

Monitoring and Assessment - 2022

Devon Meadows Primary School (3924)



Submitted for review by Brendan McDonough (School Principal) on 16 December, 2021 at 10:27 AM
Endorsed by Anne Martin (Senior Education Improvement Leader) on 17 February, 2022 at 11:32 AM
Endorsed by Melaine Kelsall (School Council President) on 18 February, 2022 at 11:20 AM

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	Increase the overall percentage of students at or above level against the Victorian Curriculum in Mathematics- Number and Algebra from 64% to 70% To maintain / increase the percentage of positive responses on the AtoSS for the factors: <ul style="list-style-type: none"> • 'Differentiated learning challenge' from 90% (2021) • 'Stimulated learning' from 84% (2021) • 'Student voice and agency' from 69% (2021)
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	<ul style="list-style-type: none"> * Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs in Mathematics. * Develop a multi-tiered response to meet students' individual learning needs
Outcomes	<ul style="list-style-type: none"> *Embed PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice *Students in need of targeted academic support or intervention will be identified and supported *Teachers will identify student learning needs based on diagnostic assessment data *Teachers and tutors will plan for differentiation based on student learning data *Teachers will implement differentiated teaching and learning to meet individual student needs

	*Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning			
Success Indicators	<ul style="list-style-type: none"> *PLCs/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons *Data used to identify students for tailored supports *Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed *A documented assessment schedule and evidence of teachers inputting data and moderating assessments *Differentiated curriculum documents and evidence of student learning at different levels *Differentiated resources used in tailored supports *Assessment data and student surveys from intervention groups *A yearly Maths scope and sequence developed and used by staff for term and weekly planning 			
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 identified students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Review evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	by staff		to: Term 4	
Activity 3	Organise Learning Walks to observe staff practice with problem solving and number fluency	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 4	Develop, implement and monitor a tiered response to intervention and tutoring programs (including evidenced based approaches)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 5	Prioritise collaboration time in PLCs/PLTs and share effective strategies e.g. timetabling	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	Regular TLI meetings scheduled to ensure to monitor student learning need and progress	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 4	0%
Activity 7	Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 8	Schedule and organise professional learning on the implementation of the Mathematics instructional model with particular emphasis on application and number fluency	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%

Activity 9	Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 10	Priority Team Strategy Plans will be created to assist in driving and monitoring implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 11	Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 12	Review the professional development calendar and update to prioritise collaboration time in PLCs/PLTs e.g. meeting schedule	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 13	Review the Instructional Model to establish how the multi-tiered response model will be adopted in classrooms	<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	<ul style="list-style-type: none"> * Embed positive mental health approaches in staff professional practice * Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health 			

Outcomes	<ul style="list-style-type: none"> * Teachers will incorporate trauma informed practices in classes and in planning units of work * Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, and cultural wellbeing * Teachers will implement a range of interventions in their classroom to support student wellbeing * At-risk students will be identified and receive targeted support in a timely manner 			
Success Indicators	<ul style="list-style-type: none"> * Curriculum documentation reflecting social and emotional learning * Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns * Student/staff/parent/carer focus groups and interviews * Data used to identify students in need of targeted support * Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns 			
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Enablers				
Barriers				
Commentary on progress				
Future planning				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Establish lunchtime and before-school clubs that promote healthy habits and positive relationships	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 4	0%
Activity 2	Consult with staff on monitoring and referral processes	<input checked="" type="checkbox"/> All Staff	from: Term 1	0%

			to: Term 1	
Activity 3	Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 4	Priority Team Strategy Plans will be created to assist in driving and monitoring implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 5	Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1 to: Term 2	0%
Activity 6	Implement wellbeing programs to create classroom environments that promotes positive mental health	<input checked="" type="checkbox"/> All Staff	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.
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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
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Outcomes	<ul style="list-style-type: none"> *Embed PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice *Students in need of targeted academic support or intervention will be identified and supported *Teachers will identify student learning needs based on diagnostic assessment data *Teachers and tutors will plan for differentiation based on student learning data *Teachers will implement differentiated teaching and learning to meet individual student needs

	*Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning			
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Enablers				
Barriers				
Commentary on progress				
Future planning				
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Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Review evidence-based approaches to identifying students requiring individual and tailored support and establish criteria for use	<input checked="" type="checkbox"/> Leadership Team	from: Term 1	0%

	by staff		to: Term 4	
Activity 3	Priority Team Strategy Plans will be created to assist in driving and monitoring implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Review and update IEPs for identified students	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 5	Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 6	Regular TLI meetings scheduled to ensure to monitor student learning need and progress	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 4	0%
Activity 7	Schedule and organise professional learning on the implementation of the Mathematics instructional model with particular emphasis on application and number fluency	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 8	Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 9	Review the professional development calendar and update to prioritise collaboration time in PLCs/PLTs e.g. meeting schedule	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 10	Review the Instructional Model to establish how the multi-tiered response model will be adopted in classrooms	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 11	Organise Learning Walks to observe staff practice with problem solving and number fluency	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 12	Develop, implement and monitor a tiered response to intervention and tutoring programs (including evidenced based approaches)	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 13	Prioritise collaboration time in PLCs/PLTs and share effective strategies e.g. timetabling	<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	<ul style="list-style-type: none"> * Embed positive mental health approaches in staff professional practice * Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health 			

Outcomes	<ul style="list-style-type: none"> * Teachers will incorporate trauma informed practices in classes and in planning units of work * Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, and cultural wellbeing * Teachers will implement a range of interventions in their classroom to support student wellbeing * At-risk students will be identified and receive targeted support in a timely manner 			
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Activity 2	Audit and develop curriculum resources to reflect wellbeing and social-emotional learning focus	<input checked="" type="checkbox"/> Wellbeing Team	from: Term 1	0%

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Activity 3	Priority Team Strategy Plans will be created to assist in driving and monitoring implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 4	Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 5	Implement wellbeing programs to create classroom environments that promotes positive mental health	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%
Activity 6	Consult with staff on monitoring and referral processes	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	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.
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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	<ul style="list-style-type: none"> * Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs in Mathematics. * Develop a multi-tiered response to meet students' individual learning needs
Outcomes	<ul style="list-style-type: none"> *Embed PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice *Students in need of targeted academic support or intervention will be identified and supported *Teachers will identify student learning needs based on diagnostic assessment data *Teachers and tutors will plan for differentiation based on student learning data *Teachers will implement differentiated teaching and learning to meet individual student needs

	*Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning			
Success Indicators	<ul style="list-style-type: none"> *PLCs/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons *Data used to identify students for tailored supports *Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed *A documented assessment schedule and evidence of teachers inputting data and moderating assessments *Differentiated curriculum documents and evidence of student learning at different levels *Differentiated resources used in tailored supports *Assessment data and student surveys from intervention groups *A yearly Maths scope and sequence developed and used by staff for term and weekly planning 			
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Activity 1	Review the assessment schedule and embed time for moderation of student work in the professional learning calendar	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
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Activity 4	Organise Learning Walks to observe staff practice with problem solving and number fluency	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
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Activity 6	Prioritise collaboration time in PLCs/PLTs and share effective strategies e.g. timetabling	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 7	Schedule and organise professional learning on the implementation of the Mathematics instructional model with particular emphasis on application and number fluency	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 8	Regular TLI meetings scheduled to ensure to monitor student learning need and progress	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Numeracy Support	from: Term 1 to: Term 4	0%

Activity 9	Schedule and organise professional learning on strategies to support students with specific learning requirements throughout the year	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 10	Review the professional development calendar and update to prioritise collaboration time in PLCs/PLTs e.g. meeting schedule	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 1	0%
Activity 11	Review the Instructional Model to establish how the multi-tiered response model will be adopted in classrooms	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 12	Document plans for coaching/mentoring/observation	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 13	Priority Team Strategy Plans will be created to assist in driving and monitoring implementation.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> All Staff	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	<ul style="list-style-type: none"> * Embed positive mental health approaches in staff professional practice * Establish student focus groups to promote student voice and seek feedback on the promotion of wellbeing and positive mental health 			

Outcomes	<ul style="list-style-type: none"> * Teachers will incorporate trauma informed practices in classes and in planning units of work * Teachers, leaders and the school community will share a common understanding of the whole school approach to supporting to physical, social, emotional, and cultural wellbeing * Teachers will implement a range of interventions in their classroom to support student wellbeing * At-risk students will be identified and receive targeted support in a timely manner 			
Success Indicators	<ul style="list-style-type: none"> * Curriculum documentation reflecting social and emotional learning * Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns * Student/staff/parent/carer focus groups and interviews * Data used to identify students in need of targeted support * Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns 			
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Activity 5	Hold professional learning for teachers implementing wellbeing programs	<input checked="" type="checkbox"/> Allied Health	from: Term 1 to: Term 4	0%
Activity 6	Implement wellbeing programs to create classroom environments that promotes positive mental health	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 2	0%

Monitoring and Assessment - 2022

End-of-year monitoring

Goal 1	<p>2022 Priorities Goal</p> <p>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.</p>
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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	<ul style="list-style-type: none"> * Build staff capacity in assessment and differentiation in order to identify and meet students' individual learning needs in Mathematics. * Develop a multi-tiered response to meet students' individual learning needs
Outcomes	<ul style="list-style-type: none"> *Embed PLCs/PLTs structures to support teacher collaboration and reflection of strengthen teaching practice *Students in need of targeted academic support or intervention will be identified and supported *Teachers will identify student learning needs based on diagnostic assessment data *Teachers and tutors will plan for differentiation based on student learning data

	<ul style="list-style-type: none"> *Teachers will implement differentiated teaching and learning to meet individual student needs *Leaders will support teaching staff to build assessment and differentiation practices through clear processes and professional learning 			
Success Indicators	<ul style="list-style-type: none"> *PLCs/PLTs will meet to engage in reflective practice, evaluate and plan curriculum, assessments, lessons *Data used to identify students for tailored supports *Student IEP's will describe adjustments to meet their needs, and implementation, monitoring and evaluation will be observed *A documented assessment schedule and evidence of teachers inputting data and moderating assessments *Differentiated curriculum documents and evidence of student learning at different levels *Differentiated resources used in tailored supports *Assessment data and student surveys from intervention groups *A yearly Maths scope and sequence developed and used by staff for term and weekly planning 			
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Monitoring and Self-assessment - 2022

SEIL Feedback