

Monitoring and Assessment - 2023

Hawthorn West Primary School (0293)



Submitted for review by Nerida Smith (School Principal) on 19 May, 2023 at 12:21 PM

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Endorsed by Gabriella Lorenzetti (School Council President) on 19 May, 2023 at 02:31 PM

Monitoring and Assessment - 2023

Term 1 monitoring (optional)

Goal 1	2023 Priorities Goal In 2023 we will continue to focus on student learning - with an increased focus on numeracy - and student wellbeing through the 2023 Priorities Goal, a learning Key Improvement Strategy and a wellbeing Key Improvement Strategy.
12 Month Target 1.1	Increase the percentage of students in F-6 assessed at or above expected growth in Number and Algebra, using the Victorian Curriculum to 78%. To decrease the percentage of students at Year 5 showing low NAPLAN benchmark growth in Numeracy to Numeracy target 35%. To increase the percentage of students achieving in the top two NAPLAN bands in Numeracy to Year 5 - 38%, Year 3 - 58%
KIS 1.a Priority 2023 Dimension	Learning - Support both those who need scaffolding and those who have thrived to continue to extend their learning, especially in numeracy
Actions	<ol style="list-style-type: none"> 1. Enhance teacher practice through the strengthening of Professional Learning Communities. 2. Strengthen consistent whole school practice in the implementation of a high quality instructional model in Mathematics. 3. Build teacher capability to differentiate learning to challenge students at their point of need in Mathematics.
Outcomes	<p>Students will articulate the strategies they are using to solve challenging Maths problems.</p> <p>Students will articulate how their learning relates to the learning intentions and how they know they have been successful.</p> <p>Teachers will use data to inform the teaching approaches to be implemented in their learning environments.</p> <p>Teachers will confidently implement the HWPS instructional model in their learning environments.</p> <p>Teachers will implement differentiated curriculum to ensure accessibility and challenge for all students.</p> <p>Leaders will articulate and model effective PLC practices.</p> <p>Leaders will ensure that curriculum planning is informed by quality data sets.</p> <p>Leaders will provide professional learning to support the implementation of the HWPS Instructional Model.</p>
Success Indicators	<p>Student Learning Growth</p> <p>*An increased number of students achieving a minimum of 12 months growth in Mathematics as measured by PAT Maths and Maths</p>

	<p>Online Interview Data.</p> <p>Teacher Staff Survey data will demonstrate increased endorsement in the areas of:</p> <ul style="list-style-type: none"> * understands how to analyse data - 65% * knowledge of high impact teaching strategies - 65% * time to share pedagogical content - 60% 			
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	Strategic Planning - School improvement team develop measurable team goals which support the achievement of AIP/SSP goals in Mathematics.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 1	0%
Activity 2	Review and document a school wide instructional model in Mathematics.	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 1	0%
Activity 3	Professional Learning with Michael Minas in relation to the Mathematics Instructional	<input checked="" type="checkbox"/> All Staff	from: Term 2	0%

	Model and staff capacity to employ it to differentiate learning.		to: Term 2	
Activity 4	Selected staff to be coached and mentored in the teaching of Mathematics by consultant Michael Minas and participate in Riversdale Network Mathematics professional learning suite.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 3	0%
KIS 1.b Priority 2023 Dimension	Wellbeing - Effectively mobilise available resources to support students' wellbeing and mental health, especially the most vulnerable			
Actions	To ensure that all students have access to the support(s) they require in order to access the learning program and enjoy a positive school experience.			
Outcomes	<p>Students will focus on measurable learning goals as outlined in their Individual Education Plans.</p> <p>Students will demonstrate improved emotional/behavioural regulation as outlined in their Individual Behaviour Plans.</p> <p>Teachers will implement supportive behaviour management practices in the classroom.</p> <p>Teachers will formulate and implement Individual Education Plans (IEPs) for target students.</p> <p>Teachers will proactively incorporate recommendations from Health Care Professionals into the classroom program.</p> <p>Leaders will ensure appropriate resourcing is available to support the wellbeing of all students.</p> <p>Leaders will facilitate a comprehensive Student Support Group Program.</p> <p>Leaders will provide professional learning in relation to supporting students with specific learning or behavioural.</p>			
Success Indicators	<p>*A high percentage of students are successful in meeting the measurable goals as articulated in their IEPs.</p> <p>*Target students have a similar number of Chronicle incident reports as the general student population.</p> <p>*Positive endorsement for Emotional Awareness and Regulation to be 72%, as measured in the ATSOS survey.</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	Comprehensive student hand over meetings from 2022 staff to 2023 staff.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> Education Support	from: Term 1 to: Term 1	0%
Activity 2	Program Support Group Meetings, including Assistant Principal, Parents or Carers, Teachers and Health Care Professionals (as required) scheduled termly to monitor student achievement and formulate further learning goals.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Establishment of a Wellbeing Team which focuses on developing staff expertise in supporting students with specific learning disorders.	<input checked="" type="checkbox"/> SWPBS Leader/Team <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Assistant Principal	from: Term 1 to: Term 4	0%
Activity 4	Provision of mentoring and coaching from Teacher Expert - Sue Johnson (Croydon Community School) for teachers supporting students requiring additional support to access the learning program.	<input checked="" type="checkbox"/> Allied Health <input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Goal 2	Improve learning growth in literacy and numeracy for all students.			

12 Month Target 2.1	Reading and viewing target 82%. Writing target 75%.
12 Month Target 2.2	Reading target - 33%
12 Month Target 2.3	Writing target 22% Spelling target 40% Grammar and punctuation target 40%
12 Month Target 2.4	Year 5: Grammar and punctuation 38% Year 3: Numeracy target 58%
12 Month Target 2.5	Guaranteed and viable curriculum - 70% Teacher collaboration - 70% Understand how to analyse data - 65% Knowledge of high impact teaching strategies - 65% Believe peer feedback improves practice - 60% Professional learning through peer observation - 50% Time to share pedagogical content knowledge - 60%
KIS 2.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Enhance teacher practice in literacy and numeracy through the strengthening of Professional Learning Communities.

Actions	To improve teacher knowledge in relation to the teaching of Grammar and Punctuation. To ensure a consistent approach to the teaching of Grammar and Punctuation across the school.			
Outcomes	Students are able to apply appropriate grammar and punctuation when drafting and editing writing. Students can articulate the grammar and punctuation they are using and why it is applicable to their purpose. Teachers use student data to plan a responsive grammar and punctuation program. Teachers implement a consistent approach to the teaching of grammar and punctuation within the Writer's Workshop approach. Leaders build the capacity of the School Improvement Team to facilitate effective collaboration. Leaders build the capacity of School Improvement Team to implement a consistent approach to the teaching of Grammar and Punctuation.			
Success Indicators	* Writing overviews and planning documentation include explicit instruction in grammar and punctuation at all levels of the school. * Grade 5 students in the top two bands of NAPLAN in Grammar Punctuation - 38% * Percentage of students making low growth in NAPLAN, Grammar and Punctuation - 40%.			
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	School Improvement Team develops expectations in relation to the embedding of explicit instruction in Grammar and Punctuation, within the Writers Workshop.	<input checked="" type="checkbox"/> School Improvement Team	from: Term 2 to: Term 2	0%

Activity 2	Professional Learning Communities use data from target students to plan for responsive instruction in Grammar and Punctuation.	<input checked="" type="checkbox"/> PLC Leaders <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
KIS 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen consistent whole school practice in the implementation of a high quality instructional model.			
Actions	1. Enhance teacher practice through the strengthening of Professional Learning Communities. 2. Develop consistent whole school practice in the teaching of spelling.			
Outcomes	Students from Foundation to Grade 2 demonstrate capacity to apply phonemic and phonic knowledge to decode and encode. Students from Grade 3-6 demonstrate capacity to generalise patterns when spelling. Students demonstrate confidence in applying their knowledge of letters and their corresponding sounds when writing. Teachers incorporate daily explicit instruction and multiple exposures in Spelling. Leaders provide professional learning in teaching spelling for all members of the teaching team. Leaders ensure appropriate resourcing to enable a coherent approach to the teaching of spelling.			
Success Indicators	* An increased number of students achieving in a minimum of 12 months growth in Spelling, as measured by the South Australian Spelling Test. * Target cohort of students will demonstrate a minimum of 12 months growth in Writing according to Teacher Judgments against Victorian Curriculum			
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	Teachers implement the Little Learners Love Literacy Program in Foundation and Grade 1, following professional learning for all staff in December 2022.	<input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	All teachers from Grade 3 to 6 complete SMART Spelling Professional Learning. SMART Spelling implemented from Grade 3-6 commencing term 2.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%
Goal 4	Enhance the wellbeing of all students.			
12 Month Target 4.1	Parent participation and involvement - 80% School improvement - 70% Teacher communication - 68%			
12 Month Target 4.2	Respect for diversity 70% Emotional awareness and regulation 73%			
12 Month Target 4.3	Parent and community involvement 72% Trust in students and parents 80% Staff trust in colleagues from 80%			
KIS 4.b Responsive, tiered and contextualised approaches and strong relationships to support	Strengthen the partnership between parents, carers, students and staff and create a shared vision for high expectations for student learning.			

student learning, wellbeing and inclusion	
Actions	<ol style="list-style-type: none"> 1. To work effectively with the School Community to develop a compelling vision for Hawthorn West. 2. Communicate and embed the Hawthorn West vision and values in order to create a culture of high expectations for all learners. 3. To continue to develop community wide expectations in relation to student behaviour through the continued implementation of the School Wide Positive Behaviour Support Program (SWPBS).
Outcomes	<p>Students will understand and articulate the behaviours being promoted through the school vision and values.</p> <p>Students will identify when they are demonstrating the school values.</p> <p>Students will approach trusted staff members should they experience inappropriate social behaviour.</p> <p>Teachers will ensure that the school vision and values underpin all aspects of the learning and school experience of all students.</p> <p>Teachers will actively promote the school's vision and values in all interactions with the school community.</p> <p>Teachers will implement consistent approaches to the management of bullying.</p> <p>The Leadership will consult with the school community to ensure that all members contribute to the vision and values of the school.</p> <p>The Leadership will consistently articulate the goals, objectives and improvement agenda of the school and how they relate to the vision and values.</p> <p>The Leadership will ensure all staff have access to appropriate learning to support the successful embedding of the SWPBS.</p>
Success Indicators	<p>Vision statement developed and consistently communicated and embedded in all school communications.</p> <p>Pulse data demonstrates a decrease in identified student behaviours.</p> <p>ATSOS and parent survey indicate a positive endorsement for the Management of Bullying.</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	Develop a compelling vision for HWPS through proactive community consultation, through face to face and online mechanisms.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 1	0%
Activity 2	All staff complete the SWPBS, Management of Bullying module and embed new practices within the current behaviour matrix and weekly lesson structure.	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Assistant Principal	from: Term 2 to: Term 3	0%
Activity 3	Use pulse data to strategically plan the implementation of SWPBS in response to behaviours exhibited.	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 4	0%

Monitoring and Self-assessment - 2023

SEIL Feedback