Monitoring and Assessment - 2021

Chelsea Heights Primary School (3341)

Chelsea Heights
Primary School *Together we learn*

Submitted for review by Jane Satchwell (School Principal) on 16 June, 2021 at 12:01 PM
Endorsed by Leanne Marshall (Senior Education Improvement Leader) on 16 June, 2021 at 01:25 PM
Endorsed by Doug Lukic (School Council President) on 16 June, 2021 at 02:22 PM
Term 2 Monitoring submitted by Rebecca Garrow (School Principal) on 21 June, 2021 at 12:09 PM

Term 4 Monitoring submitted by Rebecca Garrow (School Principal) on 13 December, 2021 at 03:21 PM

VICTORIA
State
Government | Education
and Training

Monitoring and Assessment - 2021

Term 1 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students to make 6 months in Reading, Writing and Number and Algebra in Semester 1 reports. Student engagement - for all responses in the student survey to be 80% or higher Attendance - reduce the number of students with absence rates of 10% or higher from 13.9% to 10% Reduce by 25% the amount of moderate and major incidents in the first half of the year.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement a targeted Tier 3 intervention program to support at- risk students. Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons.
Outcomes	Teachers will work collaboratively to identify, support and monitor students at risk. Students will know how lessons are structured and how this supports their learning PLTs will meet to engage in discussion about practice.
Success Indicators	Classroom observations and learning walks Student feedback on differentiation, the instructional model, and use of common strategies. Team agendas and meetings show regular discussion about pedagogy and practice.
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	Ensuring time for professional learning/protect time in PLT meetings to share best practice. Ensure targeted internal professional learning is organised and run throughout the year.	☑ Leadership Team ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Developing IEPs for at risk students.	☑ Teacher(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Developing intervention timetable and communication protocols with staff.	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 4	Monitor and track student learning progress - regular SIT meetings.	☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Audit and restock key learning materials - take home books, maths tubs, mini whiteboards.	☑ Curriculum Co-ordinator (s)	from: Term 1	0%

			to: Term 4	

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.
Outcomes	Teachers and leaders integrate social - emotional learning into school practice, policies and programs. Teachers leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.
Success Indicators	Data used to identify students in need of targeted support The use of Sentral to monitor students wellbeing in the wellbeing module. Documentation of processes, policies and programs. Self Assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
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	Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Developing curriculum resources which reflect wellbeing and social emotional learning focus.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Teachers collect regular feedback from students.	☑ Teacher(s)	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	Strengthen and embed a consistent school-wide approach to communication with parents and carers.
Outcomes	Teachers will have strong relationships with students parents carers Clear communication of guidelines across the school from F-6 (scaffolded to develop student independence)
Success Indicators	Parent survey Consistent platform used by everyone. Whole school document outlining communication for parents at each level of the school
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	Update school website to ensure information is current.	☑ Leadership Team ☑ Principal ☑ Education Support	from: Term 1 to: Term 4	0%
Activity 2	Develop communication expectations for each year level.	☑ Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Creating a school document/policy on levels of communication for each year level/sub school	☑ Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Mid-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students to make 6 months in Reading, Writing and Number and Algebra in Semester 1 reports. Student engagement - for all responses in the student survey to be 80% or higher Attendance - reduce the number of students with absence rates of 10% or higher from 13.9% to 10% Reduce by 25% the amount of moderate and major incidents in the first half of the year.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement a targeted Tier 3 intervention program to support at- risk students. Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons.
Outcomes	Teachers will work collaboratively to identify, support and monitor students at risk. Students will know how lessons are structured and how this supports their learning PLTs will meet to engage in discussion about practice.
Success Indicators	Classroom observations and learning walks Student feedback on differentiation, the instructional model, and use of common strategies. Team agendas and meetings show regular discussion about pedagogy and practice.
Delivery of the annual actions for this KIS	Completed
Enablers	☑ Sufficient budget

• *What enablers are supporting the delivery of this KIS?*	☑ 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)
Barriers • *What barriers are impeding the delivery of this KIS?*	
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	Comments on progress: Employing a Tutor Creation of timetables to allow intervention to occur. Collaboratively approach to selecting students - teacher input from both last year and this year. Teacher input on this process has been important as well as monitoring IEPs. IEPs - ongoing work to ensure staff understand the importance of these plans, how to write the goals as SMART goals. Cycles of planning and implementation of students. Tiered approach to which students received support Monitoring student progress - moving through the program when goals were achieved. Classroom observations with DI observing PPD focus on observations as part of the process.
Future planning • *What action will be taken next?* • *What support is required?*	Areas to focus on: HITS - priority for term 3. Di working with teachers - ensuring all teachers have booked in a time to meet.

	OPTIONAL: Upload Evidence			
Activities and Milestones	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Ensuring time for professional learning/protect time in PLT meetings to share best practice. Ensure targeted internal professional learning is organised and run throughout the year.	☑ Leadership Team ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	50%
Activity 2	Developing IEPs for at risk students.	☑ Teacher(s) ☑ Assistant Principal	from: Term 1 to: Term 4	75%
Activity 3	Developing intervention timetable and communication protocols with staff.	☑ Leadership Team	from: Term 1 to: Term 1	100%
Activity 4	Monitor and track student learning progress - regular SIT meetings.	☑ School Improvement Team	from: Term 1 to: Term 4	50%
Activity 5	Audit and restock key learning materials - take home books, maths tubs, mini whiteboards.	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	75%
KIS 1.b Health and wellbeing	Happy, active and healthy kids priority			

Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.
Outcomes	Teachers and leaders integrate social - emotional learning into school practice, policies and programs. Teachers leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.
Success Indicators	Data used to identify students in need of targeted support The use of Sentral to monitor students wellbeing in the wellbeing module. Documentation of processes, policies and programs. Self Assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
Delivery of the annual actions for this KIS	Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ 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 ☑ Positive staff culture and readiness for change
Barriers • *What barriers are impeding the delivery of this KIS?*	
Commentary on progress	Comment on progress: Brendan's PD around PITW targeted to year levels.

• *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	Di's engagement survey Work around Sentral and notifications to staff Low arousal & de-escalation practices PD Where to log minutes on Sentral to find key info from parents Level Managers / Welfare Meetings work around absenteeism Sensory Space Megan's nurture program Zones booklets in classrooms. NCCD data collection and use in planning documentation for adjustments of students with disability.
Future planning • *What action will be taken next?* • *What support is required?*	Feedback engagement data to students Teachers collecting regular feedback from students Leadership - nurture program PD - whole school Megan, Jane, Eliza and Matt.
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team	from: Term 1 to: Term 4	75%
Activity 2	Developing curriculum resources which reflect wellbeing and social emotional learning focus.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	50%

Activity 3	Teachers collect regular feedback from students.	☑ Teacher(s)	from: Term 1 to: Term 4	25%

KIS 1.c Building communities	Connected schools priority
Actions	Strengthen and embed a consistent school-wide approach to communication with parents and carers.
Outcomes	Teachers will have strong relationships with students parents carers Clear communication of guidelines across the school from F-6 (scaffolded to develop student independence)
Success Indicators	Parent survey Consistent platform used by everyone. Whole school document outlining communication for parents at each level of the school
Delivery of the annual actions for this KIS	Completed
Enablers • *What enablers are supporting the delivery of this KIS?*	☑ 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 ☑ Positive staff culture and readiness for change
Barriers • *What barriers are impeding the delivery of this KIS?*	

Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	Facebook page showcasing our day to day celebrations! Revamping the school website - updating info to share our current practice. Teaching and Learning Handbook Megan Foley PD around scope and sequence documentation of communication - ensuring a common understanding. Progress reports - contacting 'at risk' students families. Ongoing conversations with families about students learning, wellbeing and progress. SSGs & IEPs
Future planning • *What action will be taken next?* • *What support is required?*	Finalise Website Communication Scope & Sequence
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Update school website to ensure information is current.	☑ Leadership Team ☑ Principal ☑ Education Support	from: Term 1 to: Term 4	100%
Activity 2	Develop communication expectations for each year level.	☑ Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	50%

Activity 3	Creating a school document/policy on levels of communication for each year level/sub school	☑ Leadership Team	from: Term 1 to: Term 4	50%

Monitoring and Assessment - 2021

Term 3 monitoring (optional)

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students to make 6 months in Reading, Writing and Number and Algebra in Semester 1 reports. Student engagement - for all responses in the student survey to be 80% or higher Attendance - reduce the number of students with absence rates of 10% or higher from 13.9% to 10% Reduce by 25% the amount of moderate and major incidents in the first half of the year.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement a targeted Tier 3 intervention program to support at- risk students. Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons.
Outcomes	Teachers will work collaboratively to identify, support and monitor students at risk. Students will know how lessons are structured and how this supports their learning PLTs will meet to engage in discussion about practice.
Success Indicators	Classroom observations and learning walks Student feedback on differentiation, the instructional model, and use of common strategies. Team agendas and meetings show regular discussion about pedagogy and practice.
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	Ensuring time for professional learning/protect time in PLT meetings to share best practice. Ensure targeted internal professional learning is organised and run throughout the year.	☑ Leadership Team ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Developing IEPs for at risk students.	☑ Teacher(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Developing intervention timetable and communication protocols with staff.	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 4	Monitor and track student learning progress - regular SIT meetings.	☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Audit and restock key learning materials - take home books, maths tubs, mini whiteboards.	☑ Curriculum Co-ordinator (s)	from: Term 1	0%

			to: Term 4	

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.
Outcomes	Teachers and leaders integrate social - emotional learning into school practice, policies and programs. Teachers leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.
Success Indicators	Data used to identify students in need of targeted support The use of Sentral to monitor students wellbeing in the wellbeing module. Documentation of processes, policies and programs. Self Assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
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	Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Developing curriculum resources which reflect wellbeing and social emotional learning focus.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Teachers collect regular feedback from students.	☑ Teacher(s)	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	Strengthen and embed a consistent school-wide approach to communication with parents and carers.
Outcomes	Teachers will have strong relationships with students parents carers Clear communication of guidelines across the school from F-6 (scaffolded to develop student independence)
Success Indicators	Parent survey Consistent platform used by everyone. Whole school document outlining communication for parents at each level of the school
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	Update school website to ensure information is current.	☑ Leadership Team ☑ Principal ☑ Education Support	from: Term 1 to: Term 4	0%
Activity 2	Develop communication expectations for each year level.	☑ Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Creating a school document/policy on levels of communication for each year level/sub school	☑ Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

End-of-year monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students to make 6 months in Reading, Writing and Number and Algebra in Semester 1 reports. Student engagement - for all responses in the student survey to be 80% or higher Attendance - reduce the number of students with absence rates of 10% or higher from 13.9% to 10% Reduce by 25% the amount of moderate and major incidents in the first half of the year.
Has this 12 month target met	Partially Met
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement a targeted Tier 3 intervention program to support at- risk students. Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons.
Outcomes	Teachers will work collaboratively to identify, support and monitor students at risk. Students will know how lessons are structured and how this supports their learning PLTs will meet to engage in discussion about practice.
Success Indicators	Classroom observations and learning walks Student feedback on differentiation, the instructional model, and use of common strategies. Team agendas and meetings show regular discussion about pedagogy and practice.
Delivery of the annual actions for this KIS	Completed

Enablers • *What enablers are supporting/supported the delivery of this KIS?*	☑ Sufficient budget ☑ Sufficient time allocated ☑ Key Improvement Strategies are able to be implemented ☑ Improvement efforts are well focussed (the school was able to prioritise well)
Barriers • *What barriers are impeding/impeded the delivery of this KIS?*	☑ Other Priorities - Return to remote learning affected our work around the HITS. Other - Covid and remote learning Support - Role of LS impacted by staff absence in Term 3 and remote learning.
Commentary on progress • *What changes in behaviour / practice / mindset have been observed?* • *What is the evidence?*	We have continue to implement and monitor intervention and students progress through the Tutor Learning Initiative. With the extended lockdown in Term 3, the program moved online to ensure students still received support. At our weekly intervention meetings student data, celebrations and challenges were shared and discussed. Students in the TLI have been tracked through a data spreadsheet and at a smaller level, through their IEPs. Part of this KIS - around our ongoing work in strengthening and revising the HITS - has been impacted by remote learning. Planned teacher observations/feedback sessions with our LS were not able to occur. The focus for PLTs returned to ensuring their remote learning was engaging and easy for students to access and understand. We revised our whole school approach to remote learning to include an additional teacher session at 1:30pm, which meant students had access to 3 explicit teaching session each day. Teachers continued to strengthen their use of online tools and resources to ensure their learning programs were delivered to a high quality. Teams also ensured that the delivery of their online lessons contained key elements of the HITS Explicit Teaching and Structuring lessons, such as Learning Intentions, Success Criteria and the Gradual Release model. While the majority of students were off-site in Term 3, we underwent a major audit, restock and reorganisation of our maths resources to ensure we had hands on materials that supported our maths units, particularly in Measurement and Geometry. TARGET related to this goal: For all students to make 6 months growth in Reading, Writing and Number & Algebra in Semester 1. Although we didn't quite make this goal, we had strong results, with 96.1% making 6 months in Reading, 96.6% in Writing and 95.2% in Number and Algebra. Our School Improvement Team looked at all students who did not make the expected growth - tracked in the same area as our target students for 18 months growth. The area of the school where we had most students not make the expected

	growth was Junior School, which also saw additional students taken in to the TLI program. Other students who did not make the expected growth had additional needs or issues that were being supported by their teacher. We will continue to track this data into Semester Two.
Future planning • *What action will be taken next?* • *What support is required?* • *How will the outcome influence the next AIP?*	With the announcement of the continuation of the TLI funding into 2022, we will be able to plan for the continuation of our intervention program. Processes and documentation that have been developed this year will be fine tuned for next year. Future planning will focus around how we can ensure the Learning Specialist role will have an impact on teacher practice in 2022. How we can embed a culture of continuous improvement in our school - focus on observation, feedback and reflection. We will again have a focus on the HITS and embedding the use of them across the school.
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Ensuring time for professional learning/protect time in PLT meetings to share best practice. Ensure targeted internal professional learning is organised and run throughout the year.	☑ Leadership Team ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	100%
Activity 2	Developing IEPs for at risk students.	☑ Teacher(s) ☑ Assistant Principal	from: Term 1 to: Term 4	100%
Activity 3	Developing intervention timetable and communication protocols with staff.	☑ Leadership Team	from: Term 1	100%

			to: Term 1	
Activity 4	Monitor and track student learning progress - regular SIT meetings.	☑ School Improvement Team	from: Term 1 to: Term 4	100%
Activity 5	Audit and restock key learning materials - take home books, maths tubs, mini whiteboards.	☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	100%

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.
Outcomes	Teachers and leaders integrate social - emotional learning into school practice, policies and programs. Teachers leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.
Success Indicators	Data used to identify students in need of targeted support The use of Sentral to monitor students wellbeing in the wellbeing module. Documentation of processes, policies and programs. Self Assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
Delivery of the annual actions for this KIS	Completed

Enablers	☑ Sufficient budget
• *What enablers are supporting/supported the delivery of this KIS?*	☑ Access to resources/programs (i.e. HITS, PLC, Teaching partners, targeted funding)
	☑ Sufficient time allocated
	☑ Key Improvement Strategies are able to be implemented
	☑ Positive staff culture and readiness for change
Barriers	
• *What barriers are impeding/impeded the delivery of this KIS?*	
Commentary on progress	Semester 2 saw us continue to implement the work that had already started - including termly Play Is The Way PD and planning time, consistent use of the Zones of Regulations and teams trying different strategies to gain feedback from students about their teaching and units of work.
• *What changes in behaviour / practice / mindset have been observed?*	Term 3 began with professional learning for staff around the 3Rs and our Yard Duty processes to ensure a consistent understanding across all teachers, particularly around what we defined as minor, moderate and major incidents. Documentation was also updated and shared with our school community.
• *What is the evidence?*	A major focus for our Term 3 Curriculum Day was the explanation of the new Disability Inclusion model. A focus within this is the changed mindset of inclusion and what that actually looks like. Teachers began to look at the Disability Inclusion Profiles and the types of adjustments they need to make for students in their class.
	To ensure our school community has a strong understanding of our whole school approach to wellbeing, 3 online information session ran in Term 3 covering: 1. The Behaviour Process at CHPS, 2. Welfare Processes and Disability Inclusion and 3. Trauma Informed Practices.
	During Term 4 selected staff have participated in the Respectful Relations training and the Whole School Nurturing Approach Professional Learning.
	Staff analysed student engagement data collected and discussed ways they could collect 'snapshots' of student feedback.
	Professional learning is planned in Term 4 around the AToSS and how we can use this to improve our practices.
	TARGET related to this goal: Student engagement - for all response in the student survey to be 80% or higher.
	Our results at the end of Term 1 met this goal - with all responses 91.6% or higher. Our plans to revisit the survey in Term 3 were impacted by the return to remote learning. We plan to undertake the survey again in Term 4 as a comparison.

Future planning	The professional learning undertaken in Respectful Relations and Whole School Nurturing Approach will form part of our ongoing work on ensuring it becomes a part of our current approach and enhances what we ar doing, rather than a separate 'add on'.
• *What action will be taken next?* • *What support is required?* • *How will the outcome influence the next AIP?*	A focus next year will be the revitalisation of our Sensory Circuits to ensure they are more specifically targeted to student needs.
OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team	from: Term 1 to: Term 4	100%
Activity 2	Developing curriculum resources which reflect wellbeing and social emotional learning focus.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	25%
Activity 3	Teachers collect regular feedback from students.	☑ Teacher(s)	from: Term 1 to: Term 4	50%
KIS 1.c Building communities	Connected schools priority			

Actions	Strengthen and embed a consistent school-wide approach to communication with parents and carers.
Outcomes	Teachers will have strong relationships with students parents carers Clear communication of guidelines across the school from F-6 (scaffolded to develop student independence)
Success Indicators	Parent survey Consistent platform used by everyone. Whole school document outlining communication for parents at each level of the school
Delivery of the annual actions for this KIS	Completed
Enablers • *What enablers are supporting/supported the delivery of this KIS?*	☑ Sufficient time allocated ☑ Key Improvement Strategies are able to be implemented ☑ Staff capability and consistency of practice ☑ Positive staff culture and readiness for change
Barriers • *What barriers are impeding/impeded the delivery of this KIS?*	
Commentary on progress • *What changes in behaviour / practice /*	This KIS and the related Actions have been a key focus for us this year and we have benefitted from the sharp and narrow focus. To develop our school-wide approach to communication, staff have been engaged in professional learning throughout the year to consider our modes of communication, the purpose behind each and how this can be scaffolded from Foundation to Year 6. Education Subcommittee developed a survey for our school community about how we communication as a school. This survey received 101 responses and overall very positive feedback. The overwhelming consensus was that our current communication would

mindset have been observed? • *What is the evidence?*	be strengthened by a 'one stop shop', as currently multiple platforms are used. Results from the survey were shared with Education SC, School Council, our school community and teachers. The school leadership and administrative team looked at different options, ultimately deciding that XUNO whole school management system best fit our needs. Our school website and new Facebook page continue to be strong methods for communicating with families, and to help promote our school, the CHPS Virtual Tour video was developed and shared. The return to extended remote learning in Term 3 again highlighted the strong relationships our teachers have with students, parents and carers. Ongoing monitoring of student attendance and wellbeing continued at both at teacher and team level, with referrals made to our Welfare team as needed. TARGET related to this goal: a) Reduce the number of students with absence rates of 10% or higher from 12.9% to 10% b) Reduce moderate and major incidents by 25% in Semester 1. For Target A: In Semester 1, 10.12% of students had an absence rate of 10% or higher (not including Family Holiday). Revisiting the data in Week 3 of Term 4, we had 11.66% of students with an absence rate of 10% or higher. Although we did not quite make this target, we have reduced the absence rate for those students with a high number of absences. It is likely that the period of Remote Learning in Term 3 also had an impact on this. For Target B: Last year we recorded 42 Major Incidents and 75 Moderate for a total of 117. This year to date, we recorded 35 Major Incidents and 102 Moderate. Although we did not meet this goal, we have reflected on a few contributing factors, including: - The impact of lockdown on students' social skills, including students who were onsite nearly fulltime last year. - Some complex cases in a small number of our Senior students that contributed to a number of incidents. - The strengthening of our wellbeing approach also saw greater accountability with documentation and ensuring all incidents were recorded in a central place.
Future planning • *What action will be taken next?* • *What support is required?* • *How will the outcome influence the next AIP?*	Once our Communication Scope and Sequence is finalised in Term 4, our next steps will be to ensure our school community understands the purpose behind it and how they can use it to develop their child's independence as they move through our school. We will continue to ensure our teachers have a strong understanding of the importance of building emotional currency with families and ensuring that our students learning and wellbeing is seen as a partnership between home and school. Training and information will need to be provided to staff and our communication around our new whole school platform.

OPTIONAL: Upload Evidence	

Activities and Milestones	Activity	Who	When	Percentage complete
Activity 1	Update school website to ensure information is current.	☑ Leadership Team ☑ Principal ☑ Education Support	from: Term 1 to: Term 4	100%
Activity 2	Develop communication expectations for each year level.	☑ Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	100%
Activity 3	Creating a school document/policy on levels of communication for each year level/sub school	☑ Leadership Team	from: Term 1 to: Term 4	75%

Monitoring and Assessment - 2021

Mid Term 1 monitoring monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students to make 6 months in Reading, Writing and Number and Algebra in Semester 1 reports. Student engagement - for all responses in the student survey to be 80% or higher Attendance - reduce the number of students with absence rates of 10% or higher from 13.9% to 10% Reduce by 25% the amount of moderate and major incidents in the first half of the year.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement a targeted Tier 3 intervention program to support at- risk students. Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons.
Outcomes	Teachers will work collaboratively to identify, support and monitor students at risk. Students will know how lessons are structured and how this supports their learning PLTs will meet to engage in discussion about practice.
Success Indicators	Classroom observations and learning walks Student feedback on differentiation, the instructional model, and use of common strategies. Team agendas and meetings show regular discussion about pedagogy and practice.
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	Ensuring time for professional learning/protect time in PLT meetings to share best practice. Ensure targeted internal professional learning is organised and run throughout the year.	☑ Leadership Team ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Developing IEPs for at risk students.	☑ Teacher(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Developing intervention timetable and communication protocols with staff.	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 4	Monitor and track student learning progress - regular SIT meetings.	☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Audit and restock key learning materials - take home books, maths tubs, mini whiteboards.	☑ Curriculum Co-ordinator (s)	from: Term 1	0%

			to: Term 4	

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.
Outcomes	Teachers and leaders integrate social - emotional learning into school practice, policies and programs. Teachers leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.
Success Indicators	Data used to identify students in need of targeted support The use of Sentral to monitor students wellbeing in the wellbeing module. Documentation of processes, policies and programs. Self Assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
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	Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Developing curriculum resources which reflect wellbeing and social emotional learning focus.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Teachers collect regular feedback from students.	☑ Teacher(s)	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	Strengthen and embed a consistent school-wide approach to communication with parents and carers.
Outcomes	Teachers will have strong relationships with students parents carers Clear communication of guidelines across the school from F-6 (scaffolded to develop student independence)
Success Indicators	Parent survey Consistent platform used by everyone. Whole school document outlining communication for parents at each level of the school
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	Update school website to ensure information is current.	☑ Leadership Team ☑ Principal ☑ Education Support	from: Term 1 to: Term 4	0%
Activity 2	Develop communication expectations for each year level.	☑ Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Creating a school document/policy on levels of communication for each year level/sub school	☑ Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Mid Term 2 monitoring monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students to make 6 months in Reading, Writing and Number and Algebra in Semester 1 reports. Student engagement - for all responses in the student survey to be 80% or higher Attendance - reduce the number of students with absence rates of 10% or higher from 13.9% to 10% Reduce by 25% the amount of moderate and major incidents in the first half of the year.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement a targeted Tier 3 intervention program to support at- risk students. Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons.
Outcomes	Teachers will work collaboratively to identify, support and monitor students at risk. Students will know how lessons are structured and how this supports their learning PLTs will meet to engage in discussion about practice.
Success Indicators	Classroom observations and learning walks Student feedback on differentiation, the instructional model, and use of common strategies. Team agendas and meetings show regular discussion about pedagogy and practice.
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	Ensuring time for professional learning/protect time in PLT meetings to share best practice. Ensure targeted internal professional learning is organised and run throughout the year.	☑ Leadership Team ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Developing IEPs for at risk students.	☑ Teacher(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Developing intervention timetable and communication protocols with staff.	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 4	Monitor and track student learning progress - regular SIT meetings.	☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Audit and restock key learning materials - take home books, maths tubs, mini whiteboards.	☑ Curriculum Co-ordinator (s)	from: Term 1	0%

			to: Term 4	

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.
Outcomes	Teachers and leaders integrate social - emotional learning into school practice, policies and programs. Teachers leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.
Success Indicators	Data used to identify students in need of targeted support The use of Sentral to monitor students wellbeing in the wellbeing module. Documentation of processes, policies and programs. Self Assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
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	Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Developing curriculum resources which reflect wellbeing and social emotional learning focus.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Teachers collect regular feedback from students.	☑ Teacher(s)	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	Strengthen and embed a consistent school-wide approach to communication with parents and carers.
Outcomes	Teachers will have strong relationships with students parents carers Clear communication of guidelines across the school from F-6 (scaffolded to develop student independence)
Success Indicators	Parent survey Consistent platform used by everyone. Whole school document outlining communication for parents at each level of the school
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	Update school website to ensure information is current.	☑ Leadership Team ☑ Principal ☑ Education Support	from: Term 1 to: Term 4	0%
Activity 2	Develop communication expectations for each year level.	☑ Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Creating a school document/policy on levels of communication for each year level/sub school	☑ Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Mid Term 3 monitoring monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students to make 6 months in Reading, Writing and Number and Algebra in Semester 1 reports. Student engagement - for all responses in the student survey to be 80% or higher Attendance - reduce the number of students with absence rates of 10% or higher from 13.9% to 10% Reduce by 25% the amount of moderate and major incidents in the first half of the year.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement a targeted Tier 3 intervention program to support at- risk students. Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons.
Outcomes	Teachers will work collaboratively to identify, support and monitor students at risk. Students will know how lessons are structured and how this supports their learning PLTs will meet to engage in discussion about practice.
Success Indicators	Classroom observations and learning walks Student feedback on differentiation, the instructional model, and use of common strategies. Team agendas and meetings show regular discussion about pedagogy and practice.
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	Ensuring time for professional learning/protect time in PLT meetings to share best practice. Ensure targeted internal professional learning is organised and run throughout the year.	☑ Leadership Team ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Developing IEPs for at risk students.	☑ Teacher(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Developing intervention timetable and communication protocols with staff.	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 4	Monitor and track student learning progress - regular SIT meetings.	☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Audit and restock key learning materials - take home books, maths tubs, mini whiteboards.	☑ Curriculum Co-ordinator (s)	from: Term 1	0%

			to: Term 4	

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.
Outcomes	Teachers and leaders integrate social - emotional learning into school practice, policies and programs. Teachers leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.
Success Indicators	Data used to identify students in need of targeted support The use of Sentral to monitor students wellbeing in the wellbeing module. Documentation of processes, policies and programs. Self Assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
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	Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Developing curriculum resources which reflect wellbeing and social emotional learning focus.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Teachers collect regular feedback from students.	☑ Teacher(s)	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	Strengthen and embed a consistent school-wide approach to communication with parents and carers.
Outcomes	Teachers will have strong relationships with students parents carers Clear communication of guidelines across the school from F-6 (scaffolded to develop student independence)
Success Indicators	Parent survey Consistent platform used by everyone. Whole school document outlining communication for parents at each level of the school
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	Update school website to ensure information is current.	☑ Leadership Team ☑ Principal ☑ Education Support	from: Term 1 to: Term 4	0%
Activity 2	Develop communication expectations for each year level.	☑ Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Creating a school document/policy on levels of communication for each year level/sub school	☑ Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Assessment - 2021

Mid Term 4 monitoring monitoring

Goal 1	2021 Priorities Goal
12 Month Target 1.1	For all students to make 6 months in Reading, Writing and Number and Algebra in Semester 1 reports. Student engagement - for all responses in the student survey to be 80% or higher Attendance - reduce the number of students with absence rates of 10% or higher from 13.9% to 10% Reduce by 25% the amount of moderate and major incidents in the first half of the year.
KIS 1.a Curriculum planning and assessment	Learning, catch-up and extension priority
Actions	Implement a targeted Tier 3 intervention program to support at- risk students. Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons.
Outcomes	Teachers will work collaboratively to identify, support and monitor students at risk. Students will know how lessons are structured and how this supports their learning PLTs will meet to engage in discussion about practice.
Success Indicators	Classroom observations and learning walks Student feedback on differentiation, the instructional model, and use of common strategies. Team agendas and meetings show regular discussion about pedagogy and practice.
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	Ensuring time for professional learning/protect time in PLT meetings to share best practice. Ensure targeted internal professional learning is organised and run throughout the year.	☑ Leadership Team ☑ Curriculum Co-ordinator (s)	from: Term 1 to: Term 4	0%
Activity 2	Developing IEPs for at risk students.	☑ Teacher(s) ☑ Assistant Principal	from: Term 1 to: Term 4	0%
Activity 3	Developing intervention timetable and communication protocols with staff.	☑ Leadership Team	from: Term 1 to: Term 1	0%
Activity 4	Monitor and track student learning progress - regular SIT meetings.	☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 5	Audit and restock key learning materials - take home books, maths tubs, mini whiteboards.	☑ Curriculum Co-ordinator (s)	from: Term 1	0%

			to: Term 4	

KIS 1.b Health and wellbeing	Happy, active and healthy kids priority
Actions	Refine whole school approach to wellbeing to consider actions at the leadership, teacher and student levels. Build staff capacity to collect, analyse, monitor and respond to student engagement data.
Outcomes	Teachers and leaders integrate social - emotional learning into school practice, policies and programs. Teachers leaders and the school community will share a common understanding of the whole school approach to wellbeing Teachers leaders will establish agreed monitoring processes and leaders will ensure these are visible for staff use.
Success Indicators	Data used to identify students in need of targeted support The use of Sentral to monitor students wellbeing in the wellbeing module. Documentation of processes, policies and programs. Self Assessment against the DET Inclusive Schooling Index tool Documentation of referrals and communication processes regarding monitoring and escalating wellbeing concerns.
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	Plan for and schedule professional learning, including subsequent sessions to determine impact and review actions	☑ Leadership Team	from: Term 1 to: Term 4	0%
Activity 2	Developing curriculum resources which reflect wellbeing and social emotional learning focus.	☑ Leadership Team ☑ Teacher(s)	from: Term 1 to: Term 4	0%
Activity 3	Teachers collect regular feedback from students.	☑ Teacher(s)	from: Term 1 to: Term 4	0%

KIS 1.c Building communities	Connected schools priority
Actions	Strengthen and embed a consistent school-wide approach to communication with parents and carers.
Outcomes	Teachers will have strong relationships with students parents carers Clear communication of guidelines across the school from F-6 (scaffolded to develop student independence)
Success Indicators	Parent survey Consistent platform used by everyone. Whole school document outlining communication for parents at each level of the school
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	Update school website to ensure information is current.	☑ Leadership Team ☑ Principal ☑ Education Support	from: Term 1 to: Term 4	0%
Activity 2	Develop communication expectations for each year level.	☑ Teacher(s) ☑ School Improvement Team	from: Term 1 to: Term 4	0%
Activity 3	Creating a school document/policy on levels of communication for each year level/sub school	☑ Leadership Team	from: Term 1 to: Term 4	0%

Monitoring and Self-assessment - 2021

SEIL Feedback

Submitted Feedback
CHELSEA HEIGHTS PRIMARY SCHOOL 2021 End Cycle AIP Chelsea Heights PS   Thank you for submitting your AIP reflections for Semester Two, 2021. Your commentary regarding achievement in the delivery of the 2021 state-wide priorities goal and the three key improvement strategies; Learning Catch Up and Extension, Happy, Active Healthy Kids and Connected Schools, is commendable given the ongoing disruption the school effectively managed due to the continuation of the COVID pandemic into 2021. The school effectively translated to Remote and Flexible Learning across the year at short notice and worked between the two learning models of onsite learning and/or online learning delivery.   The enablers and barriers presented by the SIT were insightful and have helped guide and inform future planning. Some of the school's 2021 'highlights' noted by school leaders and SIT were: •   A successful Remote Learning Teaching and Learning framework consistent across the school. Teachers have continued to strengthen their use of online tools and resources to ensure their learning programs were delivered to a high quality. •   Strong planned approach to the implementation of the Disability Inclusion Model with effective community engagement central to implementation plan. •   At risk students were identified and received targeted support in a timely manner. TLI highly successful support strategy. •   UK Whole School Nurture Program-professional training involving all staff   The 2021 'School Performance Report shows the school's overall performance category is not yet grouped. Despite the impact of COVID19, a number of areas have been maintained. In reading all key indicators were maintained however numeracy results show a decrease in the number of students representing in the top two band and in meeting above benchmark growth. The school school climate sits in renew category, with a slight decrease in positive endorsement for collective efficacy and instructional leadership. The student attitude is not grouped, however engagement is maintained.   The school has a strong focus on the health and wellbeing of all school stakeholders that included embedding approaches to build community connection and connectedness across the school year. Your staff have engaged in targeted work to connect families into school life and to offer effective supports where needed. Students and teachers conferenced online regularly to maintain connectivity and vulnerable students were identified and support plans developed. Attendance was carefully monitored with protocols in place to follow up on absenteeism. Across the course of two years your school has ensured the delivery of RFL was evaluated and improvements were implemented when required, following regular consultation with staff, students and families. The school upheld its strong focus on engagement and supported students requiring additional assistance with learning offsite and catch-up strategies were provided, when returning to site. The Tutor Learning Initiative successfully supported the students identified as having 'gaps in their learning' impacting their potential to progress.   I congratulate the school leaders, staff, students and families of Chelsea Heights Primary School, in once again coming together as a professional learning community to support student learning, health and wellbeing. I look forward to working in collaboration with the school to progress, monitor and achieve the goal, KIS and targets within the 2022 Annual Implementation Plan.   **Submitted by Leanne Marshall (SEIL) on 22 December, 2021 at 11:28 AM**
CHELSEA HEIGHTS PRIMARY SCHOOL- SEIL MID YEAR FEEDBACK Thank you for engaging in the SIT AIP monitoring session and for the school's reflections and self-evaluation of progress to date. Following the school review in term 4, 2020, in first semester the school has developed the SSP and the 2021 AIP. To date targeted actions and strategies have been identified and progress will continue to be tracked and monitored throughout second semester.   The school has purposefully aligned the annual implementation plan to the state-wide priorities goal; Learning Catch up and Extension priority Happy, Healthy and Active Kids priority and Connected Schools priority. As discussed in the AIP review meetings the following improvement areas have been identified: •   Implement a targeted Tier 3 intervention program to support at- risk students. •   Revisit and strengthen the use of HITS in classroom, with a focus on explicit teaching and structuring lessons. •   Refine whole

school approach to wellbeing to consider actions at the leadership, teacher and student levels. • Build staff capacity to collect, analyse, monitor and respond to student engagement data. • Strengthen and embed a consistent school-wide approach to communication with parents and carers. First Semester Highlights include: • A high performing SIT. • The school has implemented the Tutor Learning Initiative and identified students in need of tutoring support. Selection of students for support was based on multiple sources of evidence including teacher input from classroom-based observations, existing classroom-based assessment schedules and standardised assessments. A tiered approach adopted to identify students support needs. • Recruitment of a tutor that was linked to the school has supported a seamless rollout of support to students. • IEP's are monitored. Staff have been provided with PL to write succinct SMART goals. • Classroom observations to identify high-impact teaching strategies that have impact in learning environments. • Leveraging Learning Specialists and lead teachers to share exemplary teaching practice in specific techniques, targeted at the needs of staff members • Enriching data and evidence practices to expand the use of student data to support improvement cycles and inform teaching and learning • Establishing a culture of open and effective communication led by School Leaders, Learning Specialists and expert teachers to guide colleagues in professional dialogue to support improved pedagogy. • Improved documentation and tracking of absenteeism, referrals and communication processes regarding monitoring and escalating wellbeing concerns. (Enabler Sentral) • PL- scope and sequence documentation of communication - ensuring a common understanding. • Ensuring all staff understand their role in providing health and wellbeing support and the support programs the schools has implemented ie: Nurture, Zones, Sensory Space • An up to date website, facebook page and regular updates in the school newsletter informing the community about school life, special highlights, events and extra-curricular activities. For the second semester it would be beneficial for the school to continue the focus on the implementation of the SSP and 2021 AIP and to: • ensure enough time is allocated for planned professional learning, coaching, mentoring and collaboration for identified priorities. • ensure the focus of effort is achievable, manageable and precise. • maintain the focus on the implementation of HITs and Student Voice and Agency

Submitted by Leanne Marshall (SEIL) on 09 July, 2021 at 04:51 PM