**Monitoring and Assessment - 2019**

Murrabit Group School (3859)

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Submitted for review by Greg Adams (School Principal) on 21 December, 2018 at 12:22 PM  
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 22 February, 2019 at 08:26 AM  
Endorsed by Angela Morton (School Council President) on 08 March, 2019 at 06:08 PM  
Term 2 Monitoring submitted by Greg Adams (School Principal) on 08 September, 2019 at 02:06 PM  
  
Term 4 Monitoring submitted by Greg Adams (School Principal) on 20 December, 2019 at 01:23 PM

**Monitoring and Assessment - 2019**

**Term 1 monitoring (optional)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal 1** | | To build teacher capacity in explicitly teaching and assessing writing and number and algebra through team planning and feedback culture as well as strengthening curriculum knowledge | | | |
| 12 Month Target 1.1 | | Student writing growth shows at least one year's growth for one year's learning as measured by (triangulation of data) over the life of the Strategic Plan as measured through:  NAPLAN relative growth (Reading, Number)  - Evidence based teacher Judgements (Victorian Curriculum: English, Mathematics)       ATSS Teaching & Learning Variable (years 4-6)   2019   Student Motivation 91%   Stimulating Learning 94%   Learning Confidence 88%    Staff Survey   Collective Efficacy 95%   Teacher Collaboration 85%   Academic Excellence 88%  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data  Universal application of instructional model as evidenced in lesson planning and implementation | | | |
| KIS 1.a Building practice excellence | | To embed a collaborative approach to teaching assessment and data analysis whilst beginning to develop a collective efficacy approach with all staff. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focussing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in writing as per school targets.  Teachers will: - demonstrate an understanding of each students' needs in the area of Writing. - implement differentiated teaching practices in Writing that target individual and small group needs. - gain an understanding of the Numeracy strategy and how to implement it within Murrabit Group School - embed the Murrabit Instructional Model in the teaching of literacy Principal will: - work with Network Staff to ensure the needs of each staff member is supported to their capacity to understand student needs and implement differentiated teaching practices. - gain an understanding of the Numeracy strategy and how to implement it within Murrabit Group School | | | |
| Success Indicators | | Students: experience growth in writing as per school targets. | | | |
| 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 | Attend Six Traits PD | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Leadership staff to attend Teaching and Learning network and region sessions on expected numeracy sessions | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | All staff to attend Teaching and Learning network and region sessions on expected HITS sessions | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Update the School's Assessment Schedule and ensure there is a balance of summative and formative assessment for literacy and numeracy | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Implement a data wall with faces on the data in the area of writing  Improve teachers understanding and capacity of data literacy | | 🗹 All Staff | from: Term 2  to: Term 4 | 0% |
| Activity 6 | Moderation of students writing | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Implement peer observation practices once a term to provide feedback for staff on the Murrabit Instructional Model | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2019**

**Mid-year monitoring**

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| **Goal 1** | | To build teacher capacity in explicitly teaching and assessing writing and number and algebra through team planning and feedback culture as well as strengthening curriculum knowledge | | | |
| 12 Month Target 1.1 | | Student writing growth shows at least one year's growth for one year's learning as measured by (triangulation of data) over the life of the Strategic Plan as measured through:  NAPLAN relative growth (Reading, Number)  - Evidence based teacher Judgements (Victorian Curriculum: English, Mathematics)       ATSS Teaching & Learning Variable (years 4-6)   2019   Student Motivation 91%   Stimulating Learning 94%   Learning Confidence 88%    Staff Survey   Collective Efficacy 95%   Teacher Collaboration 85%   Academic Excellence 88%  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data  Universal application of instructional model as evidenced in lesson planning and implementation | | | |
| KIS 1.a Building practice excellence | | To embed a collaborative approach to teaching assessment and data analysis whilst beginning to develop a collective efficacy approach with all staff. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focussing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in writing as per school targets.  Teachers will: - demonstrate an understanding of each students' needs in the area of Writing. - implement differentiated teaching practices in Writing that target individual and small group needs. - gain an understanding of the Numeracy strategy and how to implement it within Murrabit Group School - embed the Murrabit Instructional Model in the teaching of literacy Principal will: - work with Network Staff to ensure the needs of each staff member is supported to their capacity to understand student needs and implement differentiated teaching practices. - gain an understanding of the Numeracy strategy and how to implement it within Murrabit Group School | | | |
| Success Indicators | | Students: experience growth in writing as per school targets. | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Key Improvement Strategies are able to be implemented  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Time constraints i.e. not enough time allocated | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Staff have displayed a far greater team approach to owning data. Conversations are more team orientated. Leadership meetings are now taking place, with a spread of ownership of building staff capacity. Staff are owning their development, and building it into their performance plans and staff meetings Staff lead writing planning. Staff lead the moderation of student's writing, ensuring they have an understanding of each students' needs in the area of Writing. Staff have lead the implementation of the writing data wall. This came from their research on line, readings and school visits to decide what would work for our school. Staff re-evaluated the Assessment Schedule at the start of the year, making changes as necessary. Staff have attended Network PLC's at Lake Boga as well as Six Traits of Writing PD. These have driven our own staff PD sessions. Principal attended the Principal Area Forum to learn about the Numeracy Strategy. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | The moderation sessions will be embedded in term 4, with a link made to the Network in 2020 for moderation with Koondrook PS. Leadership staff made contact in 2019 in the area of moderation which has been a starting point. Data Walls and Case Management to be further embedded in term 4. Peer observation to begin in term 4, with the Murrabit Instructional Model the focus in the area of literacy. CRT fnds set aside to ensure this occurs probably. Principal to liaise with his coach to ensure Peer Observation is successful. Pupil Free Day has been set aside for Top Ten Maths Day in term 3, but Principal has spoke to Koondrook Principal with possibility of having a Pupil Free Day in term 1 2020 to investigate Numeracy Strategy. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend Six Traits PD | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Leadership staff to attend Teaching and Learning network and region sessions on expected numeracy sessions | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | All staff to attend Teaching and Learning network and region sessions on expected HITS sessions | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Update the School's Assessment Schedule and ensure there is a balance of summative and formative assessment for literacy and numeracy | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Implement a data wall with faces on the data in the area of writing  Improve teachers understanding and capacity of data literacy | | 🗹 All Staff | from: Term 2  to: Term 4 | 0% |
| Activity 6 | Moderation of students writing | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Implement peer observation practices once a term to provide feedback for staff on the Murrabit Instructional Model | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2019**

**Term 3 monitoring (optional)**

|  |  |  |  |  |  |
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| **Goal 1** | | To build teacher capacity in explicitly teaching and assessing writing and number and algebra through team planning and feedback culture as well as strengthening curriculum knowledge | | | |
| 12 Month Target 1.1 | | Student writing growth shows at least one year's growth for one year's learning as measured by (triangulation of data) over the life of the Strategic Plan as measured through:  NAPLAN relative growth (Reading, Number)  - Evidence based teacher Judgements (Victorian Curriculum: English, Mathematics)       ATSS Teaching & Learning Variable (years 4-6)   2019   Student Motivation 91%   Stimulating Learning 94%   Learning Confidence 88%    Staff Survey   Collective Efficacy 95%   Teacher Collaboration 85%   Academic Excellence 88%  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data  Universal application of instructional model as evidenced in lesson planning and implementation | | | |
| KIS 1.a Building practice excellence | | To embed a collaborative approach to teaching assessment and data analysis whilst beginning to develop a collective efficacy approach with all staff. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focussing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in writing as per school targets.  Teachers will: - demonstrate an understanding of each students' needs in the area of Writing. - implement differentiated teaching practices in Writing that target individual and small group needs. - gain an understanding of the Numeracy strategy and how to implement it within Murrabit Group School - embed the Murrabit Instructional Model in the teaching of literacy Principal will: - work with Network Staff to ensure the needs of each staff member is supported to their capacity to understand student needs and implement differentiated teaching practices. - gain an understanding of the Numeracy strategy and how to implement it within Murrabit Group School | | | |
| Success Indicators | | Students: experience growth in writing as per school targets. | | | |
| 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 | Attend Six Traits PD | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 2 | Leadership staff to attend Teaching and Learning network and region sessions on expected numeracy sessions | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 0% |
| Activity 3 | All staff to attend Teaching and Learning network and region sessions on expected HITS sessions | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 4 | Update the School's Assessment Schedule and ensure there is a balance of summative and formative assessment for literacy and numeracy | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 5 | Implement a data wall with faces on the data in the area of writing  Improve teachers understanding and capacity of data literacy | | 🗹 All Staff | from: Term 2  to: Term 4 | 0% |
| Activity 6 | Moderation of students writing | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Implement peer observation practices once a term to provide feedback for staff on the Murrabit Instructional Model | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2019**

**End-of-year monitoring**

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| --- | --- | --- | --- | --- | --- |
| **Goal 1** | | To build teacher capacity in explicitly teaching and assessing writing and number and algebra through team planning and feedback culture as well as strengthening curriculum knowledge | | | |
| 12 Month Target 1.1 | | Student writing growth shows at least one year's growth for one year's learning as measured by (triangulation of data) over the life of the Strategic Plan as measured through:  NAPLAN relative growth (Reading, Number)  - Evidence based teacher Judgements (Victorian Curriculum: English, Mathematics)       ATSS Teaching & Learning Variable (years 4-6)   2019   Student Motivation 91%   Stimulating Learning 94%   Learning Confidence 88%    Staff Survey   Collective Efficacy 95%   Teacher Collaboration 85%   Academic Excellence 88%  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data  Universal application of instructional model as evidenced in lesson planning and implementation | | | |
| Has this 12 month target met | | Partially Met | | | |
| KIS 1.a Building practice excellence | | To embed a collaborative approach to teaching assessment and data analysis whilst beginning to develop a collective efficacy approach with all staff. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focussing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in writing as per school targets.  Teachers will: - demonstrate an understanding of each students' needs in the area of Writing. - implement differentiated teaching practices in Writing that target individual and small group needs. - gain an understanding of the Numeracy strategy and how to implement it within Murrabit Group School - embed the Murrabit Instructional Model in the teaching of literacy Principal will: - work with Network Staff to ensure the needs of each staff member is supported to their capacity to understand student needs and implement differentiated teaching practices. - gain an understanding of the Numeracy strategy and how to implement it within Murrabit Group School | | | |
| Success Indicators | | Students: experience growth in writing as per school targets. | | | |
| Delivery of the annual actions for this KIS | | Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Sufficient time allocated  🗹 Improvement efforts are well focussed (the school was able to prioritise well)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Time constraints i.e. not enough time allocated | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | While we only partially meeting the targets, we were very close to fully meeting them. A summary is as follows:  Target Achieved Student Motivation: 91% 95% (Motivation and Interest) Met Student Learning 94% 95% Met Learning Confidence 88% 95% (Sense of confidence) Met  Staff Collective Efficacy 95% 92% Not Met by 2% Teacher Collaboration 85% 87% Met Academic Excellence 88% 88% Met  75% of Year 5 students achieve medium or high growth annually according to NAPLAN (note only 2 students sat NAPLAN in Grade 5)  Numeracy - 50% Reading 100% Writing 50% (66.6%)  Application of instructional model as evidence in lesson planning and planning - This was seen in planning documents presented by staff and in lessons as witnessed by the Principal. All staff have Learning Intentions and Success Criteria displayed on boards and speak explicitly to them.  Writing growth shows one year's growth as per one years's learning as measured by triangulation of data - Staff      Staff have now started to moderate on a regular basis, with moderation activities scheduled into the staff meeting schedule at the beginning of term. A data wall has been set up and staff have been using this to guide their thinking of where students are at and plan accordingly. Staff are working more collaboratively in their planning, teaching and assessment. A whole school writing model was created which has guided staff in the teaching of writing. Assessment of students writing through moderation has enabled greater collaboration. Peer observation enabled staff to provide feedback on aspects of HITS. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Staff have evaluated their progress against the FISO Continua of Practice. They have identified areas of improvement and areas for further focus. They are keen to continue on the journey they have undertaken with writing, embedding the work they have started, while adding further support from network.  Mathematics has also been identified as an area of focus. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend Six Traits PD | | 🗹 All Staff | from: Term 1  to: Term 1 | 100% |
| Activity 2 | Leadership staff to attend Teaching and Learning network and region sessions on expected numeracy sessions | | 🗹 Leadership Team | from: Term 1  to: Term 4 | 75% |
| Activity 3 | All staff to attend Teaching and Learning network and region sessions on expected HITS sessions | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 4 | Update the School's Assessment Schedule and ensure there is a balance of summative and formative assessment for literacy and numeracy | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 5 | Implement a data wall with faces on the data in the area of writing  Improve teachers understanding and capacity of data literacy | | 🗹 All Staff | from: Term 2  to: Term 4 | 75% |
| Activity 6 | Moderation of students writing | | 🗹 All Staff | from: Term 1  to: Term 4 | 100% |
| Activity 7 | Implement peer observation practices once a term to provide feedback for staff on the Murrabit Instructional Model | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |

**Monitoring and Self-assessment - 2019**

SEIL Feedback

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| **Submitted Feedback** |
| Thanks for submitting your monitoring. You would be pleased with progress that you made in 2019 ensuring that there is staff ownership and input into the work. Implementing change and being successful is challenging work. Further work has been identified for 2020.  **Submitted by Graeme Scoberg (SEIL) on 20 December, 2019 at 01:37 PM** |
| At this stage of the year Greg your school is progressing well on the Key Improvement Strategies identified in your AIP and it is reasonable to expect that further evidence will be available to demonstrate success at the end of the year. Through the process of monitoring of the AIP there sounds to be a clear line of sight for staff between the school goals and PDP plans. This will continue into Term 4 with moderation and case studies to focus on student improvement. Keep up the good work Greg.  **Submitted by Brea Terris (SEIL) on 09 September, 2019 at 10:08 AM** |