

Monitoring and assessment - 2025

Belmore School (4675)



Submitted for review by Amanda White (School Principal) on 19 December, 2024 at 02:43 PM
Endorsed by Natalie Grieve (Senior Education Improvement Leader) on 30 January, 2025 at 05:35 PM

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	Maximise learning achievement for all students.
12-month target 1.1 target	By Semester 2, 2025, 100% of students to have completed school-developed student voice survey.
12-month target 1.2 target	By Semester 2, 2025, improve the positive endorsement on the School Staff Survey for the following factors: School Climate Module Guaranteed and Viable Curriculum from 70% in 2024 to 75% Teacher Collaboration from 69% in 2024 to 75%
12-month target 1.3 target	By Semester 2, 2025, improve the percentage of student's achieving their IEP goal in: Number and Algebra from 54% in 2024 to 70% Measurement and Geometry from 59% in 2024 to 70% Reading and Viewing from 76% in 2024 to 80% Speaking and Listening from 66% in 2023 to 70% Writing from 55% in 2024 to 70%.
12-month target 1.4 target	By Semester 2, 2025, improve the positive endorsement on the Parent Opinion Survey for the following factors Effective Teaching from 75% in 2023 to 80% Stimulating Learning Environment from 83% in 2023 to 87%.
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Develop a whole school numeracy instructional model.

Actions	<p>Develop structures and processes for the Numeracy Instruction Team</p> <p>Review of current Numeracy Instruction at Belmore (challenges/barriers/assessments/lesson plans)</p> <p>Complete a series Peer observations</p> <p>Implement Assessment tools to establish baseline data</p>
Delivery of the annual actions for this KIS	Not Completed
Outcomes	<p>Students will engage in learning experiences at their point of need.</p> <p>Students will demonstrate their understanding of numeracy through participation in appropriate assessments.</p> <p>Students will reflect upon their numeracy learning and share feedback with staff.</p> <p>Staff will participate in Professional Development for numeracy instruction.</p> <p>Staff will contribute to the design of a Numeracy Instructional Model and reflect upon current practices.</p> <p>Staff will collaborate to plan, implement and reflect upon the numeracy instructional framework.</p> <p>Leaders will allocate resources, roles and responsibilities in preparation for the development of the numeracy framework.</p> <p>Leaders will allocate meeting time and lead professional learning on best practice in the teaching and learning of numeracy.</p> <p>Leaders will enable and facilitate structures to support peer observations, PLC investigations, and induction/mentoring, to support teacher reflection and improvement cycles.</p>
Success indicators	<p>Analysis and tracking of whole school assessment data for numeracy.</p> <p>Minutes from PLC meetings that indicate trial and reflection of the numeracy instructional framework</p> <p>Planners indicate use of the numeracy instructional framework</p> <p>Reflections from Peer Observations</p> <p>Documentation from Mini-Projects</p> <p>IEP goals are SMART and reflect implementation of the instructional framework</p> <p>Action plan developed to support team investigations of numeracy instructional framework</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned 	

<p>outcomes. What changes in behaviour / practice / mindset have been observed?</p> <ul style="list-style-type: none"> • What is the evidence? 				
<p>Enablers</p> <ul style="list-style-type: none"> • What enablers are supporting the delivery of this KIS? 				
<p>Barriers</p> <ul style="list-style-type: none"> • What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Development for our Maths team	<input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy network teacher <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 2	25%

Activity 2	Design and document a Maths Instructional Model	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy network teacher <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	25%
Activity 3	Present Maths Instructional Model to teachers and therapists for feedback. Adjust accordingly	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy network teacher	from: Term 2 to: Term 4	-1%
Activity 4	Whole School presentation of Numeracy Instructional Model.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Numeracy leader <input checked="" type="checkbox"/> Numeracy network teacher <input checked="" type="checkbox"/> Numeracy support	from: Term 4 to: Term 4	-1%
Activity 5	Trial Numeracy Instructional Model in classrooms (lesson plans, assessments and student/staff feedback)	<input checked="" type="checkbox"/> All staff	from: Term 2 to: Term 4	-1%
KIS 1.c Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Further enhance the whole school Literacy Instructional Model.			
Actions	Conduct a detailed review of current Literacy assessments based on the latest evidence-based practices. Establish processes and plan for the implementation the Little Learners Love Literacy Program (Phonics).			

	<p>Prioritise areas for improvement in 2025 and strengthen staff capability in these areas.</p> <p>Further embed 'communication for all' practices across the school and throughout program planning.</p>
Delivery of the annual actions for this KIS	Not Completed
Outcomes	<p>Students will engage in learning experiences at their point of need.</p> <p>Students will share their reflections on learning experiences.</p> <p>Staff (teachers, ES, and allied health professionals) will engage in reflection on current practices and contribute to instructional framework review (literacy).</p> <p>Staff will collaborate to plan, implement and reflect on the current literacy instructional framework and a more comprehensive school wide phonics program.</p> <p>Leaders will allocate resources, roles and responsibilities in preparation for phonics program rollout.</p> <p>Leaders will allocate meeting time and lead professional learning on best practice in teaching and learning (instructional framework).</p> <p>Leaders will enable and facilitate structures to support peer observations, PLC investigations, and induction/mentoring, to support teacher reflection and improvement cycles.</p>
Success indicators	<p>Analysis and tracking of whole school assessment data for Literacy.</p> <p>Minutes from PLC meetings that indicate trial and reflection of the literacy instructional framework</p> <p>Planners indicate use of the literacy instructional framework</p> <p>Reflections from Peer Observations</p> <p>Documentation from Mini-Projects</p> <p>IEP goals are SMART and reflect implementation of the instructional framework</p> <p>Action plan developed to support team investigations of literacy instructional framework</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour 	

/ practice / mindset have been observed? • What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?				
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Professional Development of LLLL Program of implementation team members.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 2	100%
Activity 2	Develop the implementation plan for LLLL	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 2	-1%

Activity 3	Provide professional development for Belmore Staff	<input checked="" type="checkbox"/> All staff	from: Term 3 to: Term 4	25%
Activity 4	Update Literacy Instructional Model to include LLLL and embed in planning documentation.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Literacy leader	from: Term 1 to: Term 3	-1%
Activity 5	Establish Assessment tools and collect baseline data.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Teacher(s) <input checked="" type="checkbox"/> Literacy leader	from: Term 3 to: Term 4	50%

Goal 2	Maximise wellbeing and engagement for all students.
12-month target 2.1 target	By Semester 2, 2025, 100% of students to have completed school-developed student voice survey.
12-month target 2.2 target	By Semester 2, 2025, improve the percentage of student's achieving their IEP goal in: Self-Awareness and Management from 65% in 2024 to 75% Social Awareness and Management from 56% in 2024 to 70% Movement and Physical Activity from 95% in 2024 to 100%.
12-month target 2.3 target	By Semester 2, 2025, improve the positive endorsement for the following Parent Opinion Survey factors: Parent Participation and Involvement from 67% 2023 to 70% Teacher Communication from 75% in 2023 to 80%.
12-month target 2.4 target	By 2025, improve the positive endorsement for the following School Staff Survey factors in the School Climate module: Parent and Community Involvement from 85% in 2024 to 90% Shielding and Buffering from 73% in 2023 to 75%
KIS 2.b	Enhance and co-create student voice and agency practices.

Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	
Actions	Establish processes and undertake investigations to support development of a Belmore School approach to wellbeing. Refine whole school student voice and agency practices and documentation. Provide relevant professional learning for all staff that supports student engagement and wellbeing.
Delivery of the annual actions for this KIS	Not Completed
Outcomes	Students will participate in the student voice survey. Students will engage in new learning and social experiences that support emotional regulation, student advocacy and overall wellbeing development. Staff will support development of a student voice survey. Staff will continue to engage with parents, further building partnerships that support students. Leaders will allocate time and resources to support implementation of wellbeing practices. Leaders will provide opportunity for staff to develop partnerships within the wider community.
Success indicators	Reflections from wellbeing leader professional learning (shared at school). Documentation regarding student agency practices. Analysis of data from student survey and student voice tool to inform and influence our practices going forward. Collation and documentation of Belmore School partnerships.
Commentary on progress <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What 	

changes in behaviour / practice / mindset have been observed? • What is the evidence?				
Enablers • What enablers are supporting the delivery of this KIS?				
Barriers • What barriers are impeding the delivery of this KIS?				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Develop 'All about me' document and program for all students to complete at the start of each term.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 2	50%
Activity 2	Ensure opportunities for student feedback are embedded in IEP and Student Report processes.	<input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1	100%

			to: Term 4	
Activity 3	Create a student voice tool	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	75%
Activity 4	Create Belmore Students Attitude to School Survey	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 2	75%
Activity 5	Provide professional learning in the area of student agency and wellbeing practices	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Student wellbeing co-ordinator <input checked="" type="checkbox"/> Wellbeing team	from: Term 1 to: Term 4	-1%
Activity 6	Begin documentation of student agency practices	<input checked="" type="checkbox"/> Curriculum co-ordinator (s) <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Student wellbeing co-ordinator	from: Term 3 to: Term 4	-1%
KIS 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Strengthen school, family and wider community partnerships.			

Actions	<p>Strengthening our partnerships with the Prep and Post School Transition programs.</p> <p>Liaising with external organisations linked to our curriculum (ARTs, Sports, PE, Personal and Social)</p> <p>Strengthening school community (special day/morning/afternoon events, Friends of Belmore parent groups)</p>
Delivery of the annual actions for this KIS	Not Completed
Outcomes	<p>Students will participate in experiences within the wider community.</p> <p>Students will contribute to their learning and learning environment.</p> <p>Staff will provide opportunities for students to reflect upon their engagement and wellbeing whilst at Belmore school.</p> <p>Leaders will allocate resources to the development of partnerships across the school.</p> <p>Leaders will communicate opportunities for parents and carers to increase participation within the wider community.</p>
Success indicators	<p>Newly developed student voice survey and results.</p> <p>Reflections from wellbeing leader professional learning (shared at school)</p> <p>Participation and results from Parent, Staff and student surveys.</p> <p>Parent, carers and community member attendance at special events.</p> <p>Documented school partnerships.</p>
<p>Commentary on progress</p> <ul style="list-style-type: none"> • Drawing on the relevant success indicators identified above, comment on your progress towards planned outcomes. What changes in behaviour / practice / mindset have been observed? • What is the evidence? 	
Enablers	

<ul style="list-style-type: none"> What enablers are supporting the delivery of this KIS? 				
Barriers <ul style="list-style-type: none"> What barriers are impeding the delivery of this KIS? 				
OPTIONAL: Upload evidence				
Activities	Activity	Who	When	Percentage complete
Activity 1	Review Transition Program: Liaising with post school services to provide families with information on programs these services provide. Hosting Post School Information night/careers expo - external services in attendance	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Teacher(s)	from: Term 3 to: Term 4	75%
Activity 2	Review Intake and Enrolment program: Enrolment meeting with parents Therapy assessments/observations Transition mornings New and current prep family morning tea	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Teacher(s)	from: Term 2 to: Term 3	-1%

Activity 3	Promotional material to send out to early learning centres and Kindergartens.	<input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Assistant principal <input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 4	-1%
Activity 4	Whole School Special Events Planner	<input checked="" type="checkbox"/> Leadership team <input checked="" type="checkbox"/> Allied health <input checked="" type="checkbox"/> Teacher(s)	from: Term 1 to: Term 4	-1%

Monitoring and Self-assessment - 2025

SEIL Feedback