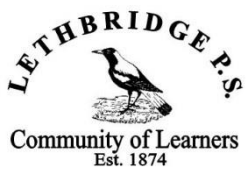


Monitoring and Assessment - 2020

Lethbridge Primary School (1386)



Submitted for review by Emma Remilton (School Principal) on 25 November, 2019 at 03:00 PM
Endorsed by Alphonus Crawford (Senior Education Improvement Leader) on 20 December, 2019 at 01:36 PM
Awaiting endorsement by School Council President

Monitoring and Assessment - 2020

Term 1 monitoring (optional)

Goal 1	To improve student engagement and agency in learning.
12 Month Target 1.1	By the end of 2020, the Student Attitudes to School Survey factor of Student Voice and Agency will be increased from 65% to 70%.
12 Month Target 1.2	By the end of 2020, the Student Attitudes to School Survey factor of Differentiated Learning Challenging will be increased from 86% to 88%.
12 Month Target 1.3	By the end of 2020, the Student Attitudes to School Survey factor of Effective Teaching Time will be increased from 83% to 85%.
KIS 1.a Empowering students and building school pride	Ensure students have an authentic role in their learning.
Actions	In 2020, Lethbridge PS will implement the following actions to ensure students have an authentic role in their learning: *to implement the amplify document as a strategy to develop teacher understanding and capacity
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Increased understanding of what Student Voice and Agency is *Define what Student Voice and Agency is at Lethbridge *Increased knowledge of Amplify document -Teachers will: *Increased understanding of what Student Voice and Agency is *Define what Student Voice and Agency is at Lethbridge *Increased knowledge of Amplify document - Students will:

	<ul style="list-style-type: none"> *Increase their leadership skills *Increase their ability to provide feedback 			
Success Indicators	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> *Professional Learning agendas and minutes *Professional Development notes *Evidence of Lethbridge's vision of student voice and agency is at Lethbridge *Observation notes *S.I.T. meeting agendas and minutes <p>Teachers will:</p> <ul style="list-style-type: none"> *Professional Development attendance and notes *Completion of professional development plan *Research project completed and presented *Observation notes <p>Students will:</p> <ul style="list-style-type: none"> *Evidence of positive Attitudes to School Survey 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	Student Voice and Agency Professional Development	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Implement Student Representative Council	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	0%
Activity 3	Amplify Research Project for teachers	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 4	Participate in Student Voice & Agency surveys	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	0%
Activity 5	Develop a Lethbridge PS Vision of Student Voice and Agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Trial of activities within Amplify	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
Activity 7	Peer observation of best practice in schools	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Goal 2	To improve numeracy outcomes for all students.
12 Month Target 2.1	By the end of 2020, 25% of students Foundation to Year 6 will achieve above the expected level in Number and Algebra
12 Month Target 2.2	By the end of 2020, 25% of Year 3 and 25% of Year 5 students will be in the top two bands of NAPLAN Numeracy.
12 Month Target 2.3	By the end of 2020, NAPLAN Numeracy low growth will be maintained at 25% and high growth will be increased from 7% to 15%.
KIS 2.a Evaluating impact on learning	Deepen teacher understanding to assess and use evidence to inform point of need teaching and learning.
Actions	In 2020, Lethbridge PS will implement the following actions to deepen teacher understanding to assess and use evidence to inform point of need teaching and learning: -To improve formative assessment
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Provide encouraging and supporting reflection through questioning *Provide constructive feedback and support *Coaching on best practice -Teachers will: *Make informed judgements *Increased effectiveness of use of data to inform point of need teaching *Increased effectiveness of conferencing to create individual student learning goals *Increased effective time management *Allow students to communicate their learning to others *Allow students to be within a productive struggle -Education Support Staff will: *Allow students to be within a productive struggle *Increase their professional knowledge - Students will: *Increase their ownership of their learning

	<ul style="list-style-type: none"> *Student communication of learning *Increased learning time on task *Increased engagement
<p>Success Indicators</p>	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <ul style="list-style-type: none"> -Leaders: <ul style="list-style-type: none"> *Collation and evidence of positive effect growth on the FISO continuum *Collation and evidence of positive effect growth on student achievement data *Collation and evidence of positive effect growth on Staff Opinion Survey, Parent Opinion Survey and Student Attitudes to School Survey data *Collation and evidence of S.I.T. meeting minutes *Collation and evidence of observation and feedback notes *Collation and evidence of coaching notes *Professional learning agendas and minutes -Teachers: <ul style="list-style-type: none"> *Positive effect growth on data sets *Positive effect of teacher growth on the selected HITS continuum *Well informed teacher judgements *Ability to identify individual learning needs *Differentiation within planning documents *Collation of conferencing documents *Increased implementation and effectiveness of conferencing *Tracking of individual student learning goals *Ability to put individual faces on data and knowledge of individual students *Professional Development Plan *Professional learning and development notes *Observation and feedback notes -Education Support Staff <ul style="list-style-type: none"> *Professional Development Plan -Students: <ul style="list-style-type: none"> *Teacher and leader notes of articulation and understanding of their learning goals and progress *ATeacher and leader notes of articulation of their role within a collaborative learning team

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 of student conferencing implementation and development of consistent documentation template	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	PLC Implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Community of Practice	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 4	Assessment Schedule Review	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 5	Learning Specialist Peer Coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	EMU Training	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	0%
Activity 7	Completion of online PLC module	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 8	Writing Moderation Program	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Develop teacher knowledge of the high impact teaching strategies.			
Actions	In 2020, Lethbridge PS will implement the following actions to develop teacher knowledge of the high impact teaching strategies: -To implement a peer observation program focused on HITS			
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Increased implementation of instructional leadership *Increase their provision of quality feedback provided on teacher practice *Increased use of examples and modelling of open ended rich learning tasks, in and out of the classroom *Provide encouraging and supporting reflection through questioning			

	<ul style="list-style-type: none"> *Provide constructive feedback and support *Increase coaching on best practice -Teachers will: <ul style="list-style-type: none"> *Increasing their use of worked examples *Increased effectiveness of conferencing to create individual student learning goals *Increased effective time management *Increased ability to provide students to communicate their learning to others *Allow students to be within a productive struggle *Increase their knowledge of the Structuring HIT strategy *Increase their ability to develop learning programs using the developed Writing Pedagogical Model -Education Support Staff will: <ul style="list-style-type: none"> *Allow students to be within a productive struggle *Increase their professional knowledge - Students will: <ul style="list-style-type: none"> *Increase their ownership of their learning *Increase their communication of learning to teachers and families *Increased learning time on task *Increased engagement
<p>Success Indicators</p>	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <ul style="list-style-type: none"> -Leaders: <ul style="list-style-type: none"> *Collation and evidence of teacher growth on the HITS continuum for selected strategies *Collation and evidence of growth on the FISO continuum *Collation and evidence of student growth *Evidence of positive Staff Opinion Survey, Parent Opinion Survey and Student Attitudes to School Survey data sets *Collation of S.I.T. meeting agendas and minutes *Collation of Professional Learning agendas and minutes *Observation notes *Coaching notes *Lesson Plans -Teachers: <ul style="list-style-type: none"> *Collation and evidence of positive effect growth on data sets *Collation and evidence of positive effect of teacher growth on the selected HITS continuum

	<ul style="list-style-type: none"> *Evidence of positive Student Attitudes to School survey data *Collation and evidence of well informed teacher judgements *Collation and evidence of differentiation within planning documents *Collation and evidence of conferencing documents and implementation of conferencing *Collation and evidence of tracking of individual student learning goals *Evidence of successful completion of Professional Development Plan *Moderation notes *Research project on selected HITS *Professional Learning and Development attendance notes *Professional Learning Journal *Observation and feedback notes *Learning Walks notes -Education Support Staff *Increased Professional Knowledge *Evidence of successful completion of Professional Development Plan -Students: *Evidence of positive Student Attitudes to School survey data *Teacher and leader notes on articulating and understanding their learning goals and progress *Teacher and leader notes on articulating their role within a collaborative learning team
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	Peer Observation Program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Bastow Course	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Learning Specialist coaching on HITS	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	HITS Project for teachers e.g. research and present in partners two HITS, tying together the VTL&M, FISO, Practice Principles, Pedagogical Model.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 5	Learning Walks	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	PLC implementation	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Activity 7	Writing Pedagogical Model	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
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Monitoring and Assessment - 2020

Mid-year monitoring

Goal 1	To improve student engagement and agency in learning.
12 Month Target 1.1	By the end of 2020, the Student Attitudes to School Survey factor of Student Voice and Agency will be increased from 65% to 70%.
12 Month Target 1.2	By the end of 2020, the Student Attitudes to School Survey factor of Differentiated Learning Challenging will be increased from 86% to 88%.
12 Month Target 1.3	By the end of 2020, the Student Attitudes to School Survey factor of Effective Teaching Time will be increased from 83% to 85%.
KIS 1.a Empowering students and building school pride	Ensure students have an authentic role in their learning.
Actions	In 2020, Lethbridge PS will implement the following actions to ensure students have an authentic role in their learning: *to implement the amplify document as a strategy to develop teacher understanding and capacity
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Increased understanding of what Student Voice and Agency is *Define what Student Voice and Agency is at Lethbridge *Increased knowledge of Amplify document -Teachers will: *Increased understanding of what Student Voice and Agency is *Define what Student Voice and Agency is at Lethbridge *Increased knowledge of Amplify document - Students will:

	<ul style="list-style-type: none"> *Increase their leadership skills *Increase their ability to provide feedback
Success Indicators	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> *Professional Learning agendas and minutes *Professional Development notes *Evidence of Lethbridge's vision of student voice and agency is at Lethbridge *Observation notes *S.I.T. meeting agendas and minutes <p>Teachers will:</p> <ul style="list-style-type: none"> *Professional Development attendance and notes *Completion of professional development plan *Research project completed and presented *Observation notes <p>Students will:</p> <ul style="list-style-type: none"> *Evidence of positive Attitudes to School Survey Data
Delivery of the annual actions for this KIS	Not commenced or behind schedule
<p>Enablers</p> <ul style="list-style-type: none"> • <i>What enablers are supporting the delivery of this KIS?</i> 	
<p>Barriers</p> <ul style="list-style-type: none"> • <i>What barriers are impeding the delivery of this KIS?</i> 	

Commentary on progress <ul style="list-style-type: none"> • <i>What changes in behaviour / practice / mindset have been observed?</i> • <i>What is the evidence?</i> 				
Future planning <ul style="list-style-type: none"> • <i>What action will be taken next?</i> • <i>What support is required?</i> 				
OPTIONAL: Upload Evidence				
Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Student Voice and Agency Professional Development	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Peer observation of best practice in schools	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Activity 3	Amplify Research Project for teachers	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 4	Implement Student Representative Council	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	0%
Activity 5	Develop a Lethbridge PS Vision of Student Voice and Agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Participate in Student Voice & Agency surveys	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	0%
Activity 7	Trial of activities within Amplify	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
Goal 2	To improve numeracy outcomes for all students.			
12 Month Target 2.1	By the end of 2020, 25% of students Foundation to Year 6 will achieve above the expected level in Number and Algebra			
12 Month Target 2.2	By the end of 2020, 25% of Year 3 and 25% of Year 5 students will be in the top two bands of NAPLAN Numeracy.			
12 Month Target 2.3	By the end of 2020, NAPLAN Numeracy low growth will be maintained at 25% and high growth will be increased from 7% to 15%.			
KIS 2.a	Deepen teacher understanding to assess and use evidence to inform point of need teaching and learning.			

Evaluating impact on learning	
Actions	<p>In 2020, Lethbridge PS will implement the following actions to deepen teacher understanding to assess and use evidence to inform point of need teaching and learning:</p> <ul style="list-style-type: none"> -To improve formative assessment
Outcomes	<p>In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented:</p> <ul style="list-style-type: none"> - Leaders will: <ul style="list-style-type: none"> *Provide encouraging and supporting reflection through questioning *Provide constructive feedback and support *Coaching on best practice -Teachers will: <ul style="list-style-type: none"> *Make informed judgements *Increased effectiveness of use of data to inform point of need teaching *Increased effectiveness of conferencing to create individual student learning goals *Increased effective time management *Allow students to communicate their learning to others *Allow students to be within a productive struggle -Education Support Staff will: <ul style="list-style-type: none"> *Allow students to be within a productive struggle *Increase their professional knowledge - Students will: <ul style="list-style-type: none"> *Increase their ownership of their learning *Student communication of learning *Increased learning time on task *Increased engagement
Success Indicators	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <ul style="list-style-type: none"> -Leaders: <ul style="list-style-type: none"> *Collation and evidence of positive effect growth on the FISO continuum *Collation and evidence of positive effect growth on student achievement data

	<ul style="list-style-type: none"> *Collation and evidence of positive effect growth on Staff Opinion Survey, Parent Opinion Survey and Student Attitudes to School Survey data *Collation and evidence of S.I.T. meeting minutes *Collation and evidence of observation and feedback notes *Collation and evidence of coaching notes *Professional learning agendas and minutes -Teachers: <ul style="list-style-type: none"> *Positive effect growth on data sets *Positive effect of teacher growth on the selected HITS continuum *Well informed teacher judgements *Ability to identify individual learning needs *Differentiation within planning documents *Collation of conferencing documents *Increased implementation and effectiveness of conferencing *Tracking of individual student learning goals *Ability to put individual faces on data and knowledge of individual students *Professional Development Plan *Professional learning and development notes *Observation and feedback notes -Education Support Staff <ul style="list-style-type: none"> *Professional Development Plan -Students: <ul style="list-style-type: none"> *Teacher and leader notes of articulation and understanding of their learning goals and progress *A Teacher and leader notes of articulation of their role within a collaborative learning team
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 of student conferencing implementation and development of consistent documentation template	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	PLC Implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Community of Practice	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 4	Assessment Schedule Review	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Learning Specialist Peer Coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	EMU Training	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1	0%

			to: Term 1	
Activity 7	Completion of online PLC module	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 8	Writing Moderation Program	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Develop teacher knowledge of the high impact teaching strategies.			
Actions	In 2020, Lethbridge PS will implement the following actions to develop teacher knowledge of the high impact teaching strategies: -To implement a peer observation program focused on HITS			
Outcomes	<p>In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented:</p> <p>- Leaders will:</p> <ul style="list-style-type: none"> *Increased implementation of instructional leadership *Increase their provision of quality feedback provided on teacher practice *Increased use of examples and modelling of open ended rich learning tasks, in and out of the classroom *Provide encouraging and supporting reflection through questioning *Provide constructive feedback and support *Increase coaching on best practice <p>-Teachers will:</p> <ul style="list-style-type: none"> *Increasing their use of worked examples *Increased effectiveness of conferencing to create individual student learning goals *Increased effective time management 			

	<ul style="list-style-type: none"> *Increased ability to provide students to communicate their learning to others *Allow students to be within a productive struggle *Increase their knowledge of the Structuring HIT strategy *Increase their ability to develop learning programs using the developed Writing Pedagogical Model <p>-Education Support Staff will:</p> <ul style="list-style-type: none"> *Allow students to be within a productive struggle *Increase their professional knowledge <p>- Students will:</p> <ul style="list-style-type: none"> *Increase their ownership of their learning *Increase their communication of learning to teachers and families *Increased learning time on task *Increased engagement
Success Indicators	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <p>-Leaders:</p> <ul style="list-style-type: none"> *Collation and evidence of teacher growth on the HITS continuum for selected strategies *Collation and evidence of growth on the FISO continuum *Collation and evidence of student growth *Evidence of positive Staff Opinion Survey, Parent Opinion Survey and Student Attitudes to School Survey data sets *Collation of S.I.T. meeting agendas and minutes *Collation of Professional Learning agendas and minutes *Observation notes *Coaching notes *Lesson Plans <p>-Teachers:</p> <ul style="list-style-type: none"> *Collation and evidence of positive effect growth on data sets *Collation and evidence of positive effect of teacher growth on the selected HITS continuum *Evidence of positive Student Attitudes to School survey data *Collation and evidence of well informed teacher judgements *Collation and evidence of differentiation within planning documents *Collation and evidence of conferencing documents and implementation of conferencing *Collation and evidence of tracking of individual student learning goals *Evidence of successful completion of Professional Development Plan *Moderation notes

	<ul style="list-style-type: none"> *Research project on selected HITS *Professional Learning and Development attendance notes *Professional Learning Journal *Observation and feedback notes *Learning Walks notes -Education Support Staff *Increased Professional Knowledge *Evidence of successful completion of Professional Development Plan -Students: *Evidence of positive Student Attitudes to School survey data *Teacher and leader notes on articulating and understanding their learning goals and progress *Teacher and leader notes on articulating their role within a collaborative learning team 			
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	Peer Observation Program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%

Activity 2	Bastow Course	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Learning Specialist coaching on HITS	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	HITS Project for teachers e.g. research and present in partners two HITS, tying together the VTL&M, FISO, Practice Principles, Pedagogical Model.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 5	Learning Walks	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	PLC implementation	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 7	Writing Pedagogical Model	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2020

Term 3 monitoring (optional)

Goal 1	To improve student engagement and agency in learning.
12 Month Target 1.1	By the end of 2020, the Student Attitudes to School Survey factor of Student Voice and Agency will be increased from 65% to 70%.
12 Month Target 1.2	By the end of 2020, the Student Attitudes to School Survey factor of Differentiated Learning Challenging will be increased from 86% to 88%.
12 Month Target 1.3	By the end of 2020, the Student Attitudes to School Survey factor of Effective Teaching Time will be increased from 83% to 85%.
KIS 1.a Empowering students and building school pride	Ensure students have an authentic role in their learning.
Actions	In 2020, Lethbridge PS will implement the following actions to ensure students have an authentic role in their learning: *to implement the amplify document as a strategy to develop teacher understanding and capacity
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Increased understanding of what Student Voice and Agency is *Define what Student Voice and Agency is at Lethbridge *Increased knowledge of Amplify document -Teachers will: *Increased understanding of what Student Voice and Agency is *Define what Student Voice and Agency is at Lethbridge *Increased knowledge of Amplify document - Students will:

	<ul style="list-style-type: none"> *Increase their leadership skills *Increase their ability to provide feedback 			
Success Indicators	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> *Professional Learning agendas and minutes *Professional Development notes *Evidence of Lethbridge's vision of student voice and agency is at Lethbridge *Observation notes *S.I.T. meeting agendas and minutes <p>Teachers will:</p> <ul style="list-style-type: none"> *Professional Development attendance and notes *Completion of professional development plan *Research project completed and presented *Observation notes <p>Students will:</p> <ul style="list-style-type: none"> *Evidence of positive Attitudes to School Survey 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	Student Voice and Agency Professional Development	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Implement Student Representative Council	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	0%
Activity 3	Amplify Research Project for teachers	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 4	Participate in Student Voice & Agency surveys	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	0%
Activity 5	Develop a Lethbridge PS Vision of Student Voice and Agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Trial of activities within Amplify	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%
Activity 7	Peer observation of best practice in schools	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%

Goal 2	To improve numeracy outcomes for all students.
12 Month Target 2.1	By the end of 2020, 25% of students Foundation to Year 6 will achieve above the expected level in Number and Algebra
12 Month Target 2.2	By the end of 2020, 25% of Year 3 and 25% of Year 5 students will be in the top two bands of NAPLAN Numeracy.
12 Month Target 2.3	By the end of 2020, NAPLAN Numeracy low growth will be maintained at 25% and high growth will be increased from 7% to 15%.
KIS 2.a Evaluating impact on learning	Deepen teacher understanding to assess and use evidence to inform point of need teaching and learning.
Actions	In 2020, Lethbridge PS will implement the following actions to deepen teacher understanding to assess and use evidence to inform point of need teaching and learning: -To improve formative assessment
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Provide encouraging and supporting reflection through questioning *Provide constructive feedback and support *Coaching on best practice -Teachers will: *Make informed judgements *Increased effectiveness of use of data to inform point of need teaching *Increased effectiveness of conferencing to create individual student learning goals *Increased effective time management *Allow students to communicate their learning to others *Allow students to be within a productive struggle -Education Support Staff will: *Allow students to be within a productive struggle *Increase their professional knowledge - Students will: *Increase their ownership of their learning

	<ul style="list-style-type: none"> *Student communication of learning *Increased learning time on task *Increased engagement
Success Indicators	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <p>-Leaders:</p> <ul style="list-style-type: none"> *Collation and evidence of positive effect growth on the FISO continuum *Collation and evidence of positive effect growth on student achievement data *Collation and evidence of positive effect growth on Staff Opinion Survey, Parent Opinion Survey and Student Attitudes to School Survey data *Collation and evidence of S.I.T. meeting minutes *Collation and evidence of observation and feedback notes *Collation and evidence of coaching notes *Professional learning agendas and minutes <p>-Teachers:</p> <ul style="list-style-type: none"> *Positive effect growth on data sets *Positive effect of teacher growth on the selected HITS continuum *Well informed teacher judgements *Ability to identify individual learning needs *Differentiation within planning documents *Collation of conferencing documents *Increased implementation and effectiveness of conferencing *Tracking of individual student learning goals *Ability to put individual faces on data and knowledge of individual students *Professional Development Plan *Professional learning and development notes *Observation and feedback notes <p>-Education Support Staff</p> <ul style="list-style-type: none"> *Professional Development Plan <p>-Students:</p> <ul style="list-style-type: none"> *Teacher and leader notes of articulation and understanding of their learning goals and progress *ATeacher and leader notes of articulation of their role within a collaborative learning team

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 of student conferencing implementation and development of consistent documentation template	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	PLC Implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Community of Practice	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 4	Assessment Schedule Review	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Activity 5	Learning Specialist Peer Coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	EMU Training	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	0%
Activity 7	Completion of online PLC module	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 8	Writing Moderation Program	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
KIS 2.b Evidence-based high-impact teaching strategies	Develop teacher knowledge of the high impact teaching strategies.			
Actions	In 2020, Lethbridge PS will implement the following actions to develop teacher knowledge of the high impact teaching strategies: -To implement a peer observation program focused on HITS			
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Increased implementation of instructional leadership *Increase their provision of quality feedback provided on teacher practice *Increased use of examples and modelling of open ended rich learning tasks, in and out of the classroom *Provide encouraging and supporting reflection through questioning			

	<ul style="list-style-type: none"> *Provide constructive feedback and support *Increase coaching on best practice -Teachers will: <ul style="list-style-type: none"> *Increasing their use of worked examples *Increased effectiveness of conferencing to create individual student learning goals *Increased effective time management *Increased ability to provide students to communicate their learning to others *Allow students to be within a productive struggle *Increase their knowledge of the Structuring HIT strategy *Increase their ability to develop learning programs using the developed Writing Pedagogical Model -Education Support Staff will: <ul style="list-style-type: none"> *Allow students to be within a productive struggle *Increase their professional knowledge - Students will: <ul style="list-style-type: none"> *Increase their ownership of their learning *Increase their communication of learning to teachers and families *Increased learning time on task *Increased engagement
<p>Success Indicators</p>	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <ul style="list-style-type: none"> -Leaders: <ul style="list-style-type: none"> *Collation and evidence of teacher growth on the HITS continuum for selected strategies *Collation and evidence of growth on the FISO continuum *Collation and evidence of student growth *Evidence of positive Staff Opinion Survey, Parent Opinion Survey and Student Attitudes to School Survey data sets *Collation of S.I.T. meeting agendas and minutes *Collation of Professional Learning agendas and minutes *Observation notes *Coaching notes *Lesson Plans -Teachers: <ul style="list-style-type: none"> *Collation and evidence of positive effect growth on data sets *Collation and evidence of positive effect of teacher growth on the selected HITS continuum

	<ul style="list-style-type: none"> *Evidence of positive Student Attitudes to School survey data *Collation and evidence of well informed teacher judgements *Collation and evidence of differentiation within planning documents *Collation and evidence of conferencing documents and implementation of conferencing *Collation and evidence of tracking of individual student learning goals *Evidence of successful completion of Professional Development Plan *Moderation notes *Research project on selected HITS *Professional Learning and Development attendance notes *Professional Learning Journal *Observation and feedback notes *Learning Walks notes <p>-Education Support Staff</p> <ul style="list-style-type: none"> *Increased Professional Knowledge *Evidence of successful completion of Professional Development Plan <p>-Students:</p> <ul style="list-style-type: none"> *Evidence of positive Student Attitudes to School survey data *Teacher and leader notes on articulating and understanding their learning goals and progress *Teacher and leader notes on articulating their role within a collaborative learning team
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	Peer Observation Program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Bastow Course	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Learning Specialist coaching on HITS	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	HITS Project for teachers e.g. research and present in partners two HITS, tying together the VTL&M, FISO, Practice Principles, Pedagogical Model.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%
Activity 5	Learning Walks	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	PLC implementation	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%

Activity 7	Writing Pedagogical Model	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
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Monitoring and Assessment - 2020

End-of-year monitoring

Goal 1	To improve student engagement and agency in learning.
12 Month Target 1.1	By the end of 2020, the Student Attitudes to School Survey factor of Student Voice and Agency will be increased from 65% to 70%.
Has this 12 month target met	Not Met
12 Month Target 1.2	By the end of 2020, the Student Attitudes to School Survey factor of Differentiated Learning Challenging will be increased from 86% to 88%.
Has this 12 month target met	Not Met
12 Month Target 1.3	By the end of 2020, the Student Attitudes to School Survey factor of Effective Teaching Time will be increased from 83% to 85%.
Has this 12 month target met	Not Met
KIS 1.a Empowering students and building school pride	Ensure students have an authentic role in their learning.
Actions	In 2020, Lethbridge PS will implement the following actions to ensure students have an authentic role in their learning: *to implement the amplify document as a strategy to develop teacher understanding and capacity
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Increased understanding of what Student Voice and Agency is *Define what Student Voice and Agency is at Lethbridge *Increased knowledge of Amplify document -Teachers will:

	<ul style="list-style-type: none"> *Increased understanding of what Student Voice and Agency is *Define what Student Voice and Agency is at Lethbridge *Increased knowledge of Amplify document <p>- Students will:</p> <ul style="list-style-type: none"> *Increase their leadership skills *Increase their ability to provide feedback
Success Indicators	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <p>Leaders will:</p> <ul style="list-style-type: none"> *Professional Learning agendas and minutes *Professional Development notes *Evidence of Lethbridge's vision of student voice and agency is at Lethbridge *Observation notes *S.I.T. meeting agendas and minutes <p>Teachers will:</p> <ul style="list-style-type: none"> *Professional Development attendance and notes *Completion of professional development plan *Research project completed and presented *Observation notes <p>Students will:</p> <ul style="list-style-type: none"> *Evidence of positive Attitudes to School Survey 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	Student Voice and Agency Professional Development	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	Implement Student Representative Council	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	0%
Activity 3	Amplify Research Project for teachers	<input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 2	0%
Activity 4	Participate in Student Voice & Agency surveys	<input checked="" type="checkbox"/> Student(s)	from: Term 1 to: Term 4	0%
Activity 5	Develop a Lethbridge PS Vision of Student Voice and Agency	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	Trial of activities within Amplify	<input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	0%

Activity 7	Peer observation of best practice in schools	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Goal 2	To improve numeracy outcomes for all students.			
12 Month Target 2.1	By the end of 2020, 25% of students Foundation to Year 6 will achieve above the expected level in Number and Algebra			
Has this 12 month target met	Not Met			
12 Month Target 2.2	By the end of 2020, 25% of Year 3 and 25% of Year 5 students will be in the top two bands of NAPLAN Numeracy.			
Has this 12 month target met	Not Met			
12 Month Target 2.3	By the end of 2020, NAPLAN Numeracy low growth will be maintained at 25% and high growth will be increased from 7% to 15%.			
Has this 12 month target met	Not Met			
KIS 2.a Evaluating impact on learning	Deepen teacher understanding to assess and use evidence to inform point of need teaching and learning.			
Actions	In 2020, Lethbridge PS will implement the following actions to deepen teacher understanding to assess and use evidence to inform point of need teaching and learning: -To improve formative assessment			
Outcomes	In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented: - Leaders will: *Provide encouraging and supporting reflection through questioning *Provide constructive feedback and support *Coaching on best practice -Teachers will: *Make informed judgements			

	<ul style="list-style-type: none"> *Increased effectiveness of use of data to inform point of need teaching *Increased effectiveness of conferencing to create individual student learning goals *Increased effective time management *Allow students to communicate their learning to others *Allow students to be within a productive struggle -Education Support Staff will: <ul style="list-style-type: none"> *Allow students to be within a productive struggle *Increase their professional knowledge - Students will: <ul style="list-style-type: none"> *Increase their ownership of their learning *Student communication of learning *Increased learning time on task *Increased engagement
Success Indicators	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <ul style="list-style-type: none"> -Leaders: <ul style="list-style-type: none"> *Collation and evidence of positive effect growth on the FISO continuum *Collation and evidence of positive effect growth on student achievement data *Collation and evidence of positive effect growth on Staff Opinion Survey, Parent Opinion Survey and Student Attitudes to School Survey data *Collation and evidence of S.I.T. meeting minutes *Collation and evidence of observation and feedback notes *Collation and evidence of coaching notes *Professional learning agendas and minutes -Teachers: <ul style="list-style-type: none"> *Positive effect growth on data sets *Positive effect of teacher growth on the selected HITS continuum *Well informed teacher judgements *Ability to identify individual learning needs *Differentiation within planning documents *Collation of conferencing documents *Increased implementation and effectiveness of conferencing *Tracking of individual student learning goals

	<ul style="list-style-type: none"> *Ability to put individual faces on data and knowledge of individual students *Professional Development Plan *Professional learning and development notes *Observation and feedback notes <ul style="list-style-type: none"> -Education Support Staff *Professional Development Plan <ul style="list-style-type: none"> -Students: *Teacher and leader notes of articulation and understanding of their learning goals and progress *Teacher and leader notes of articulation of their role within a collaborative learning team 			
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 of student conferencing implementation and development of consistent documentation template	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 2	PLC Implementation	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1	0%

			to: Term 4	
Activity 3	Community of Practice	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 4	0%
Activity 4	Assessment Schedule Review	<input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%
Activity 5	Learning Specialist Peer Coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 6	EMU Training	<input checked="" type="checkbox"/> Numeracy Leader	from: Term 1 to: Term 1	0%
Activity 7	Completion of online PLC module	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 8	Writing Moderation Program	<input checked="" type="checkbox"/> Literacy Leader	from: Term 1 to: Term 4	0%
KIS 2.b	Develop teacher knowledge of the high impact teaching strategies.			

Evidence-based high-impact teaching strategies	
Actions	<p>In 2020, Lethbridge PS will implement the following actions to develop teacher knowledge of the high impact teaching strategies:</p> <ul style="list-style-type: none"> -To implement a peer observation program focused on HITS
Outcomes	<p>In 2020, Lethbridge PS expects to see the following outcomes (changes in knowledge, skills or behaviours) as a result of the actions being effectively implemented:</p> <ul style="list-style-type: none"> - Leaders will: <ul style="list-style-type: none"> *Increased implementation of instructional leadership *Increase their provision of quality feedback provided on teacher practice *Increased use of examples and modelling of open ended rich learning tasks, in and out of the classroom *Provide encouraging and supporting reflection through questioning *Provide constructive feedback and support *Increase coaching on best practice -Teachers will: <ul style="list-style-type: none"> *Increasing their use of worked examples *Increased effectiveness of conferencing to create individual student learning goals *Increased effective time management *Increased ability to provide students to communicate their learning to others *Allow students to be within a productive struggle *Increase their knowledge of the Structuring HIT strategy *Increase their ability to develop learning programs using the developed Writing Pedagogical Model -Education Support Staff will: <ul style="list-style-type: none"> *Allow students to be within a productive struggle *Increase their professional knowledge - Students will: <ul style="list-style-type: none"> *Increase their ownership of their learning *Increase their communication of learning to teachers and families *Increased learning time on task *Increased engagement

<p>Success Indicators</p>	<p>In 2020, these actions will be evident within Lethbridge PS by:</p> <p>-Leaders:</p> <ul style="list-style-type: none"> *Collation and evidence of teacher growth on the HITS continuum for selected strategies *Collation and evidence of growth on the FISO continuum *Collation and evidence of student growth *Evidence of positive Staff Opinion Survey, Parent Opinion Survey and Student Attitudes to School Survey data sets *Collation of S.I.T. meeting agendas and minutes *Collation of Professional Learning agendas and minutes *Observation notes *Coaching notes *Lesson Plans <p>-Teachers:</p> <ul style="list-style-type: none"> *Collation and evidence of positive effect growth on data sets *Collation and evidence of positive effect of teacher growth on the selected HITS continuum *Evidence of positive Student Attitudes to School survey data *Collation and evidence of well informed teacher judgements *Collation and evidence of differentiation within planning documents *Collation and evidence of conferencing documents and implementation of conferencing *Collation and evidence of tracking of individual student learning goals *Evidence of successful completion of Professional Development Plan *Moderation notes *Research project on selected HITS *Professional Learning and Development attendance notes *Professional Learning Journal *Observation and feedback notes *Learning Walks notes <p>-Education Support Staff</p> <ul style="list-style-type: none"> *Increased Professional Knowledge *Evidence of successful completion of Professional Development Plan <p>-Students:</p> <ul style="list-style-type: none"> *Evidence of positive Student Attitudes to School survey data *Teacher and leader notes on articulating and understanding their learning goals and progress *Teacher and leader notes on articulating their role within a collaborative learning team
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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	Peer Observation Program	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	0%
Activity 2	Bastow Course	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 3	Learning Specialist coaching on HITS	<input checked="" type="checkbox"/> Learning Specialist(s)	from: Term 1 to: Term 4	0%
Activity 4	HITS Project for teachers e.g. research and present in partners two HITS, tying together the VTL&M, FISO, Practice Principles, Pedagogical Model.	<input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 1	0%

Activity 5	Learning Walks	<input checked="" type="checkbox"/> All Staff	from: Term 1 to: Term 4	0%
Activity 6	PLC implementation	<input checked="" type="checkbox"/> PLC Leaders	from: Term 1 to: Term 4	0%
Activity 7	Writing Pedagogical Model	<input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2020

SEIL Feedback