

Monitoring and Assessment - 2020

Burnside Primary School (5502)



BURNSIDE

Primary School

Inspired minds thrive

Submitted for review by Davide Lombardi (School Principal) on 09 December, 2019 at 02:02 PM

Endorsed by Tony Simpson (Senior Education Improvement Leader) on 13 December, 2019 at 10:57 AM

Endorsed by Shara Schwartz (School Council President) on 13 December, 2019 at 03:02 PM

Term 2 Monitoring submitted by Davide Lombardi (School Principal) on 08 December, 2020 at 10:05 AM

Term 4 Monitoring submitted by Davide Lombardi (School Principal) on 08 December, 2020 at 10:39 AM

Monitoring and Assessment - 2020

Term 1 monitoring (optional)

Goal 1	Develop a deep understanding of curriculum
12 Month Target 1.1	<p>Increase in percent endorsement in the Staff Opinion Survey Whole School - Understanding Curriculum - 57% (2019) to 77% (2020)</p> <p>Increase in percent endorsement in the Attitudes to School Survey Differentiated Learning Challenge -88% (2019) to 93% (2020)</p> <p>NAPLAN - All students (2019 Grade 2 Cohort) to reach state benchmark in Grade 3 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>All students (2019 Grade 4 Cohort) to reach state benchmark in Grade 5 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>Teacher Judgements - All students to make at least 12 months growth in reading.</p> <p>Reading - All Prep students to be reading at or above a Level D as per Fountas and Pinnell running record assessment.</p>
KIS 1.a Curriculum planning and assessment	To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach in Literacy.
Actions	<p>Develop a whole school understanding of the Collaborative Team and Professional Learning Community process at Burnside Primary School.</p> <p>Identify and utilise a range of opportunities to build teachers curriculum knowledge through Professional Learning Communities.</p>
Outcomes	<p>Students</p> <p>Access aligned, detailed and sequential curriculum plans with scaffolded vocabulary and language reduction in variability from classroom to classroom.</p> <p>Stronger retention of their understanding in Literacy.</p> <p>Transfer their knowledge between curriculum areas.</p>

	<p>Teachers</p> <p>Better understanding of of assessment and its purpose. Build depth of curriculum knowledge to influence targeted teaching and learning experiences for all students. Build capacity and understanding of effective assessment practices to identify students' prior knowledge and areas for learning. Build consistency within and across teams on teacher moderation and judgements. Develop a deep knowledge of the curriculum and students' progress and achievement, through use of high quality Common Assessment Tasks, targeted feedback and rigorous moderation processes. Create effective teaching and learning tasks that a directly aligned to the Victorian Curriculum. Explicit teaching of a planned and consistent approach to reading and writing across the school. Build their professional knowledge and understanding of the reading and writing process. Collaborate to undertake an Improvement Cycle approach into problem of practice, sharing data and curriculum expertise to develop strategies for improvement.</p> <p>Leaders</p> <p>Communicate high expectations about the Collaborative Team program, use multiple sources to track the implementation of CTs including barriers and enablers, model how to give and receive feedback with staff, prioritise strategic resourcing of CTs. Build the capacity of teachers in Literacy. Ensure consistency between classrooms in the implementation of Literacy practices.</p>
Success Indicators	<p>Minutes / agendas / presentations from staff meetings and professional learning School based survey data Observations / agendas / notes of evidence related to the Collaborative Team implementation Notes / records of conversations where feedback has been given and/or received E.g. PDP conversations, coaching conversations Financial and organisational school based documents Evidence used to evaluate impact of teaching on student outcomes E.g. F&P data, Essential Assessments, Teacher Judgement triangulation data</p> <p>Staff survey data for 'Understanding Curriculum' to increase as per target AToSS data for factors 'Differentiated Learning Challenge' to increase as per target</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review, modify and monitor curriculum programs, implementation and scope and sequence development in Literacy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Assistant Principal and Teaching and Learning Coach share key learnings from Leading Literacy - professional development, curriculum development, assessment practices and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Develop structure and protocols for Collaborative Teams and Professional Learning Communities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	Develop a shared understanding of high expectations			
12 Month Target 2.1	<p>Increase in percent endorsement in the Staff Opinion Survey Whole School - Understanding Curriculum - 57% (2019) to 77% (2020)</p> <p>Increase in percent endorsement in the Attitudes to School Survey Differentiated Learning Challenge -88% (2019) to 93% (2020)</p> <p>NAPLAN - All students (2019 Grade 2 Cohort) to reach state benchmark in Grade 3 NAPLAN for all areas which is aligned with teacher judgement.</p>			

	<p>All students (2019 Grade 4 Cohort) to reach state benchmark in Grade 5 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>Teacher Judgements - All students to make at least 12 months growth in reading.</p> <p>Reading - All Prep students to be reading at or above a Level D as per Fountas and Pinnell running record assessment.</p>
KIS 2.a Building practice excellence	Build every teachers capacity to empower students to be more intellectually engaged, independent and self-aware learners.
Actions	<p>Develop a whole school understanding of what student agency in learning looks like.</p> <p>Identify opportunities to activate student agency in learning.</p>
Outcomes	<p>Students</p> <p>Understand the importance of receiving feedback.</p> <p>Recognise the different forms of feedback.</p> <p>Articulate what they have learnt and what they need to do to be successful in the lesson.</p> <p>Set and track progress against individual learning goals.</p> <p>Have tailored teaching that is informed by student data and appropriate high-impact teaching strategies.</p> <p>Teachers</p> <p>Understand the characteristics of high quality Collaborative Teams, engage in regular conversations about student learning, use CT time to evaluate the impact of teaching on student outcomes, give and receive feedback.</p> <p>Be able to articulate what student agency in learning looks like both generally and within different subject areas.</p> <p>Explicitly teacher students to set and track progress against individual learning goals.</p> <p>Explain to students the steps in the lesson, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing assessment opportunities.</p> <p>Consistent teaching and learning across the school following the school's instructional model and Coaching Action Plans.</p> <p>Create learning opportunities for students that are challenging and engaging.</p> <p>Engage student voice and agency in the process of influencing teaching and learning tasks.</p> <p>Regularly observe and provide feedback on teaching, with support and input from leaders and input from students.</p> <p>Leaders</p> <p>Communicate high expectations about student learning, use multiple sources to track the implementation of effective teaching and learning including barriers and enablers, prioritise strategic resources for highly effective teaching and learning.</p> <p>Build the capacity of teachers in Literacy.</p> <p>Ensure consistency between classrooms in the implementation of Literacy practices.</p>

	Community Members Understand the importance of receiving feedback. Recognise the different forms of feedback.			
Success Indicators	Minutes / agendas / presentations from staff meetings and professional learning School based survey data Observations / agendas / notes of evidence related to the Literacy based workshop focuses Notes / records of conversations where feedback has been given and/or received E.g. PDP conversations, coaching conversations Financial and organisational school based documents Evidence used to evaluate impact of teaching on student outcomes E.g. F&P data, Essential Assessments, Teacher Judgement triangulation data Staff survey data for 'Academic Emphasis' and 'Skills to Measure Impact' to increase as per target AToSS data for factors 'Student Voice and Agency' and 'Differentiated Learning Challenge' to increase as per target			
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	Assistant Principal and Teaching and Learning Coach share key learnings from Leading Literacy - professional development, curriculum development, assessment practices and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	Develop structure and protocols for Collaborative Teams and Professional Learning Communities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 3	Development and implementation of a professional learning program to support staff understanding of differentiation and student agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Literacy based workshop models introduced and implemented in all classrooms through coaching, PLCs and peer observations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 3	Improve engagement for all students			
12 Month Target 3.1	Increase in percent endorsement in the Attitudes to School Survey Student Voice and Agency - 89% (2019) to 94% (2020) Effective Classroom Behaviour - 88% (2019) to 93% (2020)			
KIS 3.a Setting expectations and promoting inclusion	Embed the School Wide Positive Behaviour Support framework			
Actions	Develop a consistent whole-school understanding of the School Wide Positive Behaviour Support framework. Further embed use within the classroom and across the school.			
Outcomes	<p>Students</p> <p>Be able to identify the school's expected behaviours. Be able to identify the SWPB in action (E.g. specific examples in their classes).</p> <p>Teachers</p> <p>Understand what SWPB is.</p>			

	<p>Consistently implement SWPB processes and practices at all times. Model positive and respectful relationships with all members of the school community. Develop individual plans to support students who are displaying Tier Two and Tier Three behaviours.</p> <p>Leaders Model positive and respectful relationships with all members of the school community. Have strong knowledge of SWPB. Regularly monitor implementation and effectiveness of SWPB. Support staff to use effective classroom practices.</p> <p>Community Members Understand the SWPB framework and how it is used to support student success in their learning</p>
Success Indicators	<p>Minutes from meetings and professional learnings Notes from learning walks and classroom observations Sentral Wellbeing data - positive and negative incidents Student incident report form records Responsible Thinking records Records of individual interventions and behaviour plans for students Conversations / feedback to teachers</p> <p>AToSS data for factors 'Effective Classroom Behaviour' and 'Student Voice and Agency' to increase as per target</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Sentral data analysis to make informed decisions about process and practices relating to positive and negative incidents	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Documented SWPBS handbook for staff which includes clear actions for the classroom and the yard, common language to be used and common processes to be followed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Parent information sessions on the process and implementation of SWPB at BPS	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Professional Learning focus on Student Wellbeing, including elements of Respectful Relationships	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2020

Mid-year monitoring

Goal 1	Develop a deep understanding of curriculum
12 Month Target 1.1	<p>Increase in percent endorsement in the Staff Opinion Survey Whole School - Understanding Curriculum - 57% (2019) to 77% (2020)</p> <p>Increase in percent endorsement in the Attitudes to School Survey Differentiated Learning Challenge -88% (2019) to 93% (2020)</p> <p>NAPLAN - All students (2019 Grade 2 Cohort) to reach state benchmark in Grade 3 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>All students (2019 Grade 4 Cohort) to reach state benchmark in Grade 5 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>Teacher Judgements - All students to make at least 12 months growth in reading.</p> <p>Reading - All Prep students to be reading at or above a Level D as per Fountas and Pinnell running record assessment.</p>
KIS 1.a Curriculum planning and assessment	To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach in Literacy.
Actions	<p>Develop a whole school understanding of the Collaborative Team and Professional Learning Community process at Burnside Primary School.</p> <p>Identify and utilise a range of opportunities to build teachers curriculum knowledge through Professional Learning Communities.</p>
Outcomes	<p>Students</p> <p>Access aligned, detailed and sequential curriculum plans with scaffolded vocabulary and language reduction in variability from classroom to classroom.</p> <p>Stronger retention of their understanding in Literacy.</p> <p>Transfer their knowledge between curriculum areas.</p>

	<p>Teachers</p> <p>Better understanding of of assessment and its purpose. Build depth of curriculum knowledge to influence targeted teaching and learning experiences for all students. Build capacity and understanding of effective assessment practices to identify students' prior knowledge and areas for learning. Build consistency within and across teams on teacher moderation and judgements. Develop a deep knowledge of the curriculum and students' progress and achievement, through use of high quality Common Assessment Tasks, targeted feedback and rigorous moderation processes. Create effective teaching and learning tasks that a directly aligned to the Victorian Curriculum. Explicit teaching of a planned and consistent approach to reading and writing across the school. Build their professional knowledge and understanding of the reading and writing process. Collaborate to undertake an Improvement Cycle approach into problem of practice, sharing data and curriculum expertise to develop strategies for improvement.</p> <p>Leaders</p> <p>Communicate high expectations about the Collaborative Team program, use multiple sources to track the implementation of CTs including barriers and enablers, model how to give and receive feedback with staff, prioritise strategic resourcing of CTs. Build the capacity of teachers in Literacy. Ensure consistency between classrooms in the implementation of Literacy practices.</p>
Success Indicators	<p>Minutes / agendas / presentations from staff meetings and professional learning School based survey data Observations / agendas / notes of evidence related to the Collaborative Team implementation Notes / records of conversations where feedback has been given and/or received E.g. PDP conversations, coaching conversations Financial and organisational school based documents Evidence used to evaluate impact of teaching on student outcomes E.g. F&P data, Essential Assessments, Teacher Judgement triangulation data</p> <p>Staff survey data for 'Understanding Curriculum' to increase as per target AToSS data for factors 'Differentiated Learning Challenge' to increase as per target</p>
Delivery of the annual actions for this KIS	Partially Completed
Enablers	<p><input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)</p>

<ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Key Improvement Strategies are able to be implemented <input checked="" type="checkbox"/> Staff capability and consistency of practice <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Other <p>Covid</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Executive Leadership provided evidence-based research to execute Professional Learning Communities. That enabled staff to develop a whole school understanding of the Collaborative Teams and Professional Learning Community process at Burnside Primary School to build teachers curriculum knowledge.</p> <p>The Teaching and Learning cycle was constructed and pacing guides implemented aligned to assessments and GVC.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	<p>The school will jointly construct Essential Learnings and Proficiency scales to create alignment across the school and a GVC. Staff will construct Common formative assessment tasks that align with the schools Essential Learnings and proficiency scales.</p>
<p>OPTIONAL: Upload Evidence</p>	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review, modify and monitor curriculum programs, implementation and scope and sequence development in Literacy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	50%
Activity 2	Assistant Principal and Teaching and Learning Coach share key learnings from Leading Literacy - professional development, curriculum development, assessment practices and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	50%
Activity 3	Develop structure and protocols for Collaborative Teams and Professional Learning Communities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	50%
Goal 2	Develop a shared understanding of high expectations			
12 Month Target 2.1	<p>Increase in percent endorsement in the Staff Opinion Survey Whole School - Understanding Curriculum - 57% (2019) to 77% (2020)</p> <p>Increase in percent endorsement in the Attitudes to School Survey Differentiated Learning Challenge -88% (2019) to 93% (2020)</p> <p>NAPLAN - All students (2019 Grade 2 Cohort) to reach state benchmark in Grade 3 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>All students (2019 Grade 4 Cohort) to reach state benchmark in Grade 5 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>Teacher Judgements - All students to make at least 12 months growth in reading.</p> <p>Reading - All Prep students to be reading at or above a Level D as per Fountas and Pinnell running record assessment.</p>			

KIS 2.a Building practice excellence	Build every teachers capacity to empower students to be more intellectually engaged, independent and self-aware learners.
Actions	Develop a whole school understanding of what student agency in learning looks like. Identify opportunities to activate student agency in learning.
Outcomes	<p>Students</p> <ul style="list-style-type: none"> Understand the importance of receiving feedback. Recognise the different forms of feedback. Articulate what they have learnt and what they need to do to be successful in the lesson. Set and track progress against individual learning goals. Have tailored teaching that is informed by student data and appropriate high-impact teaching strategies. <p>Teachers</p> <ul style="list-style-type: none"> Understand the characteristics of high quality Collaborative Teams, engage in regular conversations about student learning, use CT time to evaluate the impact of teaching on student outcomes, give and receive feedback. Be able to articulate what student agency in learning looks like both generally and within different subject areas. Explicitly teacher students to set and track progress against individual learning goals. Explain to students the steps in the lesson, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing assessment opportunities. Consistent teaching and learning across the school following the school's instructional model and Coaching Action Plans. Create learning opportunities for students that are challenging and engaging. Engage student voice and agency in the process of influencing teaching and learning tasks. Regularly observe and provide feedback on teaching, with support and input from leaders and input from students. <p>Leaders</p> <ul style="list-style-type: none"> Communicate high expectations about student learning, use multiple sources to track the implementation of effective teaching and learning including barriers and enablers, prioritise strategic resources for highly effective teaching and learning. Build the capacity of teachers in Literacy. Ensure consistency between classrooms in the implementation of Literacy practices. <p>Community Members</p> <ul style="list-style-type: none"> Understand the importance of receiving feedback. Recognise the different forms of feedback.
Success Indicators	Minutes / agendas / presentations from staff meetings and professional learning School based survey data

	<p>Observations / agendas / notes of evidence related to the Literacy based workshop focuses Notes / records of conversations where feedback has been given and/or received E.g. PDP conversations, coaching conversations Financial and organisational school based documents Evidence used to evaluate impact of teaching on student outcomes E.g. F&P data, Essential Assessments, Teacher Judgement triangulation data</p> <p>Staff survey data for 'Academic Emphasis' and 'Skills to Measure Impact' to increase as per target AToSS data for factors 'Student Voice and Agency' and 'Differentiated Learning Challenge' to increase as per target</p>
Delivery of the annual actions for this KIS	Not Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> School review has refocussed directions for the school <input checked="" type="checkbox"/> Positive staff culture and readiness for change <input checked="" type="checkbox"/> Workforce stability and effective change management practices
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Workforce constraints i.e. change in leadership, understaffed, staff absence <input checked="" type="checkbox"/> Other <p>Covid</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Through the implementation of Professional Learning Communities, teachers began to understand the characteristics of high-quality Collaborative Teams, engage in regular conversations about student learning, use the collaborative time to evaluate the impact of teaching on student outcomes, give and receive feedback.</p>

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	Through continued professional Learning staff will work on being able to articulate what student agency in learning looks like both generally and within different subject areas. Through the newly established PLC's, the teacher will set SMART targets, monitor and track progress against individual learning goals.			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Assistant Principal and Teaching and Learning Coach share key learnings from Leading Literacy - professional development, curriculum development, assessment practices and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	25%
Activity 2	Develop structure and protocols for Collaborative Teams and Professional Learning Communities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	50%
Activity 3	Development and implementation of a professional learning program to support staff understanding of differentiation and student agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	50%
Activity 4	Literacy based workshop models introduced and implemented in all classrooms through coaching, PLCs and peer observations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	25%

Goal 3	Improve engagement for all students
12 Month Target 3.1	Increase in percent endorsement in the Attitudes to School Survey Student Voice and Agency - 89% (2019) to 94% (2020) Effective Classroom Behaviour - 88% (2019) to 93% (2020)
KIS 3.a Setting expectations and promoting inclusion	Embed the School Wide Positive Behaviour Support framework
Actions	Develop a consistent whole-school understanding of the School Wide Positive Behaviour Support framework. Further embed use within the classroom and across the school.
Outcomes	<p>Students</p> <p>Be able to identify the school's expected behaviours.</p> <p>Be able to identify the SWPB in action (E.g. specific examples in their classes).</p> <p>Teachers</p> <p>Understand what SWPB is.</p> <p>Consistently implement SWPB processes and practices at all times.</p> <p>Model positive and respectful relationships with all members of the school community.</p> <p>Develop individual plans to support students who are displaying Tier Two and Tier Three behaviours.</p> <p>Leaders</p> <p>Model positive and respectful relationships with all members of the school community.</p> <p>Have strong knowledge of SWPB.</p> <p>Regularly monitor implementation and effectiveness of SWPB.</p> <p>Support staff to use effective classroom practices.</p> <p>Community Members</p> <p>Understand the SWPB framework and how it is used to support student success in their learning</p>
Success Indicators	Minutes from meetings and professional learnings Notes from learning walks and classroom observations Sentral Wellbeing data - positive and negative incidents Student incident report form records

	<p>Responsible Thinking records Records of individual interventions and behaviour plans for students Conversations / feedback to teachers</p> <p>AToSS data for factors 'Effective Classroom Behaviour' and 'Student Voice and Agency' to increase as per target</p>
Delivery of the annual actions for this KIS	Completed
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Sufficient budget <input checked="" type="checkbox"/> Sufficient time allocated <input checked="" type="checkbox"/> Improvement efforts are well focussed (the school was able to prioritise well) <input checked="" type="checkbox"/> Positive staff culture and readiness for change
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Time constraints i.e. not enough time allocated <input checked="" type="checkbox"/> Other <p>Covid</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Significant Professional Learning was protected to provide the opportunity for teachers and students to develop a consistent whole-school understanding of the School-Wide Positive Behaviour Support framework.</p> <p>Evidence is witnessed in our Student Management System and a decline in students being excited from class. Students are able to identify the school's expected behaviours and are able to identify the SWPB in action.</p>

Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 	Monitor and evaluate SENTRAL data and provide further opportunities for teachers to engage with professional learning regarding classroom management. Continue to align our SWPS program with Positive Education (SEL Curriculum) and Respectful relationships.			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Sentral data analysis to make informed decisions about process and practices relating to positive and negative incidents	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	75%
Activity 2	Documented SWPBS handbook for staff which includes clear actions for the classroom and the yard, common language to be used and common processes to be followed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	75%
Activity 3	Parent information sessions on the process and implementation of SWPB at BPS	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	25%
Activity 4	Professional Learning focus on Student Wellbeing, including elements of Respectful Relationships	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	50%

Monitoring and Assessment - 2020

Term 3 monitoring (optional)

Goal 1	Develop a deep understanding of curriculum
12 Month Target 1.1	<p>Increase in percent endorsement in the Staff Opinion Survey Whole School - Understanding Curriculum - 57% (2019) to 77% (2020)</p> <p>Increase in percent endorsement in the Attitudes to School Survey Differentiated Learning Challenge -88% (2019) to 93% (2020)</p> <p>NAPLAN - All students (2019 Grade 2 Cohort) to reach state benchmark in Grade 3 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>All students (2019 Grade 4 Cohort) to reach state benchmark in Grade 5 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>Teacher Judgements - All students to make at least 12 months growth in reading.</p> <p>Reading - All Prep students to be reading at or above a Level D as per Fountas and Pinnell running record assessment.</p>
KIS 1.a Curriculum planning and assessment	To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach in Literacy.
Actions	<p>Develop a whole school understanding of the Collaborative Team and Professional Learning Community process at Burnside Primary School.</p> <p>Identify and utilise a range of opportunities to build teachers curriculum knowledge through Professional Learning Communities.</p>
Outcomes	<p>Students</p> <p>Access aligned, detailed and sequential curriculum plans with scaffolded vocabulary and language reduction in variability from classroom to classroom.</p> <p>Stronger retention of their understanding in Literacy.</p> <p>Transfer their knowledge between curriculum areas.</p>

	<p>Teachers</p> <p>Better understanding of of assessment and its purpose. Build depth of curriculum knowledge to influence targeted teaching and learning experiences for all students. Build capacity and understanding of effective assessment practices to identify students' prior knowledge and areas for learning. Build consistency within and across teams on teacher moderation and judgements. Develop a deep knowledge of the curriculum and students' progress and achievement, through use of high quality Common Assessment Tasks, targeted feedback and rigorous moderation processes. Create effective teaching and learning tasks that a directly aligned to the Victorian Curriculum. Explicit teaching of a planned and consistent approach to reading and writing across the school. Build their professional knowledge and understanding of the reading and writing process. Collaborate to undertake an Improvement Cycle approach into problem of practice, sharing data and curriculum expertise to develop strategies for improvement.</p> <p>Leaders</p> <p>Communicate high expectations about the Collaborative Team program, use multiple sources to track the implementation of CTs including barriers and enablers, model how to give and receive feedback with staff, prioritise strategic resourcing of CTs. Build the capacity of teachers in Literacy. Ensure consistency between classrooms in the implementation of Literacy practices.</p>
Success Indicators	<p>Minutes / agendas / presentations from staff meetings and professional learning School based survey data Observations / agendas / notes of evidence related to the Collaborative Team implementation Notes / records of conversations where feedback has been given and/or received E.g. PDP conversations, coaching conversations Financial and organisational school based documents Evidence used to evaluate impact of teaching on student outcomes E.g. F&P data, Essential Assessments, Teacher Judgement triangulation data</p> <p>Staff survey data for 'Understanding Curriculum' to increase as per target AToSS data for factors 'Differentiated Learning Challenge' to increase as per target</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	

Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review, modify and monitor curriculum programs, implementation and scope and sequence development in Literacy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Assistant Principal and Teaching and Learning Coach share key learnings from Leading Literacy - professional development, curriculum development, assessment practices and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Develop structure and protocols for Collaborative Teams and Professional Learning Communities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Goal 2	Develop a shared understanding of high expectations			
12 Month Target 2.1	<p>Increase in percent endorsement in the Staff Opinion Survey Whole School - Understanding Curriculum - 57% (2019) to 77% (2020)</p> <p>Increase in percent endorsement in the Attitudes to School Survey Differentiated Learning Challenge -88% (2019) to 93% (2020)</p> <p>NAPLAN - All students (2019 Grade 2 Cohort) to reach state benchmark in Grade 3 NAPLAN for all areas which is aligned with teacher judgement.</p>			

	<p>All students (2019 Grade 4 Cohort) to reach state benchmark in Grade 5 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>Teacher Judgements - All students to make at least 12 months growth in reading.</p> <p>Reading - All Prep students to be reading at or above a Level D as per Fountas and Pinnell running record assessment.</p>
KIS 2.a Building practice excellence	Build every teachers capacity to empower students to be more intellectually engaged, independent and self-aware learners.
Actions	<p>Develop a whole school understanding of what student agency in learning looks like.</p> <p>Identify opportunities to activate student agency in learning.</p>
Outcomes	<p>Students</p> <p>Understand the importance of receiving feedback.</p> <p>Recognise the different forms of feedback.</p> <p>Articulate what they have learnt and what they need to do to be successful in the lesson.</p> <p>Set and track progress against individual learning goals.</p> <p>Have tailored teaching that is informed by student data and appropriate high-impact teaching strategies.</p> <p>Teachers</p> <p>Understand the characteristics of high quality Collaborative Teams, engage in regular conversations about student learning, use CT time to evaluate the impact of teaching on student outcomes, give and receive feedback.</p> <p>Be able to articulate what student agency in learning looks like both generally and within different subject areas.</p> <p>Explicitly teacher students to set and track progress against individual learning goals.</p> <p>Explain to students the steps in the lesson, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing assessment opportunities.</p> <p>Consistent teaching and learning across the school following the school's instructional model and Coaching Action Plans.</p> <p>Create learning opportunities for students that are challenging and engaging.</p> <p>Engage student voice and agency in the process of influencing teaching and learning tasks.</p> <p>Regularly observe and provide feedback on teaching, with support and input from leaders and input from students.</p> <p>Leaders</p> <p>Communicate high expectations about student learning, use multiple sources to track the implementation of effective teaching and learning including barriers and enablers, prioritise strategic resources for highly effective teaching and learning.</p> <p>Build the capacity of teachers in Literacy.</p> <p>Ensure consistency between classrooms in the implementation of Literacy practices.</p>

	Community Members Understand the importance of receiving feedback. Recognise the different forms of feedback.			
Success Indicators	Minutes / agendas / presentations from staff meetings and professional learning School based survey data Observations / agendas / notes of evidence related to the Literacy based workshop focuses Notes / records of conversations where feedback has been given and/or received E.g. PDP conversations, coaching conversations Financial and organisational school based documents Evidence used to evaluate impact of teaching on student outcomes E.g. F&P data, Essential Assessments, Teacher Judgement triangulation data Staff survey data for 'Academic Emphasis' and 'Skills to Measure Impact' to increase as per target AToSS data for factors 'Student Voice and Agency' and 'Differentiated Learning Challenge' to increase as per target			
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	Assistant Principal and Teaching and Learning Coach share key learnings from Leading Literacy - professional development, curriculum development, assessment practices and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 2	Develop structure and protocols for Collaborative Teams and Professional Learning Communities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 3	Development and implementation of a professional learning program to support staff understanding of differentiation and student agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Literacy based workshop models introduced and implemented in all classrooms through coaching, PLCs and peer observations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 3	Improve engagement for all students			
12 Month Target 3.1	Increase in percent endorsement in the Attitudes to School Survey Student Voice and Agency - 89% (2019) to 94% (2020) Effective Classroom Behaviour - 88% (2019) to 93% (2020)			
KIS 3.a Setting expectations and promoting inclusion	Embed the School Wide Positive Behaviour Support framework			
Actions	Develop a consistent whole-school understanding of the School Wide Positive Behaviour Support framework. Further embed use within the classroom and across the school.			
Outcomes	<p>Students</p> <p>Be able to identify the school's expected behaviours. Be able to identify the SWPB in action (E.g. specific examples in their classes).</p> <p>Teachers</p> <p>Understand what SWPB is.</p>			

	<p>Consistently implement SWPB processes and practices at all times. Model positive and respectful relationships with all members of the school community. Develop individual plans to support students who are displaying Tier Two and Tier Three behaviours.</p> <p>Leaders Model positive and respectful relationships with all members of the school community. Have strong knowledge of SWPB. Regularly monitor implementation and effectiveness of SWPB. Support staff to use effective classroom practices.</p> <p>Community Members Understand the SWPB framework and how it is used to support student success in their learning</p>
Success Indicators	<p>Minutes from meetings and professional learnings Notes from learning walks and classroom observations Sentral Wellbeing data - positive and negative incidents Student incident report form records Responsible Thinking records Records of individual interventions and behaviour plans for students Conversations / feedback to teachers</p> <p>AToSS data for factors 'Effective Classroom Behaviour' and 'Student Voice and Agency' to increase as per target</p>
Delivery of the annual actions for this KIS	
Enablers	
Barriers	
Commentary on progress	
Future planning	
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Sentral data analysis to make informed decisions about process and practices relating to positive and negative incidents	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Documented SWPBS handbook for staff which includes clear actions for the classroom and the yard, common language to be used and common processes to be followed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 3	Parent information sessions on the process and implementation of SWPB at BPS	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Professional Learning focus on Student Wellbeing, including elements of Respectful Relationships	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2020

End-of-year monitoring

Goal 1	Develop a deep understanding of curriculum
12 Month Target 1.1	<p>Increase in percent endorsement in the Staff Opinion Survey Whole School - Understanding Curriculum - 57% (2019) to 77% (2020)</p> <p>Increase in percent endorsement in the Attitudes to School Survey Differentiated Learning Challenge -88% (2019) to 93% (2020)</p> <p>NAPLAN - All students (2019 Grade 2 Cohort) to reach state benchmark in Grade 3 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>All students (2019 Grade 4 Cohort) to reach state benchmark in Grade 5 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>Teacher Judgements - All students to make at least 12 months growth in reading.</p> <p>Reading - All Prep students to be reading at or above a Level D as per Fountas and Pinnell running record assessment.</p>
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
KIS 1.a Curriculum planning and assessment	To refine and embed a guaranteed and viable curriculum so there is a clear and consistent approach in Literacy.
Actions	<p>Develop a whole school understanding of the Collaborative Team and Professional Learning Community process at Burnside Primary School.</p> <p>Identify and utilise a range of opportunities to build teachers curriculum knowledge through Professional Learning Communities.</p>
Outcomes	<p>Students</p> <p>Access aligned, detailed and sequential curriculum plans with scaffolded vocabulary and language reduction in variability from classroom to classroom.</p>

	<p>Stronger retention of their understanding in Literacy. Transfer their knowledge between curriculum areas.</p> <p>Teachers Better understanding of of assessment and its purpose. Build depth of curriculum knowledge to influence targeted teaching and learning experiences for all students. Build capacity and understanding of effective assessment practices to identify students' prior knowledge and areas for learning. Build consistency within and across teams on teacher moderation and judgements. Develop a deep knowledge of the curriculum and students' progress and achievement, through use of high quality Common Assessment Tasks, targeted feedback and rigorous moderation processes. Create effective teaching and learning tasks that a directly aligned to the Victorian Curriculum. Explicit teaching of a planned and consistent approach to reading and writing across the school. Build their professional knowledge and understanding of the reading and writing process. Collaborate to undertake an Improvement Cycle approach into problem of practice, sharing data and curriculum expertise to develop strategies for improvement.</p> <p>Leaders Communicate high expectations about the Collaborative Team program, use multiple sources to track the implementation of CTs including barriers and enablers, model how to give and receive feedback with staff, prioritise strategic resourcing of CTs. Build the capacity of teachers in Literacy. Ensure consistency between classrooms in the implementation of Literacy practices.</p>
Success Indicators	<p>Minutes / agendas / presentations from staff meetings and professional learning School based survey data Observations / agendas / notes of evidence related to the Collaborative Team implementation Notes / records of conversations where feedback has been given and/or received E.g. PDP conversations, coaching conversations Financial and organisational school based documents Evidence used to evaluate impact of teaching on student outcomes E.g. F&P data, Essential Assessments, Teacher Judgement triangulation data</p> <p>Staff survey data for 'Understanding Curriculum' to increase as per target AToSS data for factors 'Differentiated Learning Challenge' to increase as per target</p>
Delivery of the annual actions for this KIS	No Longer Appropriate Because Of Covid 19 Impact
Enablers	

<ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Leadership has created and developed Essential Learnings and Proficiency scales for 2021. Staff have had the opportunity to look for vertical alignment and provided feedback. This is to ensure we have a GVC in place for 2021 that supports our Teaching and Learning Cycle.</p>
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Staff will learn "by doing" with Essential Learnings and Proficiency scales in protected PLC meetings in 2021. Staff will be supported to construct common formative assessment tasks that align with essential learnings and proficiency scales. The Assistant Principal will support new PLC leaders to execute PLC meetings and do a gradual release hand over during semester 1. The Executive team will support all middle leaders to execute PLC and collaborative team meetings and to create pacing guides. We will continue to embed this practice in 2021 and will be part of our 2021 AIP.</p>

OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Review, modify and monitor curriculum programs, implementation and scope and sequence development in Literacy	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	75%
Activity 2	Assistant Principal and Teaching and Learning Coach share key learnings from Leading Literacy - professional development, curriculum development, assessment practices and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	25%
Activity 3	Develop structure and protocols for Collaborative Teams and Professional Learning Communities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	75%
Goal 2	Develop a shared understanding of high expectations			
12 Month Target 2.1	<p>Increase in percent endorsement in the Staff Opinion Survey Whole School - Understanding Curriculum - 57% (2019) to 77% (2020)</p> <p>Increase in percent endorsement in the Attitudes to School Survey Differentiated Learning Challenge -88% (2019) to 93% (2020)</p> <p>NAPLAN - All students (2019 Grade 2 Cohort) to reach state benchmark in Grade 3 NAPLAN for all areas which is aligned with teacher judgement.</p> <p>All students (2019 Grade 4 Cohort) to reach state benchmark in Grade 5 NAPLAN for all areas which is aligned with teacher</p>			

	<p>judgement.</p> <p>Teacher Judgements - All students to make at least 12 months growth in reading.</p> <p>Reading - All Prep students to be reading at or above a Level D as per Fountas and Pinnell running record assessment.</p>
Has this 12 month target met	No Longer Appropriate Because Of COVID-19 Impact
KIS 2.a Building practice excellence	Build every teachers capacity to empower students to be more intellectually engaged, independent and self-aware learners.
Actions	<p>Develop a whole school understanding of what student agency in learning looks like.</p> <p>Identify opportunities to activate student agency in learning.</p>
Outcomes	<p>Students</p> <p>Understand the importance of receiving feedback.</p> <p>Recognise the different forms of feedback.</p> <p>Articulate what they have learnt and what they need to do to be successful in the lesson.</p> <p>Set and track progress against individual learning goals.</p> <p>Have tailored teaching that is informed by student data and appropriate high-impact teaching strategies.</p> <p>Teachers</p> <p>Understand the characteristics of high quality Collaborative Teams, engage in regular conversations about student learning, use CT time to evaluate the impact of teaching on student outcomes, give and receive feedback.</p> <p>Be able to articulate what student agency in learning looks like both generally and within different subject areas.</p> <p>Explicitly teacher students to set and track progress against individual learning goals.</p> <p>Explain to students the steps in the lesson, including presenting learning intentions, explicitly presenting new knowledge, identifying planned opportunities for practice, outlining questioning techniques the class will use, and describing assessment opportunities.</p> <p>Consistent teaching and learning across the school following the school's instructional model and Coaching Action Plans.</p> <p>Create learning opportunities for students that are challenging and engaging.</p> <p>Engage student voice and agency in the process of influencing teaching and learning tasks.</p> <p>Regularly observe and provide feedback on teaching, with support and input from leaders and input from students.</p> <p>Leaders</p> <p>Communicate high expectations about student learning, use multiple sources to track the implementation of effective teaching and learning including barriers and enablers, prioritise strategic resources for highly effective teaching and learning.</p> <p>Build the capacity of teachers in Literacy.</p>

	<p>Ensure consistency between classrooms in the implementation of Literacy practices.</p> <p>Community Members Understand the importance of receiving feedback. Recognise the different forms of feedback.</p>
Success Indicators	<p>Minutes / agendas / presentations from staff meetings and professional learning School based survey data Observations / agendas / notes of evidence related to the Literacy based workshop focuses Notes / records of conversations where feedback has been given and/or received E.g. PDP conversations, coaching conversations Financial and organisational school based documents Evidence used to evaluate impact of teaching on student outcomes E.g. F&P data, Essential Assessments, Teacher Judgement triangulation data</p> <p>Staff survey data for 'Academic Emphasis' and 'Skills to Measure Impact' to increase as per target AToSS data for factors 'Student Voice and Agency' and 'Differentiated Learning Challenge' to increase as per target</p>
Delivery of the annual actions for this KIS	No Longer Appropriate Because Of Covid 19 Impact
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 	

<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Staff have been able to consistently improve practice by monitoring teaching and learning across the school and within sub-schools (P-2 / 3-6) following the school's instructional model. During onsite and remote learning, staff have continued to provide learning opportunities for students that are challenging and engaging, to continue to stretch student growth.</p> <p>Executive leadership have provided Professional Learning that was future-focused on developing teacher capacity to embed instructional practices in the area of Literacy.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>Staff will use the feedback from the writing survey to develop their capacity and understanding to give and receive feedback through an admiring lens. Staff will be given PL on effective feedback (peer, teacher-student, student-led conferences, student voice and agency).</p> <p>Leadership will continue to develop an understanding of literacy practices and investigate PL around developing writing across the school to teach writing in complex ways to support students.</p>			
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Assistant Principal and Teaching and Learning Coach share key learnings from Leading Literacy - professional development, curriculum development, assessment practices and coaching	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	50%
Activity 2	Develop structure and protocols for Collaborative Teams and Professional Learning Communities	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	75%

			to: Term 1	
Activity 3	Development and implementation of a professional learning program to support staff understanding of differentiation and student agency	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	25%
Activity 4	Literacy based workshop models introduced and implemented in all classrooms through coaching, PLCs and peer observations	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	25%
Goal 3	Improve engagement for all students			
12 Month Target 3.1	Increase in percent endorsement in the Attitudes to School Survey Student Voice and Agency - 89% (2019) to 94% (2020) Effective Classroom Behaviour - 88% (2019) to 93% (2020)			
Has this 12 month target met	Met			
KIS 3.a Setting expectations and promoting inclusion	Embed the School Wide Positive Behaviour Support framework			
Actions	Develop a consistent whole-school understanding of the School Wide Positive Behaviour Support framework. Further embed use within the classroom and across the school.			
Outcomes	Students Be able to identify the school's expected behaviours. Be able to identify the SWPB in action (E.g. specific examples in their classes). Teachers Understand what SWPB is.			

	<p>Consistently implement SWPB processes and practices at all times. Model positive and respectful relationships with all members of the school community. Develop individual plans to support students who are displaying Tier Two and Tier Three behaviours.</p> <p>Leaders Model positive and respectful relationships with all members of the school community. Have strong knowledge of SWPB. Regularly monitor implementation and effectiveness of SWPB. Support staff to use effective classroom practices.</p> <p>Community Members Understand the SWPB framework and how it is used to support student success in their learning</p>
Success Indicators	<p>Minutes from meetings and professional learnings Notes from learning walks and classroom observations Sentral Wellbeing data - positive and negative incidents Student incident report form records Responsible Thinking records Records of individual interventions and behaviour plans for students Conversations / feedback to teachers</p> <p>AToSS data for factors 'Effective Classroom Behaviour' and 'Student Voice and Agency' to increase as per target</p>
Delivery of the annual actions for this KIS	No Longer Appropriate Because Of Covid 19 Impact
Enablers <ul style="list-style-type: none"> • <i>What enablers are supporting/supported the delivery of this KIS?</i> 	
Barriers	

<ul style="list-style-type: none"> • <i>What barriers are impeding/impeded the delivery of this KIS?</i> 				
<p>Commentary on progress</p> <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 	<p>Staff understand what SWPB is and consistently implement SWPB processes and practices at all times. They model positive and respectful relationships with all members of the school community.</p>			
<p>Future planning</p> <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> • <i>How will the outcome influence the next AIP?</i> 	<p>For 2021 as outlined in the Strategic Review we will work to align our Social and Emotional Learning curriculum, Positive Education and SWPS to form a GVC that is explicitly executed with low variability across the school.</p>			
<p>OPTIONAL: Upload Evidence</p>				
Activities and Milestones	Activity	Who	When	Percentage complete

Activity 1	Sentral data analysis to make informed decisions about process and practices relating to positive and negative incidents	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	100%
Activity 2	Documented SWPBS handbook for staff which includes clear actions for the classroom and the yard, common language to be used and common processes to be followed	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	75%
Activity 3	Parent information sessions on the process and implementation of SWPB at BPS	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	25%
Activity 4	Professional Learning focus on Student Wellbeing, including elements of Respectful Relationships	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	25%

Monitoring and Self-assessment - 2020

SEIL Feedback

Submitted Feedback

Despite the circumstances that we found ourselves in Burnside PS has progressed very strategically, having completed a review during term 4 remotely. The next AIP will be based upon the recommendations of that review and as the population grows over the next four years the full extent of the deep and narrow focus of the school and its leadership should be realised. There are challenges in the Tutor Learning Initiative that present an opportunity to embed sound differentiation practices.

Submitted by Tony Simpson (SEIL) on 09 December, 2020 at 12:09 PM