

# Monitoring and assessment - 2025

Williamstown Primary School (1183)



Submitted for review by Mathew Montebello (School Principal) on 13 December, 2024 at 10:27 AM  
Endorsed by Judy Maguire (Senior Education Improvement Leader) on 04 February, 2025 at 12:25 PM  
Awaiting endorsement by School Council President

# Monitoring and assessment - 2025

## Term 1 monitoring (optional)

Goal 1	Maximise student learning growth for every student in literacy and numeracy
<b>12-month target 1.1 target</b>	<p>Year 3 Reading from 33% in 2024, increase to 35% in 2025  Year 3 Writing from 6% in 2024, increase to 8% in 2025,  Year 3 Numeracy from 9% in 2024, increase to 20% in 2025  Year 5 Reading from 26% in 2024, increase to 30% in 2025  Year 5 Writing from 9% in 2024, increase to 15% in 2025,  Year 5 Numeracy from 19% in 2024, increase to 22% in 2025,</p> <p>Needs Additional Support targets for 2025  Year 3  -Reading 9%-4%  -Numeracy 8%-4%  Year 5  -Reading 5%- 2%  -Numeracy 1%-0%</p>
<b>12-month target 1.2 target</b>	<p>Reading  2024 Sem 2 90% (Achieved SSP goal) - 2025 Sem 2 92%</p> <p>Writing  2024 Sem 2 83% - 2025 Sem 2 88%  Speaking and Listening  2024 Sem 2 97% (Achieved SSP goal) - 2025 Sem 2 98%</p>
<b>12-month target 1.3 target</b>	82% in 2024, as SSP goal was reached we will look to maintain

<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices			
Actions	<ul style="list-style-type: none"> <li>-Professional Development plan that looks to familiarise staff with the newly developed Teaching and Learning booklet.</li> <li>-Teaching and Learning Leader to be timetabled to work with PLTs during NFT to support curriculum planning</li> <li>-All staff to be trained or retrained in the 6+1 writing traits</li> <li>-PLC inquiries across the school to be more aligned with one another, and likely a targeted reading inquiry</li> <li>Tuesday PL meetings to move towards</li> </ul>			
Delivery of the annual actions for this KIS				
Outcomes	<ul style="list-style-type: none"> <li>-Staff will have greater capacity to implement agreed consistent practice in all curriculum areas</li> <li>-School data will have added value in evaluating curriculum programs</li> </ul>			
Success indicators	<ul style="list-style-type: none"> <li>-Growth in NAPLAN data from years 3-5</li> <li>-Increased outcomes in teacher judgement data</li> <li>-Increased growth in teacher judgement</li> <li>-Increased growth and outcomes in PAT reading data semester 1 to semester 2</li> </ul>			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	Present school staff with the teaching and learning book	☑ Leadership team	from: Term 1 to: Term 1	-1%
Activity 2	Deliver Professional development around each curriculum component of the teaching and learning booklet, prioritising -Reading -Writing -Mathematics Deliver these through Tuesday PL meetings throughout term 1	☑ Leadership team	from: Term 1 to: Term 1	-1%
Activity 3	Provide PL around the 6+1 writing traits teaching approach to all teaching staff	☑ Leadership team	from: Term 2 to: Term 2	-1%

<b>Goal 2</b>	To enhance student agency in wellbeing and learning
<b>12-month target 2.1 target</b>	Student voice and agency from 57% (2024) to 64% Motivation and Interest from 69% (2024) to 76% Stimulated Learning from 68% (2024) to 78% Differentiated Learning Challenge from 74% (2024) to 80%
<b>12-month target 2.2 target</b>	Student feedback to improve practice maintain at 94%(2024) Promote student ownership of learning maintain at 100% (2024)
<b>12-month target 2.3 target</b>	Student Motivation and Support from 70% (2024) to 75% Student Agency and Voice from 80% (2024) to 84%

<b>12-month target 2.4 target</b>	Improve 2024 unapproved (2.8 days) to (2.4 days)			
<b>KIS 2.b</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	Enhance a whole school approach to inclusion, student health and wellbeing			
Actions	-Induct the school's new expressive arts therapist into the wellbeing team -Set up the school's new express arts therapy space -Set up the school's new wellbeing education space -Establish clear wellbeing pathways and systems within the school.			
Delivery of the annual actions for this KIS				
Outcomes	- Increased efficiency in students accessing the required resources and support -Strong understanding by staff of the wellbeing referral pathway			
Success indicators	-Parent/Carer survey demonstrates growth in wellbeing domains -Parent/Carer survey demonstrates growth in communication domains			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>

Activity 1	Appointment of Expressive arts therapist	<input checked="" type="checkbox"/> Principal	from: Term 1 to: Term 4	-1%
Activity 2	Implementation of school wide student wellbeing program	<input checked="" type="checkbox"/> Learning specialist(s) <input checked="" type="checkbox"/> Assistant principal	from: Term 1 to: Term 4	-1%
Activity 3	Establishment of the Student wellbeing learning centre	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	-1%

# Monitoring and assessment - 2025

## Mid-year monitoring

Goal 1	Maximise student learning growth for every student in literacy and numeracy
<b>12-month target 1.1 target</b>	<p>Year 3 Reading from 33% in 2024, increase to 35% in 2025  Year 3 Writing from 6% in 2024, increase to 8% in 2025,  Year 3 Numeracy from 9% in 2024, increase to 20% in 2025  Year 5 Reading from 26% in 2024, increase to 30% in 2025  Year 5 Writing from 9% in 2024, increase to 15% in 2025,  Year 5 Numeracy from 19% in 2024, increase to 22% in 2025,</p> <p>Needs Additional Support targets for 2025  Year 3  -Reading 9%-4%  -Numeracy 8%-4%  Year 5  -Reading 5%- 2%  -Numeracy 1%-0%</p>
<b>12-month target 1.2 target</b>	<p>Reading  2024 Sem 2 90% (Achieved SSP goal) - 2025 Sem 2 92%</p> <p>Writing  2024 Sem 2 83% - 2025 Sem 2 88%  Speaking and Listening  2024 Sem 2 97% (Achieved SSP goal) - 2025 Sem 2 98%</p>
<b>12-month target 1.3 target</b>	82% in 2024, as SSP goal was reached we will look to maintain

<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices			
Actions	<ul style="list-style-type: none"> <li>-Professional Development plan that looks to familiarise staff with the newly developed Teaching and Learning booklet.</li> <li>-Teaching and Learning Leader to be timetabled to work with PLTs during NFT to support curriculum planning</li> <li>-All staff to be trained or retrained in the 6+1 writing traits</li> <li>-PLC inquiries across the school to be more aligned with one another, and likely a targeted reading inquiry</li> <li>Tuesday PL meetings to move towards</li> </ul>			
Delivery of the annual actions for this KIS				
Outcomes	<ul style="list-style-type: none"> <li>-Staff will have greater capacity to implement agreed consistent practice in all curriculum areas</li> <li>-School data will have added value in evaluating curriculum programs</li> </ul>			
Success indicators	<ul style="list-style-type: none"> <li>-Growth in NAPLAN data from years 3-5</li> <li>-Increased outcomes in teacher judgement data</li> <li>-Increased growth in teacher judgement</li> <li>-Increased growth and outcomes in PAT reading data semester 1 to semester 2</li> </ul>			
Commentary on progress				
Enablers				
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<b>Activities</b>	<b>Activity</b>	<b>Who</b>	<b>When</b>	<b>Percentage complete</b>



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Activity 3	Provide PL around the 6+1 writing traits teaching approach to all teaching staff	☑ Leadership team	from: Term 2 to: Term 2	-1%

<b>Goal 2</b>	To enhance student agency in wellbeing and learning
<b>12-month target 2.1 target</b>	Student voice and agency from 57% (2024) to 64% Motivation and Interest from 69% (2024) to 76% Stimulated Learning from 68% (2024) to 78% Differentiated Learning Challenge from 74% (2024) to 80%
<b>12-month target 2.2 target</b>	Student feedback to improve practice maintain at 94%(2024) Promote student ownership of learning maintain at 100% (2024)
<b>12-month target 2.3 target</b>	Student Motivation and Support from 70% (2024) to 75% Student Agency and Voice from 80% (2024) to 84%

<b>12-month target 2.4 target</b>	Improve 2024 unapproved (2.8 days) to (2.4 days)			
<b>KIS 2.b</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	Enhance a whole school approach to inclusion, student health and wellbeing			
Actions	<ul style="list-style-type: none"> <li>-Induct the school's new expressive arts therapist into the wellbeing team</li> <li>-Set up the school's new express arts therapy space</li> <li>-Set up the school's new wellbeing education space</li> <li>-Establish clear wellbeing pathways and systems within the school.</li> </ul>			
Delivery of the annual actions for this KIS				
Outcomes	<ul style="list-style-type: none"> <li>- Increased efficiency in students accessing the required resources and support</li> <li>-Strong understanding by staff of the wellbeing referral pathway</li> </ul>			
Success indicators	<ul style="list-style-type: none"> <li>-Parent/Carer survey demonstrates growth in wellbeing domains</li> <li>-Parent/Carer survey demonstrates growth in communication domains</li> </ul>			
Commentary on progress				
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# Monitoring and assessment - 2025

## Term 3 monitoring (optional)

Goal 1	Maximise student learning growth for every student in literacy and numeracy
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Actions	<ul style="list-style-type: none"> <li>-Professional Development plan that looks to familiarise staff with the newly developed Teaching and Learning booklet.</li> <li>-Teaching and Learning Leader to be timetabled to work with PLTs during NFT to support curriculum planning</li> <li>-All staff to be trained or retrained in the 6+1 writing traits</li> <li>-PLC inquiries across the school to be more aligned with one another, and likely a targeted reading inquiry</li> <li>Tuesday PL meetings to move towards</li> </ul>			
Delivery of the annual actions for this KIS				
Outcomes	<ul style="list-style-type: none"> <li>-Staff will have greater capacity to implement agreed consistent practice in all curriculum areas</li> <li>-School data will have added value in evaluating curriculum programs</li> </ul>			
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# Monitoring and assessment - 2025

## End-of-year monitoring

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<b>Has this 12-month target been met</b>	Not Met
<b>12-month target 1.2 target</b>	<p>Reading  2024 Sem 2 90% (Achieved SSP goal) - 2025 Sem 2 92%</p> <p>Writing  2024 Sem 2 83% - 2025 Sem 2 88%  Speaking and Listening  2024 Sem 2 97% (Achieved SSP goal) - 2025 Sem 2 98%</p>

Has this 12-month target been met	Not Met
12-month target 1.3 target	82% in 2024, as SSP goal was reached we will look to maintain
Has this 12-month target been met	Not Met
<b>KIS 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen curriculum and pedagogical understanding and capacity of staff to consistently embed agreed teaching and learning practices
Actions	<ul style="list-style-type: none"> <li>-Professional Development plan that looks to familirise staff with the newly developed Teaching and Learning booklet.</li> <li>-Teaching and Learning Leader to be timetabled to work with PLTs during NFT to support curriculum planning</li> <li>-All staff to be trained or retrained in the 6+1 writing traits</li> <li>-PLC inquiries across the cschool to be more aligned with one another, and likely a targeted reading inquiry</li> <li>Tuesday PL meetings to move towards</li> </ul>
Delivery of the annual actions for this KIS	
Outcomes	<ul style="list-style-type: none"> <li>-Staff will have greater capacity to implement agreed consistent practice in all curriculum areas</li> <li>-School data will have added value in evaluating curriculum programs</li> </ul>
Success indicators	<ul style="list-style-type: none"> <li>-Growth in NAPLAN data from years 3-5</li> <li>-Increased outcomes in teacher judgement data</li> <li>-Increased growth in teacher judgement</li> <li>-Increased growth and outcomes in PAT reading data semester 1 to semester 2</li> </ul>
Commentary on progress	
Enablers	

Barriers				
OPTIONAL: Upload evidence				
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Has this 12-month target been met	Not Met
12-month target 2.2 target	Student feedback to improve practice maintain at 94%(2024) Promote student ownership of learning maintain at 100% (2024)
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12-month target 2.3 target	Student Motivation and Support from 70% (2024) to 75% Student Agency and Voice from 80% (2024) to 84%
Has this 12-month target been met	Not Met
12-month target 2.4 target	Improve 2024 unapproved (2.8 days) to (2.4 days)
Has this 12-month target been met	Not Met
<b>KIS 2.b</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	Enhance a whole school approach to inclusion, student health and wellbeing
Actions	<ul style="list-style-type: none"> <li>-Induct the school's new expressive arts therapist into the wellbeing team</li> <li>-Set up the school's new express arts therapy space</li> <li>-Set up the school's new wellbeing education space</li> <li>-Establish clear wellbeing pathways and systems within the school.</li> </ul>
Delivery of the annual actions for this KIS	

Outcomes	- Increased efficiency in students accessing the required resources and support -Strong understanding by staff of the wellbeing referral pathway			
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Activity 3	Establishment of the Student wellbeing learning centre	<input checked="" type="checkbox"/> Leadership team	from: Term 1 to: Term 1	-1%

Future planning	
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# Monitoring and Self-assessment - 2025

SEIL Feedback