Monitoring and assessment - 2025

Lockwood South Primary School (0385)

VICTORIA State Government | Department of Education

Monitoring and assessment - 2025

Term 1 monitoring (optional)

Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
12-month target 1.1 target	By the end of 2025 we will have increased the percentage of students achieving 12 months growth or more against the Victorian Curriculum Teacher Judgement data (average Years 1–6) to be: Reading and viewing to 88% Writing to 88% Number and algebra to 88%
12-month target 1.2 target	By the end of 2025 we will have increased the percentage positive endorsement in the School Staff Survey for the following measures: Use evidence to inform teaching practice to 75% Use data for curriculum planning to 75% Moderate assessment tasks together to 75%
12-month target 1.3 target	By the end of 2025 we will increase the percent positive responses score on AtoSS for the following factors: Stimulated learning to 85% Motivation and interest to 85%
12-month target 1.4 target	To maintain a four year rolling average in the strong and exceeding category of NAPLAN for Reading and Numeracy at 50%.
12-month target 1.5 target	To maintain a four year rolling average in the strong and exceeding category of NAPLAN for Reading and Numeracy at 50%.
KIS 1.a	Strengthen teacher capacity to analyse and use data to inform differentiated learning in literacy and numeracy.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	In 2025 staff at Lockwood South will implement a targeted point of need instruction model for the delivery of Literacy and Numeracy.
Delivery of the annual actions for this KIS	
Outcomes	Students will be: - able to articulate where their learning is currently at, and what they are doing to improve. - be in targeted focused groups for reading, writing, and numeracy activities. Staff will: - Use data to inform their teaching and groupings. - Use Elastik for our data storage. - Be implementing a documented curriculum utilising programs such as UFLI, Phormes, and Ochre to provide instruction. Leaders will: - Understand and develop the needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices in literacy and numeracy. - Ensure timetabling has dedicated and resourced time to complete teaching. Parents and Career's will: - Understand their child's current levels, and the strategies teachers are using to improve their child's outcomes. - Have a clear learning goals that is focused the improve of their child's literacy and numeracy that is regularly reviewed and discussed with their child's teacher.
Success indicators	Success indicators will include: Artifacts:

	- Regular learning activities on Compass related to students groupings. - Planning documentation for reading, writing and mathematics. Outcomes: - An increase in students at or above their expected level according to teacher judgments for reading, writing and number. - A decrease in students below expected level according to teacher judgments for reading, writing and number. Observable: - Students having greater ownership of their current performance data, and also their learning goals.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Develop and Embed literacy and numeracy instructional model across the school	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 2	Embed data analysis practices across the school using Elastik	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 3	Embedding UFLI across the school inline with DET priorities relating to phonics instruction.	☑ All staff	from: Term 1 to: Term 4	-1%

KIS 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to student goal setting that empowers high aspirations and student agency for all students.
Actions	Increase the use of Compass for learning activities, including students led conferences and student data and goal setting.
Delivery of the annual actions for this KIS	
Outcomes	Students will: - Articulate where they are what is next and how I will get there. - Have input into their learning and goals. Staff will: - Implement activities that allow for student voice. Leaders will: - Support and facilitate the implementation of actions
Success indicators	Artifacts: - Documentation of individual achievements and goals updated regularly on Compass - Planning documentation for reading, writing and mathematics. Outcomes: - An increase in AttoS survey results in student voice and agency. - An increase in Attos survey results for motivation and interest. Observable: - Students having greater ownership of their current performance data, and also their learning goals.
Commentary on progress	

Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Embedding Student led conferences across the school with a particular focus on: 1. Student goal setting 2. Teacher data support 3. Student agency in learning	☑ All staff	from: Term 1 to: Term 4	-1%

Goal 2	Improve student wellbeing and learner agency to empower students to become self–regulating, independent learners.
12-month target 2.1 target	By the end of 2025, increase the percentage positive endorsement in the School Staff Survey for the following measures: Use student feedback to improve practice from 50% (in 2021) to 75% Professional learning through peer observation from 0% (in 2021) to 75% Collaborate to scaffold student learning from 50% (in 2021) to 75%
12-month target 2.2 target	By the end of 2025, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors: Student voice and agency from 79% (in 2022) to 85% Sense of confidence from 72% (in 2022) to 85% Perseverance from 67% (in 2022) to 85% Resilience from 78% (in 2022) to 85%
12-month target 2.3 target	NA
KIS 2.b	Embed the whole school approach to health, wellbeing, inclusion and engagement.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Actions	Over the course of the year the school will implement The Resilience Project
Delivery of the annual actions for this KIS	
Outcomes	Students will: - Have a greater understanding of there thought emotions, and self. - Be bale to articulate their emotions. Staff will: - Implement activities that allow growth in emotional intelligence and resilience. Leaders will: - Support and facilitate the implementation of actions
Success indicators	By the end of 2025, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors: Student voice and agency to 85% Sense of confidence) to 85% Perseverance to 85% Resilience to 85%
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	The Resilience Project	☑ All staff ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Mid-year monitoring

Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
12-month target 1.1 target	By the end of 2025 we will have increased the percentage of students achieving 12 months growth or more against the Victorian Curriculum Teacher Judgement data (average Years 1–6) to be: Reading and viewing to 88% Writing to 88% Number and algebra to 88%
12-month target 1.2 target	By the end of 2025 we will have increased the percentage positive endorsement in the School Staff Survey for the following measures: Use evidence to inform teaching practice to 75% Use data for curriculum planning to 75% Moderate assessment tasks together to 75%
12-month target 1.3 target	By the end of 2025 we will increase the percent positive responses score on AtoSS for the following factors: Stimulated learning to 85% Motivation and interest to 85%
12-month target 1.4 target	To maintain a four year rolling average in the strong and exceeding category of NAPLAN for Reading and Numeracy at 50%.
12-month target 1.5 target	To maintain a four year rolling average in the strong and exceeding category of NAPLAN for Reading and Numeracy at 50%.
KIS 1.a	Strengthen teacher capacity to analyse and use data to inform differentiated learning in literacy and numeracy.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	In 2025 staff at Lockwood South will implement a targeted point of need instruction model for the delivery of Literacy and Numeracy.
Delivery of the annual actions for this KIS	
Outcomes	Students will be: - able to articulate where their learning is currently at, and what they are doing to improve. - be in targeted focused groups for reading, writing, and numeracy activities. Staff will: - Use data to inform their teaching and groupings. - Use Elastik for our data storage. - Be implementing a documented curriculum utilising programs such as UFLI, Phormes, and Ochre to provide instruction. Leaders will: - Understand and develop the needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices in literacy and numeracy. - Ensure timetabling has dedicated and resourced time to complete teaching. Parents and Career's will: - Understand their child's current levels, and the strategies teachers are using to improve their child's outcomes. - Have a clear learning goals that is focused the improve of their child's literacy and numeracy that is regularly reviewed and discussed with their child's teacher.
Success indicators	Success indicators will include: Artifacts:

	- Regular learning activities on Compass related to students groupings. - Planning documentation for reading, writing and mathematics. Outcomes: - An increase in students at or above their expected level according to teacher judgments for reading, writing and number. - A decrease in students below expected level according to teacher judgments for reading, writing and number. Observable: - Students having greater ownership of their current performance data, and also their learning goals.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Develop and Embed literacy and numeracy instructional model across the school	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 2	Embed data analysis practices across the school using Elastik	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 3	Embedding UFLI across the school inline with DET priorities relating to phonics instruction.	☑ All staff	from: Term 1 to: Term 4	-1%

KIS 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to student goal setting that empowers high aspirations and student agency for all students.
Actions	Increase the use of Compass for learning activities, including students led conferences and student data and goal setting.
Delivery of the annual actions for this KIS	
Outcomes	Students will: - Articulate where they are what is next and how I will get there. - Have input into their learning and goals. Staff will: - Implement activities that allow for student voice. Leaders will: - Support and facilitate the implementation of actions
Success indicators	Artifacts: - Documentation of individual achievements and goals updated regularly on Compass - Planning documentation for reading, writing and mathematics. Outcomes: - An increase in AttoS survey results in student voice and agency. - An increase in Attos survey results for motivation and interest. Observable: - Students having greater ownership of their current performance data, and also their learning goals.
Commentary on progress	

Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Embedding Student led conferences across the school with a particular focus on: 1. Student goal setting 2. Teacher data support 3. Student agency in learning	☑ All staff	from: Term 1 to: Term 4	-1%

Goal 2	Improve student wellbeing and learner agency to empower students to become self–regulating, independent learners.
12-month target 2.1 target	By the end of 2025, increase the percentage positive endorsement in the School Staff Survey for the following measures: Use student feedback to improve practice from 50% (in 2021) to 75% Professional learning through peer observation from 0% (in 2021) to 75% Collaborate to scaffold student learning from 50% (in 2021) to 75%
12-month target 2.2 target	By the end of 2025, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors: Student voice and agency from 79% (in 2022) to 85% Sense of confidence from 72% (in 2022) to 85% Perseverance from 67% (in 2022) to 85% Resilience from 78% (in 2022) to 85%
12-month target 2.3 target	NA
KIS 2.b	Embed the whole school approach to health, wellbeing, inclusion and engagement.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Actions	Over the course of the year the school will implement The Resilience Project
Delivery of the annual actions for this KIS	
Outcomes	Students will: - Have a greater understanding of there thought emotions, and self. - Be bale to articulate their emotions. Staff will: - Implement activities that allow growth in emotional intelligence and resilience. Leaders will: - Support and facilitate the implementation of actions
Success indicators	By the end of 2025, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors: Student voice and agency to 85% Sense of confidence) to 85% Perseverance to 85% Resilience to 85%
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	The Resilience Project	☑ All staff ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

Term 3 monitoring (optional)

Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
12-month target 1.1 target	By the end of 2025 we will have increased the percentage of students achieving 12 months growth or more against the Victorian Curriculum Teacher Judgement data (average Years 1–6) to be: Reading and viewing to 88% Writing to 88% Number and algebra to 88%
12-month target 1.2 target	By the end of 2025 we will have increased the percentage positive endorsement in the School Staff Survey for the following measures: Use evidence to inform teaching practice to 75% Use data for curriculum planning to 75% Moderate assessment tasks together to 75%
12-month target 1.3 target	By the end of 2025 we will increase the percent positive responses score on AtoSS for the following factors: Stimulated learning to 85% Motivation and interest to 85%
12-month target 1.4 target	To maintain a four year rolling average in the strong and exceeding category of NAPLAN for Reading and Numeracy at 50%.
12-month target 1.5 target	To maintain a four year rolling average in the strong and exceeding category of NAPLAN for Reading and Numeracy at 50%.
KIS 1.a	Strengthen teacher capacity to analyse and use data to inform differentiated learning in literacy and numeracy.

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Actions	In 2025 staff at Lockwood South will implement a targeted point of need instruction model for the delivery of Literacy and Numeracy.
Delivery of the annual actions for this KIS	
Outcomes	Students will be: - able to articulate where their learning is currently at, and what they are doing to improve. - be in targeted focused groups for reading, writing, and numeracy activities. Staff will: - Use data to inform their teaching and groupings. - Use Elastik for our data storage. - Be implementing a documented curriculum utilising programs such as UFLI, Phormes, and Ochre to provide instruction. Leaders will: - Understand and develop the needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices in literacy and numeracy. - Ensure timetabling has dedicated and resourced time to complete teaching. Parents and Career's will: - Understand their child's current levels, and the strategies teachers are using to improve their child's outcomes. - Have a clear learning goals that is focused the improve of their child's literacy and numeracy that is regularly reviewed and discussed with their child's teacher.
Success indicators	Success indicators will include: Artifacts:

	- Regular learning activities on Compass related to students groupings. - Planning documentation for reading, writing and mathematics. Outcomes: - An increase in students at or above their expected level according to teacher judgments for reading, writing and number. - A decrease in students below expected level according to teacher judgments for reading, writing and number. Observable: - Students having greater ownership of their current performance data, and also their learning goals.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Develop and Embed literacy and numeracy instructional model across the school	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 2	Embed data analysis practices across the school using Elastik	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 3	Embedding UFLI across the school inline with DET priorities relating to phonics instruction.	☑ All staff	from: Term 1 to: Term 4	-1%

KIS 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to student goal setting that empowers high aspirations and student agency for all students.
Actions	Increase the use of Compass for learning activities, including students led conferences and student data and goal setting.
Delivery of the annual actions for this KIS	
Outcomes	Students will: - Articulate where they are what is next and how I will get there. - Have input into their learning and goals. Staff will: - Implement activities that allow for student voice. Leaders will: - Support and facilitate the implementation of actions
Success indicators	Artifacts: - Documentation of individual achievements and goals updated regularly on Compass - Planning documentation for reading, writing and mathematics. Outcomes: - An increase in AttoS survey results in student voice and agency. - An increase in Attos survey results for motivation and interest. Observable: - Students having greater ownership of their current performance data, and also their learning goals.
Commentary on progress	

Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Embedding Student led conferences across the school with a particular focus on: 1. Student goal setting 2. Teacher data support 3. Student agency in learning	☑ All staff	from: Term 1 to: Term 4	-1%

Goal 2	Improve student wellbeing and learner agency to empower students to become self–regulating, independent learners.
12-month target 2.1 target	By the end of 2025, increase the percentage positive endorsement in the School Staff Survey for the following measures: Use student feedback to improve practice from 50% (in 2021) to 75% Professional learning through peer observation from 0% (in 2021) to 75% Collaborate to scaffold student learning from 50% (in 2021) to 75%
12-month target 2.2 target	By the end of 2025, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors: Student voice and agency from 79% (in 2022) to 85% Sense of confidence from 72% (in 2022) to 85% Perseverance from 67% (in 2022) to 85% Resilience from 78% (in 2022) to 85%
12-month target 2.3 target	NA
KIS 2.b	Embed the whole school approach to health, wellbeing, inclusion and engagement.

Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	
Actions	Over the course of the year the school will implement The Resilience Project
Delivery of the annual actions for this KIS	
Outcomes	Students will: - Have a greater understanding of there thought emotions, and self. - Be bale to articulate their emotions. Staff will: - Implement activities that allow growth in emotional intelligence and resilience. Leaders will: - Support and facilitate the implementation of actions
Success indicators	By the end of 2025, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors: Student voice and agency to 85% Sense of confidence) to 85% Perseverance to 85% Resilience to 85%
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	The Resilience Project	☑ All staff ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

Monitoring and assessment - 2025

End-of-year monitoring

Goal 1	Maximise the achievement and learning growth of every student, particularly in literacy and numeracy.
12-month target 1.1 target	By the end of 2025 we will have increased the percentage of students achieving 12 months growth or more against the Victorian Curriculum Teacher Judgement data (average Years 1–6) to be: Reading and viewing to 88% Writing to 88% Number and algebra to 88%
Has this 12-month target been met	Not Met
12-month target 1.2 target	By the end of 2025 we will have increased the percentage positive endorsement in the School Staff Survey for the following measures: Use evidence to inform teaching practice to 75% Use data for curriculum planning to 75% Moderate assessment tasks together to 75%
Has this 12-month target been met	Not Met
12-month target 1.3 target	By the end of 2025 we will increase the percent positive responses score on AtoSS for the following factors: Stimulated learning to 85% Motivation and interest to 85%
Has this 12-month target been met	Not Met

12-month target 1.4 target	To maintain a four year rolling average in the strong and exceeding category of NAPLAN for Reading and Numeracy at 50%.
Has this 12-month target been met	Not Met
12-month target 1.5 target	To maintain a four year rolling average in the strong and exceeding category of NAPLAN for Reading and Numeracy at 50%.
Has this 12-month target been met	Not Met
KIS 1.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Strengthen teacher capacity to analyse and use data to inform differentiated learning in literacy and numeracy.
Actions	In 2025 staff at Lockwood South will implement a targeted point of need instruction model for the delivery of Literacy and Numeracy.
Delivery of the annual actions for this KIS	
Outcomes	Students will be: - able to articulate where their learning is currently at, and what they are doing to improve. - be in targeted focused groups for reading, writing, and numeracy activities. Staff will: - Use data to inform their teaching and groupings. - Use Elastik for our data storage. - Be implementing a documented curriculum utilising programs such as UFLI, Phormes, and Ochre to provide instruction.

	Leaders will: - Understand and develop the needs of each staff member to support the development of their knowledge and capacity in providing differentiated teaching practices in literacy and numeracy. - Ensure timetabling has dedicated and resourced time to complete teaching. Parents and Career's will: - Understand their child's current levels, and the strategies teachers are using to improve their child's outcomes. - Have a clear learning goals that is focused the improve of their child's literacy and numeracy that is regularly reviewed and discussed with their child's teacher.
Success indicators	Success indicators will include: Artifacts: - Regular learning activities on Compass related to students groupings. - Planning documentation for reading, writing and mathematics. Outcomes: - An increase in students at or above their expected level according to teacher judgments for reading, writing and number. - A decrease in students below expected level according to teacher judgments for reading, writing and number. Observable: - Students having greater ownership of their current performance data, and also their learning goals.
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	Develop and Embed literacy and numeracy instructional model across the school	☑ All staff	from: Term 1	-1%

			to: Term 4	
Activity 2	Embed data analysis practices across the school using Elastik	☑ All staff	from: Term 1 to: Term 4	-1%
Activity 3	Embedding UFLI across the school inline with DET priorities relating to phonics instruction.	☑ All staff	from: Term 1 to: Term 4	-1%
KIS 1.b Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Develop and implement a whole school approach to student goal setting that empowers high aspirations and student agency for all students.			
Actions	Increase the use of Compass for learning activities, including students led conferences and student data and goal setting.			
Delivery of the annual actions for this KIS				
Outcomes	Students will: - Articulate where they are what is next and how I will get there. - Have input into their learning and goals. Staff will: - Implement activities that allow for student voice.			

	Leaders will: - Support and facilitate the implementation of actions			
Success indicators	Artifacts: - Documentation of individual achievements and goals updated regularly on Compass - Planning documentation for reading, writing and mathematics. Outcomes: - An increase in AttoS survey results in student voice and agency. - An increase in Attos survey results for motivation and interest. Observable: - Students having greater ownership of their current performance data, and also their learning goals.			
Commentary on progress				
Enablers				
Barriers				
OPTIONAL: Upload evidence				
Activities	**Activity**	**Who**	**When**	**Percentage complete**
Activity 1	Embedding Student led conferences across the school with a particular focus on: 1. Student goal setting 2. Teacher data support 3. Student agency in learning	☑ All staff	from: Term 1 to: Term 4	-1%

Goal 2	Improve student wellbeing and learner agency to empower students to become self–regulating, independent learners.
12-month target 2.1 target	By the end of 2025, increase the percentage positive endorsement in the School Staff Survey for the following measures:

	Use student feedback to improve practice from 50% (in 2021) to 75% Professional learning through peer observation from 0% (in 2021) to 75% Collaborate to scaffold student learning from 50% (in 2021) to 75%
Has this 12-month target been met	Not Met
12-month target 2.2 target	By the end of 2025, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors: Student voice and agency from 79% (in 2022) to 85% Sense of confidence from 72% (in 2022) to 85% Perseverance from 67% (in 2022) to 85% Resilience from 78% (in 2022) to 85%
Has this 12-month target been met	Not Met
12-month target 2.3 target	NA
Has this 12-month target been met	Not Met
KIS 2.b Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Embed the whole school approach to health, wellbeing, inclusion and engagement.
Actions	Over the course of the year the school will implement The Resilience Project
Delivery of the annual actions for this KIS	
Outcomes	Students will: - Have a greater understanding of there thought emotions, and self.

	- Be bale to articulate their emotions. Staff will: - Implement activities that allow growth in emotional intelligence and resilience. Leaders will: - Support and facilitate the implementation of actions
Success indicators	By the end of 2025, increase the percent positive responses score on AtoSS for Years 4–6 for the following factors: Student voice and agency to 85% Sense of confidence) to 85% Perseverance to 85% Resilience to 85%
Commentary on progress	
Enablers	
Barriers	
OPTIONAL: Upload evidence	

Activities	Activity	Who	When	Percentage complete
Activity 1	The Resilience Project	☑ All staff ☑ Mental health and wellbeing leader	from: Term 1 to: Term 4	-1%

Future planning	

Monitoring and Self-assessment - 2025

SEIL Feedback