

Monitoring and Assessment - 2022

Thomas Mitchell Primary School (5294)



Submitted for review by Giselle Cassar (School Principal) on 29 March, 2022 at 12:21 PM
Endorsed by Michaela Cole (Senior Education Improvement Leader) on 29 March, 2022 at 12:22 PM
Endorsed by Sallie Morrison (School Council President) on 29 March, 2022 at 02:07 PM

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	Wellbeing Priority - sense of connectedness to school (AToSS) - attendance (including for priority cohorts or at-risk students) - Student and staff surveys developed by the school - Interviews and focus groups with students Increase the school wide positive endorsement of the AToSS factor sense of connectedness from ___% to ___% Learning Priority - NAPLAN Benchmark Growth - Teacher judgements (diagnostic, formative and summative) - Other assessment resources and tools such as PAT - Maths Online Interview, English Online Interview - Insight Assessment Platform Increase the overall percentage of students _____
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 staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs Establish and embed PLCs to support teacher collaboration and reflection of strengthen teaching practice
Outcomes	Whole school level • Students will be supported to learn at point of need

	<ul style="list-style-type: none"> • PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom level</p> <ul style="list-style-type: none"> • Teachers will consistently implement the agreed assessment schedule • Teachers will provide students with the opportunity to work at their level using differentiated resources • Teachers will provide regular feedback and monitor student progress <p>Individual and small group level</p> <ul style="list-style-type: none"> • Students in need of targeted academic support or intervention will be identified and supported • Students will know what their next steps are to progress their learning • Teachers and leaders will establish intervention/small group tutoring programs
Success Indicators	<p>Whole school level</p> <p>Early indicators</p> <ul style="list-style-type: none"> • Student feedback on differentiation • Teachers' formative assessment data and summative judgements against the curriculum • A documented assessment schedule and evidence of teachers inputting data and moderating assessments <p>Late indicators:</p> <ul style="list-style-type: none"> • NAPLAN results e.g. Numeracy benchmark growth • Students, staff and parent perception survey results <p>Classroom level</p> <p>Early indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation • Formative and summative assessment will show student learning growth • Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum judgements will show growth in learning • SSS factors: instructional leadership, collective efficacy • AtoSS factors: stimulated learning, advocate at school <p>Individual and small group level</p> <p>Early indicators</p> <ul style="list-style-type: none"> • Progress against Individual Education Plans • Data used to identify students for tailored supports • Assessment data and student surveys from intervention groups <p>Late indicators</p>

	<ul style="list-style-type: none"> Students, staff and parent perception survey results Post-test results 			
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	Review and update IEPs for selected students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 3	Review the professional calendar and update to prioritise collaboration time in PLCs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 4	Establish intervention & small group tutoring programs	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

		<input checked="" type="checkbox"/> Leadership Team	to: Term 4	
Activity 5	Peer observations with a focus on differentiation in the classroom	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to student wellbeing and mental health Establish a multi-tiered response to support students' mental health Embed positive mental health approaches in staff professional practice			
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing Team will directly support students' mental health and/or provide referrals			
Success Indicators	<p>Early Indicators -</p> <ul style="list-style-type: none"> Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support <p>Late Indicators -</p> <ul style="list-style-type: none"> Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience 			

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	Review the multi-tiered response model at the end of each term using the wellbeing data and student feedback, and modify for greater impact	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 2	Review current practices using the School Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 3	Conduct peer observations to explore how the Personal and Social Capability is taught across classrooms	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 5	Audit current curriculum documents to identify gaps and overlays in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Develop and document policies and processes to enable a multi-tiered response model to support mental health, including how student data will be collected and managed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	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.
12 Month Target 1.1	Wellbeing Priority - sense of connectedness to school (AToSS) - attendance (including for priority cohorts or at-risk students) - Student and staff surveys developed by the school - Interviews and focus groups with students Increase the school wide positive endorsement of the AToSS factor sense of connectedness from ___% to ___% Learning Priority - NAPLAN Benchmark Growth - Teacher judgements (diagnostic, formative and summative) - Other assessment resources and tools such as PAT - Maths Online Interview, English Online Interview - Insight Assessment Platform Increase the overall percentage of students _____
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 staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs Establish and embed PLCs to support teacher collaboration and reflection of strengthen teaching practice
Outcomes	Whole school level <ul style="list-style-type: none"> Students will be supported to learn at point of need

	<ul style="list-style-type: none"> • PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom level</p> <ul style="list-style-type: none"> • Teachers will consistently implement the agreed assessment schedule • Teachers will provide students with the opportunity to work at their level using differentiated resources • Teachers will provide regular feedback and monitor student progress <p>Individual and small group level</p> <ul style="list-style-type: none"> • Students in need of targeted academic support or intervention will be identified and supported • Students will know what their next steps are to progress their learning • Teachers and leaders will establish intervention/small group tutoring programs
Success Indicators	<p>Whole school level</p> <p>Early indicators</p> <ul style="list-style-type: none"> • Student feedback on differentiation • Teachers' formative assessment data and summative judgements against the curriculum • A documented assessment schedule and evidence of teachers inputting data and moderating assessments <p>Late indicators:</p> <ul style="list-style-type: none"> • NAPLAN results e.g. Numeracy benchmark growth • Students, staff and parent perception survey results <p>Classroom level</p> <p>Early indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation • Formative and summative assessment will show student learning growth • Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum judgements will show growth in learning • SSS factors: instructional leadership, collective efficacy • AtoSS factors: stimulated learning, advocate at school <p>Individual and small group level</p> <p>Early indicators</p> <ul style="list-style-type: none"> • Progress against Individual Education Plans • Data used to identify students for tailored supports • Assessment data and student surveys from intervention groups <p>Late indicators</p>

	<ul style="list-style-type: none"> • Students, staff and parent perception survey results • Post-test results 			
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	Review the professional calendar and update to prioritise collaboration time in PLCs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 2	Peer observations with a focus on differentiation in the classroom	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Schedule and organise professional learning on formative assessment and collecting, analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Review and update IEPs for selected students	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

			to: Term 4	
Activity 5	Establish intervention & small group tutoring programs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to student wellbeing and mental health Establish a multi-tiered response to support students' mental health Embed positive mental health approaches in staff professional practice			
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing Team will directly support students' mental health and/or provide referrals			
Success Indicators	Early Indicators - Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support Late Indicators - Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience			

Delivery of the annual actions for this KIS				
Enablers				
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Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Develop and document policies and processes to enable a multi-tiered response model to support mental health, including how student data will be collected and managed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 2	Audit current curriculum documents to identify gaps and overlays in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Review current practices using the School Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 4	Review the multi-tiered response model at the end of each term using the wellbeing data and student feedback, and modify for greater impact	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1	0%

			to: Term 4	
Activity 5	Conduct peer observations to explore how the Personal and Social Capability is taught across classrooms	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 6	Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

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	<p>Wellbeing Priority</p> <ul style="list-style-type: none"> - sense of connectedness to school (AToSS) - attendance (including for priority cohorts or at-risk students) - Student and staff surveys developed by the school - Interviews and focus groups with students <p>Increase the school wide positive endorsement of the AToSS factor sense of connectedness from ___% to ___%</p> <p>Learning Priority</p> <ul style="list-style-type: none"> - NAPLAN Benchmark Growth - Teacher judgements (diagnostic, formative and summative) - Other assessment resources and tools such as PAT - Maths Online Interview, English Online Interview - Insight Assessment Platform <p>Increase the overall percentage of students _____</p>
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 staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs Establish and embed PLCs to support teacher collaboration and reflection of strengthen teaching practice
Outcomes	Whole school level <ul style="list-style-type: none"> • Students will be supported to learn at point of need

	<ul style="list-style-type: none"> • PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom level</p> <ul style="list-style-type: none"> • Teachers will consistently implement the agreed assessment schedule • Teachers will provide students with the opportunity to work at their level using differentiated resources • Teachers will provide regular feedback and monitor student progress <p>Individual and small group level</p> <ul style="list-style-type: none"> • Students in need of targeted academic support or intervention will be identified and supported • Students will know what their next steps are to progress their learning • Teachers and leaders will establish intervention/small group tutoring programs
Success Indicators	<p>Whole school level</p> <p>Early indicators</p> <ul style="list-style-type: none"> • Student feedback on differentiation • Teachers' formative assessment data and summative judgements against the curriculum • A documented assessment schedule and evidence of teachers inputting data and moderating assessments <p>Late indicators:</p> <ul style="list-style-type: none"> • NAPLAN results e.g. Numeracy benchmark growth • Students, staff and parent perception survey results <p>Classroom level</p> <p>Early indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation • Formative and summative assessment will show student learning growth • Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum judgements will show growth in learning • SSS factors: instructional leadership, collective efficacy • AtoSS factors: stimulated learning, advocate at school <p>Individual and small group level</p> <p>Early indicators</p> <ul style="list-style-type: none"> • Progress against Individual Education Plans • Data used to identify students for tailored supports • Assessment data and student surveys from intervention groups <p>Late indicators</p>

	<ul style="list-style-type: none"> Students, staff and parent perception survey results Post-test results 			
Delivery of the annual actions for this KIS				
Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Peer observations with a focus on differentiation in the classroom	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 2	Review and update IEPs for selected students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Review the professional calendar and update to prioritise collaboration time in PLCs	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 4	Schedule and organise professional learning on formative assessment and collecting,	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

	analysing, responding to and monitoring data throughout the year	<input checked="" type="checkbox"/> Leadership Team	to: Term 4	
Activity 5	Establish intervention & small group tutoring programs	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
KIS 1.b Priority 2022 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	Establish a whole school approach to student wellbeing and mental health Establish a multi-tiered response to support students' mental health Embed positive mental health approaches in staff professional practice			
Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing Team will directly support students' mental health and/or provide referrals			
Success Indicators	<p>Early Indicators -</p> <ul style="list-style-type: none"> Policies and programs will show documentation of multi-tiered response model Curriculum documentation will show plans for social and emotional learning Notes from learning walks and peer observation will show how staff are embedding social and emotional learning Student support resources displayed around the school will show how students can seek support <p>Late Indicators -</p> <ul style="list-style-type: none"> Victorian Curriculum: Personal and Social Capability SSS factors: instructional leadership, collective efficacy, trust in colleagues AtoSS factors: sense of connectedness, emotional awareness and regulation, psychological distress, resilience 			

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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review current practices using the School Mental Health Fund Menu and Planning tool to explore current understandings of student mental health and identify how to support student needs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 2	Conduct peer observations to explore how the Personal and Social Capability is taught across classrooms	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Develop and document policies and processes to enable a multi-tiered response model to support mental health, including how student data will be collected and managed	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%
Activity 4	Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

			to: Term 4	
Activity 5	Audit current curriculum documents to identify gaps and overlays in the teaching of the Personal and Social General Capability	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 6	Review the multi-tiered response model at the end of each term using the wellbeing data and student feedback, and modify for greater impact	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	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.
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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 staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs Develop a multi-tiered response to meet students' individual learning needs Establish and embed PLCs to support teacher collaboration and reflection of strengthen teaching practice

<p>Outcomes</p>	<p>Whole school level</p> <ul style="list-style-type: none"> • Students will be supported to learn at point of need • PLCs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons <p>Classroom level</p> <ul style="list-style-type: none"> • Teachers will consistently implement the agreed assessment schedule • Teachers will provide students with the opportunity to work at their level using differentiated resources • Teachers will provide regular feedback and monitor student progress <p>Individual and small group level</p> <ul style="list-style-type: none"> • Students in need of targeted academic support or intervention will be identified and supported • Students will know what their next steps are to progress their learning • Teachers and leaders will establish intervention/small group tutoring programs
<p>Success Indicators</p>	<p>Whole school level</p> <p>Early indicators</p> <ul style="list-style-type: none"> • Student feedback on differentiation • Teachers' formative assessment data and summative judgements against the curriculum • A documented assessment schedule and evidence of teachers inputting data and moderating assessments <p>Late indicators:</p> <ul style="list-style-type: none"> • NAPLAN results e.g. Numeracy benchmark growth • Students, staff and parent perception survey results <p>Classroom level</p> <p>Early indicators:</p> <ul style="list-style-type: none"> • Curriculum documentation will show plans for differentiation • Formative and summative assessment will show student learning growth • Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed. <p>Late indicators:</p> <ul style="list-style-type: none"> • Victorian Curriculum judgements will show growth in learning • SSS factors: instructional leadership, collective efficacy • AtoSS factors: stimulated learning, advocate at school <p>Individual and small group level</p> <p>Early indicators</p> <ul style="list-style-type: none"> • Progress against Individual Education Plans • Data used to identify students for tailored supports • Assessment data and student surveys from intervention groups

	Late indicators <ul style="list-style-type: none"> • Students, staff and parent perception survey results • Post-test results 			
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
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Outcomes	Students will be able to explain what positive mental health means and where they can seek support at school Students will report improved mental health Teachers will plan for and implement social and emotional learning within their curriculum areas Teachers will be able to recognise, respond to and refer students' mental health needs Leaders will support the continuous development, documentation and revision of a multi-tiered response model to mental health Wellbeing Team will directly support students' mental health and/or provide referrals			
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Delivery of the annual actions for this KIS				
Enablers				
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Activities and Milestones	Activity	Who	When	Percentage complete
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Activity 4	Develop and document policies and processes to enable a multi-tiered response model to support mental health, including	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 2	0%

	how student data will be collected and managed			
Activity 5	Build staff capacity to notice and respond to signs of student distress and emerging mental illness through professional development	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
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Monitoring and Self-assessment - 2022

SEIL Feedback