**Monitoring and assessment - 2025**

Hamlyn Banks Primary School (4804)



Submitted for review by Nigel Holloway (School Principal) on 20 December, 2024 at 08:04 AM  
Endorsed by Robyn Marr (Senior Education Improvement Leader) on 14 January, 2025 at 01:23 PM

**Monitoring and assessment - 2025**

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| Goal 1 | Improve learning growth in literacy and numeracy. |
| 12-month target 1.4 target | Maintain or improve % positive endorsement on SSS - Academic emphasis from 73% - Collective efficacy from 84% - Teacher collaboration from 70% - Understand curriculum from 86 |
| KIS 1.a The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Strengthen middle level leadership to improve teaching and learning. |
| Actions | ACTION 1: Build the capacity of Middle Leaders to lead effective teams. |
| Outcomes | 1 - Skilled HUMAN leaders. 1 - Continued strong results in staff wellbeing check in.  1 - Teams working collaboratively, and engaging in robust discussion. |
| Success indicators | 1 - Staff Opinion Survey data will provide a clear indication of the effectivness of the PLTs in 2025.  1 - Maintain or improve % positive endorsement on SSS - Academic emphasis from 74% - Collective efficacy from 87% - Teacher collaboration from 71% - Understand curriculum from 86% |
| Activities | 1 - Learning Leader PL Program (Facilitation / human leadership).  1 - Scheduled Exec TIP / AIP Planning Days.  1 - Include AIP / Impact Project Leadership in PDPs.  1 - PCO build shared understanding of Performance Management Roles and Responsibilites. |
| KIS 1.b The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment | Embed consistent high expectations for students, staff and families. |
| Actions | ACTION 2 - Continue to establish agreed HBPS whole school non-negotiable expectations and CPRs. ACTION 3 - Renew school mission, vision and values. |
| Outcomes | 2 - Increased understanding / implementation of expectations and CPRs.  2 - Improved classroom systems and use of CPRs.  3 - Newly developed Vision, Mission and Values. |
| Success indicators | 2 - Increased implementation of expectations and CPRs as evidenced by class observations and learning walks.  3 - Newly developed Vision, Mission and Values. 3 - Updated behaviour Matirx. |
| Activities | 2 - Deliver Staff PL on new CPRs.  2 - Monitor and celebrate implementation of agreed expectations and CPRs.  2 - Provide Tier 2 in class coaching, to individual teachers and ES to meet expectations.  2 - Share 2025 school expectations and CPRs with the community.  2 - Develop a plan for regularly communicating expectations with our community - uniform / attendance / behaviour.  3 - Consult and develop updated vision, mission and values. |
| KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs | Strengthen teacher capabilities to implement evidence based instructional practice. |
| Actions | ACTION 4 - Develop Writing section of Instructional Portal. ACTION 5 - Establish reliable systems for supporting teachers and ES to continually improve their instructional practice and ensure low instructional variability. |
| Outcomes | 4 - Increased clarity for all staff about writing instruction and approach at HBPS.  4 - Increased knowledge of the developmental sequence of writing.  5 - Reduced variability in instructional quality between grades.  5 - Capacity to support staff to meet instructional expectations. |
| Success indicators | 4 - HBPS Portal Updated.  4/5 - Maintain or improve % positive endorsement on SSS of 'Understand Curriculum' from 86% and 'Believe peer feedback improves practice' from 86% |
| Activities | 4 - Develop a writing professional learning schedule (knowledge building).  4 - Launch revised Reading section of the Instructional Portal.  4 - Curriculum Day on Maths Fluency & Retrieval.  5 - Professional Practice Enhancement Model Shared.  5 - Complete Writing section of the HBPS Portal. |
| KIS 1.d Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities | Build teacher capabilities to use data and evidence to meet the learning needs of all students. |
| Actions | ACTION 6 - Establish RTI framework. ACTION 7 - Revise Reporting to Parents to increase transparency. |
| Outcomes | 6 - More accurate identification of students 'at risk'.  7 - More accurate reporting to parents. |
| Success indicators | 6 - RTI framework complete and published providing clarity for all staff of academic expectations for students and the interventions available. 7 - Reporting to Parents in a more transparent way, by providing clear data points more frequently. |
| Activities | 6 - PL on all updated assessment tools.  6 - Actively participate in BNC Network PL to improve the learning growth of a priority cohort.  6 - Establish benchmark expectations and flowchart of responses that details available interventions and how progress will be monitored for Reading T2/T3, Maths T1 and Writing T1.  7 - Share SC Feedback and access data that was used to inform the updated Reporting to Parents process.  7 - PL for staff on the updated reporting process.  7 - Communicate the updated reporting process with the community. |

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| Goal 2 | Improve student engagement in learning. |
| KIS 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students’ participation and engagement in school | Develop student learning opportunities that are challenging, engaging and promote curiosity |
| Actions | ACTION 8 - Document a Whole School Curriculum Plan inclusive of knowledge building Units of Study and Subject Scope and Sequences. |
| Outcomes | 8 - Increased quality of curriculum planning.  8 - More time available for PLTs to talk about HOW, rather than WHAT. |
| Success indicators | 8 - Annual Curriculum Plan documented and resourced.  8 - Scopes and Sequences complete. |
| Activities | 8 - Review 2024 Units of Study in preparation for 2026.  8 - Document a P - 6 ENGLISH Scope and Sequence that aligns to the 2026 Units of Study where possible.  8 - Scope Personal Social GVC / Matrix Behaviours into Term Planner.  8 - Commence trialing Knowledge Unit Assessment. |

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| Goal 3 | Enhance the wellbeing of all students. |
| KIS 3.a Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion | Embed multi-tiered systems of support that enhance student wellbeing and inclusion. |
| Actions | ACTION 9 - Continue to implement Disability and Inclusion Reforms.  ACTION 10 - Continue to engage with SWPBS.  ACTION 11 - Use a House System to Promote Connectedness and Belonging. |
| Outcomes | 9 - Inclusion practices continue to strengthen.  9 - Successful DIP profile meetings. 9 - Internal AH team working in alignment with Referral Team. 10 - SWPBS data indicate continued reduction in off task / unexpected behaviours.  11 - House System introduced. |
| Success indicators | 9 - DIP documentation. 9 - Internal AH team documentation.  10 - SWPBS data.  11 - House System introduced. |
| Activities | 9 - Review Referral Team process to make more effective use of the internal Allied Health team.  9 - Document available interventions and how progress will be monitored.  9 - Curriculum Day for ES team.  9 - Update HBPS Portal with a bank of shared inclusion resources staff can access.  9 - Update HBPS Adjustments documentation to support the DIP process.  10 - SWBPS data monitoring and inquiry process scheduled in Exec Meetings.  10 - Review Student Snapshots and Handover Profiles to ensure all adjustments are in place.  10 - Scope explicit teaching of expected behaviours from the Matrix for Morning Circles.  10 - SWPBS - Classroom Systems Training.  10 - HBPS Matrix Update.  11 - Introduce the HBPS house system PL.  11 - Update HBPS Portal with House System. |