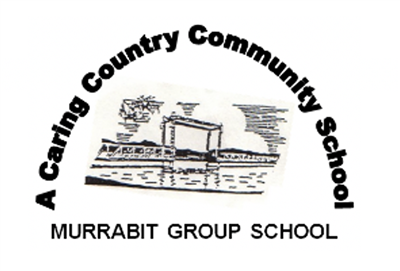
**Monitoring and Assessment - 2020**

Murrabit Group School (3859)



Submitted for review by Greg Adams (School Principal) on 14 January, 2020 at 10:40 PM  
Endorsed by Graeme Scoberg (Senior Education Improvement Leader) on 15 January, 2020 at 08:14 AM  
Endorsed by Angela Morton (School Council President) on 28 April, 2021 at 04:41 PM  
Term 1 Monitoring submitted by Greg Adams (School Principal) on 11 December, 2020 at 09:27 AM  
  
  
Term 4 Monitoring submitted by Greg Adams (School Principal) on 27 October, 2020 at 03:58 PM

**Monitoring and Assessment - 2020**

**Term 1 monitoring (optional)**

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| **Goal 1** | | To build teacher capacity and explicitly teach and assess writing with a focus on conventions through team planning and a 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)   2020   Student Motivation 92%   Stimulating Learning 95%   Learning Confidence 90%    Staff Survey   Collective Efficacy 95+%   Teacher Collaboration 85%   Academic Excellence 90%  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 | | • Maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focusing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in writing as per school targets, with a focus on spelling, punctuation and grammar.  Teachers will: demonstrate an understanding of each students' needs in the area of writing, particularly in spelling, punctuation and grammar. implement differentiated teaching practices in Writing that target individual and small group needs. 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. | | | |
| Success Indicators | | Students will: experience growth in writing as per school targets, with a focus on spelling, punctuation and grammar. | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | | 🗹 Sufficient budget  🗹 Sufficient time allocated  🗹 School review has refocussed directions for the school  🗹 Staff capability and consistency of practice  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Other  COVID in 2020 meant that some students were unable to receive the support that they would have received if they were at school despite the schools best efforts. Staff were also unable to attend the Professional Learning for a period of time because of the impact of COVID | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Staff are now meeting on a regular basis, once a term, to implement moderation of writing. This is then being converted to our data wall. Staff are taking whole school ownership of student data, with conversations centring around how they can help staff move the data off students in other classes, not just their own. The Assessment Schedule is a fluid document, with staff questioning the validity of assessment documents and seeking assessment tools that are most suited to the schools purpose.  The Literacy Leader took on much more of a leadership role, working with the Network EIL to drive improvement within the school. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | The Literacy Leader will work with the EIL to further drive improvement in 2021.  The School Review is crucial in identifying areas of improvement. The School Review panel will help the school identify those areas that need improvement and possible strategies Two teacher aides will be employed as well as a Teacher Tutor to support those students with extra needs. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend PD with a focus on conventions | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Leadership staff to attend Teaching and Learning network and region sessions | | 🗹 School Leadership Team | from: Term 1  to: Term 4 | 50% |
| 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 | 50% |
| Activity 4 | Update the School's Assessment Schedule and ensure there is a balance of summative and formative assessment | | 🗹 All Staff | from: Term 1  to: Term 1 | 100% |
| Activity 5 | Continue the implementation of 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 1  to: Term 4 | 75% |
| Activity 6 | Utilise Literacy Consultant (Lee Forster) to work with staff to plan and assess writing | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 7 | Consolidate conventions learnings from PD's at staff meetings | | 🗹 All Staff | from: Term 1  to: Term 4 | 50% |
| Activity 8 | Employment of Literacy Support Teacher to work with students to improve Literacy outcomes | | 🗹 Literacy Support | from: Term 2  to: Term 4 | 100% |
| Activity 9 | Employment of ESSS staff to work with high need students to improve Literacy outcomes | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 100% |
| **Goal 2** | | To build teacher capacity and explicitly teach and assess mathematics, focusing on evidenced based approaches through team planning and feedback culture as well as strengthening curriculum knowledge. | | | |
| 12 Month Target 2.1 | | Student numeracy growth shows at least one year's growth for one year's learning as measured by triangulation of data.  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data | | | |
| KIS 2.a Curriculum planning and assessment | | There is a holistic approach to curriculum, pedagogy and assessment. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focusing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in Mathematics as per school targets  Teachers will: implement differentiated teaching practices in Mathematics demonstrate an understanding of the Mathematics Toolkit  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. | | | |
| Success Indicators | | At least 85% of year 3 and 5 students achieve the State Average. At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data | | | |
| Delivery of the annual actions for this KIS | | Not Completed | | | |
| Enablers   * *What enablers are supporting the delivery of this KIS?* | |  | | | |
| Barriers   * *What barriers are impeding the delivery of this KIS?* | | 🗹 Other  With COVID in 2020, this Key improvement strategy was dropped. It was felt the well being of staff was more important, and implementing this KIS would overload staff. Instead during COVID, staff PD was well being focused which, upon reflection, was a very good decision. | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Not applicable | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* | | Our future direction in this area will be set from our school review | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend PD on Numeracy Toolkit | | 🗹 All Staff | from: Term 2  to: Term 3 | 0% |
| Activity 2 | Implement Essential Assessment across the school as an Assessment tool in Mathematics | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |

**Monitoring and Assessment - 2020**

**Mid-year monitoring**

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| --- | --- | --- | --- | --- | --- |
| **Goal 1** | | To build teacher capacity and explicitly teach and assess writing with a focus on conventions through team planning and a 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)   2020   Student Motivation 92%   Stimulating Learning 95%   Learning Confidence 90%    Staff Survey   Collective Efficacy 95+%   Teacher Collaboration 85%   Academic Excellence 90%  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 | | • Maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focusing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in writing as per school targets, with a focus on spelling, punctuation and grammar.  Teachers will: demonstrate an understanding of each students' needs in the area of writing, particularly in spelling, punctuation and grammar. implement differentiated teaching practices in Writing that target individual and small group needs. 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. | | | |
| Success Indicators | | Students will: experience growth in writing as per school targets, with a focus on spelling, punctuation and grammar. | | | |
| 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 PD with a focus on conventions | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Leadership staff to attend Teaching and Learning network and region sessions | | 🗹 School 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 | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 5 | Continue the implementation of 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 1  to: Term 4 | 0% |
| Activity 6 | Utilise Literacy Consultant (Lee Forster) to work with staff to plan and assess writing | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Consolidate conventions learnings from PD's at staff meetings | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employment of Literacy Support Teacher to work with students to improve Literacy outcomes | | 🗹 Literacy Support | from: Term 2  to: Term 4 | 0% |
| Activity 9 | Employment of ESSS staff to work with high need students to improve Literacy outcomes | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| **Goal 2** | | To build teacher capacity and explicitly teach and assess mathematics, focusing on evidenced based approaches through team planning and feedback culture as well as strengthening curriculum knowledge. | | | |
| 12 Month Target 2.1 | | Student numeracy growth shows at least one year's growth for one year's learning as measured by triangulation of data.  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data | | | |
| KIS 2.a Curriculum planning and assessment | | There is a holistic approach to curriculum, pedagogy and assessment. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focusing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in Mathematics as per school targets  Teachers will: implement differentiated teaching practices in Mathematics demonstrate an understanding of the Mathematics Toolkit  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. | | | |
| Success Indicators | | At least 85% of year 3 and 5 students achieve the State Average. At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data | | | |
| 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 PD on Numeracy Toolkit | | 🗹 All Staff | from: Term 2  to: Term 3 | 0% |
| Activity 2 | Implement Essential Assessment across the school as an Assessment tool in Mathematics | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2020**

**Term 3 monitoring (optional)**

|  |  |  |  |  |  |
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| **Goal 1** | | To build teacher capacity and explicitly teach and assess writing with a focus on conventions through team planning and a 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)   2020   Student Motivation 92%   Stimulating Learning 95%   Learning Confidence 90%    Staff Survey   Collective Efficacy 95+%   Teacher Collaboration 85%   Academic Excellence 90%  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 | | • Maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focusing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in writing as per school targets, with a focus on spelling, punctuation and grammar.  Teachers will: demonstrate an understanding of each students' needs in the area of writing, particularly in spelling, punctuation and grammar. implement differentiated teaching practices in Writing that target individual and small group needs. 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. | | | |
| Success Indicators | | Students will: experience growth in writing as per school targets, with a focus on spelling, punctuation and grammar. | | | |
| 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 PD with a focus on conventions | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Leadership staff to attend Teaching and Learning network and region sessions | | 🗹 School 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 | | 🗹 All Staff | from: Term 1  to: Term 1 | 0% |
| Activity 5 | Continue the implementation of 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 1  to: Term 4 | 0% |
| Activity 6 | Utilise Literacy Consultant (Lee Forster) to work with staff to plan and assess writing | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 7 | Consolidate conventions learnings from PD's at staff meetings | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 8 | Employment of Literacy Support Teacher to work with students to improve Literacy outcomes | | 🗹 Literacy Support | from: Term 2  to: Term 4 | 0% |
| Activity 9 | Employment of ESSS staff to work with high need students to improve Literacy outcomes | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 0% |
| **Goal 2** | | To build teacher capacity and explicitly teach and assess mathematics, focusing on evidenced based approaches through team planning and feedback culture as well as strengthening curriculum knowledge. | | | |
| 12 Month Target 2.1 | | Student numeracy growth shows at least one year's growth for one year's learning as measured by triangulation of data.  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data | | | |
| KIS 2.a Curriculum planning and assessment | | There is a holistic approach to curriculum, pedagogy and assessment. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focusing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in Mathematics as per school targets  Teachers will: implement differentiated teaching practices in Mathematics demonstrate an understanding of the Mathematics Toolkit  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. | | | |
| Success Indicators | | At least 85% of year 3 and 5 students achieve the State Average. At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data | | | |
| 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 PD on Numeracy Toolkit | | 🗹 All Staff | from: Term 2  to: Term 3 | 0% |
| Activity 2 | Implement Essential Assessment across the school as an Assessment tool in Mathematics | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |

**Monitoring and Assessment - 2020**

**End-of-year monitoring**

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| **Goal 1** | | To build teacher capacity and explicitly teach and assess writing with a focus on conventions through team planning and a 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)   2020   Student Motivation 92%   Stimulating Learning 95%   Learning Confidence 90%    Staff Survey   Collective Efficacy 95+%   Teacher Collaboration 85%   Academic Excellence 90%  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 | | No Longer Appropriate Because Of COVID-19 Impact | | | |
| KIS 1.a Building practice excellence | | • Maintain and further develop effective team planning and build teacher collective efficacy in using high impact, evidence-based strategies. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focusing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in writing as per school targets, with a focus on spelling, punctuation and grammar.  Teachers will: demonstrate an understanding of each students' needs in the area of writing, particularly in spelling, punctuation and grammar. implement differentiated teaching practices in Writing that target individual and small group needs. 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. | | | |
| Success Indicators | | Students will: experience growth in writing as per school targets, with a focus on spelling, punctuation and grammar. | | | |
| Delivery of the annual actions for this KIS | | Partially Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | | 🗹 Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)  🗹 Staff capability and consistency of practice  🗹 Positive staff culture and readiness for change  🗹 Workforce stability and effective change management practices | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Other  COVID19 interruptions | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Staff meeting for moderation of writing. Staff meeting to place students on data wall in writing Literacy leadership enhanced through work with EIL. Strategies put in place by Literacy leader to move staff in writing understanding. | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | Further develop data literacy of staff to inform understanding of student needs and progress, and identify students requiring additional support Embed the use of data walls for writing to inform targeted planning Whole school professional learning on the school instructional model Use network staff, PLC's and curriculum days to enhance teacher capacity in these areas | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend PD with a focus on conventions | | 🗹 All Staff | from: Term 1  to: Term 4 | 0% |
| Activity 2 | Leadership staff to attend Teaching and Learning network and region sessions | | 🗹 School 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 | 50% |
| Activity 4 | Update the School's Assessment Schedule and ensure there is a balance of summative and formative assessment | | 🗹 All Staff | from: Term 1  to: Term 1 | 100% |
| Activity 5 | Continue the implementation of 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 1  to: Term 4 | 50% |
| Activity 6 | Utilise Literacy Consultant (Lee Forster) to work with staff to plan and assess writing | | 🗹 All Staff | from: Term 1  to: Term 4 | 25% |
| Activity 7 | Consolidate conventions learnings from PD's at staff meetings | | 🗹 All Staff | from: Term 1  to: Term 4 | 25% |
| Activity 8 | Employment of Literacy Support Teacher to work with students to improve Literacy outcomes | | 🗹 Literacy Support | from: Term 2  to: Term 4 | 75% |
| Activity 9 | Employment of ESSS staff to work with high need students to improve Literacy outcomes | | 🗹 Literacy Support | from: Term 1  to: Term 4 | 75% |
| **Goal 2** | | To build teacher capacity and explicitly teach and assess mathematics, focusing on evidenced based approaches through team planning and feedback culture as well as strengthening curriculum knowledge. | | | |
| 12 Month Target 2.1 | | Student numeracy growth shows at least one year's growth for one year's learning as measured by triangulation of data.  At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data | | | |
| Has this 12 month target met | | No Longer Appropriate Because Of COVID-19 Impact | | | |
| KIS 2.a Curriculum planning and assessment | | There is a holistic approach to curriculum, pedagogy and assessment. | | | |
| Actions | | Continue to develop teacher knowledge and capacity through the implementation of HITS specifically focusing on Explicit Teaching and Feedback | | | |
| Outcomes | | Students: experience growth in Mathematics as per school targets  Teachers will: implement differentiated teaching practices in Mathematics demonstrate an understanding of the Mathematics Toolkit  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. | | | |
| Success Indicators | | At least 85% of year 3 and 5 students achieve the State Average. At least 75% of year 5 students achieve medium or high growth annually according to NAPLAN data | | | |
| Delivery of the annual actions for this KIS | | Not Completed | | | |
| Enablers   * *What enablers are supporting/supported the delivery of this KIS?* | |  | | | |
| Barriers   * *What barriers are impeding/impeded the delivery of this KIS?* | | 🗹 Workforce constraints i.e. change in leadership, understaffed, staff absence  🗹 Other  Due to the impact of COVID19 this KIS was not undertaken | | | |
| Commentary on progress   * *What changes in behaviour / practice / mindset have been observed?* * *What is the evidence?* | | Due to the impact of COVID19 this KIS was not undertaken | | | |
| Future planning   * *What action will be taken next?* * *What support is required?* * *How will the outcome influence the next AIP?* | | We will review this area while completing our school review and decide if it needs to be part of the School Strategic Plan. | | | |
| OPTIONAL: Upload Evidence | |  | | | |
| Activities and Milestones | Activity | | Who | When | Percentage complete |
| Activity 1 | Attend PD on Numeracy Toolkit | | 🗹 All Staff | from: Term 2  to: Term 3 | 0% |
| Activity 2 | Implement Essential Assessment across the school as an Assessment tool in Mathematics | | 🗹 All Staff | from: Term 1  to: Term 4 | 75% |

**Monitoring and Self-assessment - 2020**

SEIL Feedback

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| **Submitted Feedback** |
| Thank you for your time to discuss the AIP Greg. The discussion around AIP monitoring allowed me to understand the work that has been undertaken at Murrabit Primary School to meet the goals of the AIP during remote learning. You have made clear alignment with the need to ensure learning occurred during off site learning. A barrier was that C-19 hindered the ability to continue with some AIP activities. Structures were put in place to ensure that collaboration occurred and that there was a consistent emphasis on the intended work. Relevant PD was sourced in the changing C-19 environment to address staff needs. For semester 2, relevant PD will be provided for staff, an emphasis on using data will continue, and additional staff employed to meet identified needs.  **Submitted by Graeme Scoberg (SEIL) on 03 August, 2020 at 08:29 AM** |