.

Monitoring and Assessment - 2021

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students engaged in the TLI to show evidence of growth in identified areas, through IEPs.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	<p>The tutoring model at USPS has been set at 0.6EFT, across Mon, Tue, Fri (between two staff 0.4EFT academic, 0.3 social/emotional). This will be supported by classroom teachers NFTF as in the current 2020 model. The focus will be upon a combination of academic gains (Math, English) and social-emotional gain. Tutors have been enrolled in the BASTOW Tutoring Mathematics F-6 course to be held in early Feb. The allocation of students for the tutoring program will be fluid based upon need, and will be identified through data-driven conversations from teachers, overseen by leadership. Tutors will co-author IEPs for each student enrolled in the tutoring program. Goals will be set in six-week blocks (PLC inquiry cycle lens). Tutors will be required to hold SSGs/ communications with teachers/parents/carers. Students within the tutoring program will be involved in setting IEP goals. Tutoring progress will be monitored through high-stakes and low-stakes assessments, with both cohort and individual comparison sets.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - analyse cohort data sets to identify students at-risk - determine through data-driven conversations why students are within the at-risk category - examine school documentation for factors relating to at-risk learners - oversee data-driven conversations with stakeholders (tutor, teacher, parent/carer) - resource and timetable the tutoring program so that it can effectively operate - provide opportunities for tutors to engage in PL - oversee the development of localised tutoring surveys for students/parents/carers engaged in the program <p>Teachers will:</p> <ul style="list-style-type: none"> - provide valid and reliable data sets as required by leadership

	<ul style="list-style-type: none"> - identify students at-risk within academic/ social emotional areas - communicate regularly with tutors/ parents/ carers - have documentation available for review by leadership - work with tutors and parents/carers to develop IEPs for students in the program - monitor timetable impacts for tutoring sessions <p>Tutors will:</p> <ul style="list-style-type: none"> - engage willingly in relevant professional learning as directed by leadership - utilise data sets from teachers to determine points of need - consult with parents/carers and teacher to develop IEPs for students in the program - timetable effective allocations of small groups/ individual sessions - target 30 students per week across the school - deliver 3 x 40 min sessions per student per week in the program - keep accurate data sets and diary entries of learning - partake in regular communication and SSG's with parents/carers/teachers - provide feed-forward to leadership as to how/where the program can be improved <p>Students will:</p> <ul style="list-style-type: none"> - be able to accurately identify their IEP goals related to the tutoring program - build upon skills from previous sessions - show improved performance within academic areas identified - show improved confidence through data sets collected from localized tutoring surveys
Success Indicators	<p>Qualitative Data</p> <ul style="list-style-type: none"> - localised surveys of tutoring program - planning documentation - IEP's - student work samples <p>Quantitative Data</p> <ul style="list-style-type: none"> - pre and post tests - universal screeners - localised surveys of tutoring program - cohort matched data sets (eg: PAT, Essential Assessments) - Quicksmart Mathematics data sets - MultiLit Cumulative Reviews

Activities and Milestones	Activity	Who
Activity 1	Staff to undertake additional training in the application of Essential Assessments (Literacy and Numeracy) for the purposes of both formative and summative assessment.	<input checked="" type="checkbox"/> All Staff
Activity 2	Tutors to hold SSG's with families of students in the program.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Team Leader(s)
Activity 3	All teachers to regularly update student achievement data (in agreed formats) and upload to shared drive; so that Leadership can access real-time school-wide data sets.	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team
Activity 4	All students to undergo universal screeners in Literacy.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Literacy Leader <input checked="" type="checkbox"/> Numeracy Leader <input checked="" type="checkbox"/> Teacher(s)
Activity 5	All staff to be utilising the USPS IEP Template, modelled upon CEO and DET best-practice. PL to be provided in early Term One to all staff.	<input checked="" type="checkbox"/> PLT Leaders <input checked="" type="checkbox"/> Leadership Team

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	The school will continue to embed the BSEM and SWPBL across the curriculum. The SWPBL Team will work closely with our Regional Coach in order to formalise 'Blue' Level Accreditation.
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - make decisions based upon our school's Guiding Principles - provide dedicated Curriculum days to undertake Modules 3-4 of the BSEM - analyse school-wide data on a fortnightly basis, tracking heat maps within Compass - assure that Data Walls (electronic and physical) are reflective of both academic and social-emotional achievements - provide teachers with the tools/ resources to promote student learning through a RTI Model (both academic and social/emotional) - support the SWPBL Team to undertake an audit of school-wide practices required for Blue Accreditation (Lv 1) in SWPBS <p>Teachers will:</p> <ul style="list-style-type: none"> - provide valid and reliable data sets as required by leadership - identify students at-risk within academic/ social emotional areas - communicate regularly with tutors/ parents/ carers - have documentation available for review by leadership - work with tutors and parents/carers to develop IEPs for students in Tier Three - partake in regular communication and SSG's with parents/carers/teachers - adhere to school-wide practices and instructional models (eg: talk moves) - utilise Compass to track and record all three tiers of behaviour - plan accordingly for explicit social-emotional sessions with support from the SWPBL team - engage in a positive mindset at all times, providing regular opportunities for scheduled and fun brain breaks - provide feed-forward to leadership as to how/where we can further support the three pillars of our community <p>Students will:</p> <ul style="list-style-type: none"> - develop a personalised Ready to Learn Plan (RTLTP) - be able to identify where they sit on their RTLTP and take proactive steps to move along their scale - record and track important events within their BSEM Diaries - articulate their personalised BSEM goals - communicate during group/ class discussions using talk moves - engage with agreed 'tap-outs' if entering Tier Three behaviours - actively support student leaders to engage in extra-curricular opportunities, with a focus upon maximising engagement

Success Indicators	<p>Qualitative Data</p> <ul style="list-style-type: none"> - localised surveys (class and level) and focussed discussions - planning documentation - IEP's - student work samples - RTLP's <p>Quantitative Data</p> <ul style="list-style-type: none"> - DET system-wide surveys (ATSS) - localised junior school ATSS - Compass heat maps 	
Activities and Milestones	Activity	Who
Activity 1	The school will be ready to apply for Blue Level Accreditation.	<input checked="" type="checkbox"/> Wellbeing Team
Activity 2	Dedicated Curriculum Days for BSEM Modules 3 and 4	<input checked="" type="checkbox"/> All Staff
Activity 3	Localised ATSS will be provided for junior school, in line with DET ATSS.	<input checked="" type="checkbox"/> Year Level coordinator(s)

KIS 1.c Building communities	Connected schools priority
Actions	<p>The school will provide students with the opportunity to engage in extra-curricular programming beyond the classroom. Regional partnerships will be pursued with all areas of the curriculum, inclusive of the Arts and Health/Physical Education. The school will work with localised schools to provide opportunities for student leaders to develop their leadership profile, and make connections with the wider school community.</p> <p>In the event of Remote Learning occurring in 2021, the school will have an RL Model which is ready to roll-out under various scenarios; and will seek constant feed-forward from the community as to the delivery modes of the RL Model.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - provide resourcing and timetabling for teachers to engage students in extra-curricular programming - actively pursue Regional initiatives - actively explore opportunities presented beyond DET <p>Teachers will:</p> <ul style="list-style-type: none"> - provide students and parents/carers with appropriate communications regarding extra-curricular opportunities - actively support engagement within and beyond the school - utilise network contacts to explore connections beyond traditional school boundaries <p>Students will:</p> <ul style="list-style-type: none"> - provide student leaders with input as to opportunities to engage with others across the school - build upon soft skills (social-emotional) through engaging in learning beyond the classroom - show improved performance within academic areas identified - show improved confidence through data sets collected from localized tutoring surveys
Success Indicators	<p>Qualitative Data</p> <ul style="list-style-type: none"> - localised surveys of tutoring program - planning documentation - IEP's - student work samples <p>Quantitative Data</p> <ul style="list-style-type: none"> - localised surveys - ATSS - additional DET tutoring surveys (if provided)

Activities and Milestones	Activity	Who
Activity 1	The school will engage with VSSS	<input checked="" type="checkbox"/> Team Leader(s)
Activity 2	The school will have a 2021 RL Platform (Google Classrooms) ready to roll-out for any school-closure scenarios.	<input checked="" type="checkbox"/> All Staff
Activity 3	Groove Foundations will continue to provide instrumental music tuition	<input checked="" type="checkbox"/> Team Leader(s)
Activity 4	Senior students will have the opportunity to engage with JMSS Enrichment	<input checked="" type="checkbox"/> Curriculum coordinator (s)

Goal 2	Develop shared and agreed school-wide practice, in the curriculum area of Mathematics; therefore improving individual learning outcomes.
12 Month Target 2.1	using NAPLAN data in Numeracy, the percentage of students attaining high learning growth will be at or above 25%.
12 Month Target 2.2	using NAPLAN data in Numeracy, the percentage of students attaining low learning growth will be at or below 25%.
12 Month Target 2.3	the percentage of students in the top two NAPLAN bands in Year 3 and Year 5 will match or exceed similar schools mean by 5%.
12 Month Target 2.4	all students to make at least one year's growth in Numeracy, using PAT Mathematics Data, and teacher judgements.
KIS 2.a Curriculum planning and assessment	Build capacity of staff in assessment practices, in the curriculum area of Mathematics.
Actions	<p>The school will be basing its actions in Mathematics upon a similar RTI model as is applied in Literacy and social-emotional learning. The teaching staff will undertake the DET LearnEd Dyscalculia Model (making connections with existing Specific Learning Disorder knowledge)</p> <p>The teaching staff will engage in explicit and systematic teaching of mathematical concepts, with a focus upon developing the skills required to engage with learning progression across all four substrands (understanding, fluency, problem-solving and reasoning). The school will conduct universal screeners to identify areas of need, and to target students within Tier 2 and 3.</p> <p>The school will apply direct-explicit instruction in the area of Mathematics.</p>
Outcomes	<p>Leaders will:</p> <ul style="list-style-type: none"> - analyse cohort data sets to identify students at-risk - determine through data-driven conversations why students are within the at-risk category - examine school documentation for factors relating to at-risk learners - oversee data-driven conversations with stakeholders (tutor, teacher, parent/carer) - resource and timetable the tutoring program so that it can effectively operate - provide opportunities for teaching staff to engage in PL - actively seek to engage with an evidence-based partnership through reputable tertiary institutions <p>Teachers will:</p> <ul style="list-style-type: none"> - provide valid and reliable data sets as required by leadership - undertake the DET LearnEd Dyscalculia Model - conduct pre and post assessments as per the school-wide assessment schedule - have documentation available for review by leadership

	<ul style="list-style-type: none"> - work with tutors and parents/carers to develop IEPs for students in Tier 3 - make a concerted effort to engage students with both skill acquisition and opportunities to practically apply concepts <p>Students will:</p> <ul style="list-style-type: none"> - be able to accurately identify their Math goals - provide teachers with feed forward as to the delivery of mathematics lessons 	
Success Indicators	<p>Qualitative Data</p> <ul style="list-style-type: none"> - localised surveys of staff/ students - planning documentation - student work samples <p>Quantitative Data</p> <ul style="list-style-type: none"> - pre and post tests - localised surveys of staff/ students - Essential Assessments/ PAT data sets - NAPLAN 2021 assessments as baseline indicator 	
Activities and Milestones	Activity	Who
Activity 1	Engage with PL as to the effective use of targeted data sets within Essential Assessments.	<input checked="" type="checkbox"/> All Staff
Activity 2	Undertake the DET LearnEd Dyscalculia Model	<input checked="" type="checkbox"/> All Staff

