Monash Primary School

Network: Tuggeranong

Impact Report 2018

The purpose of this document

This document flows directly from our Annual Action Plan for 2018 which translated priorities into actions for the current year of our five-year school improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

*Please note that from the **end of 2019** the section below - 'Our school's contribution to whole-of-system Strategic Indicators' - will be populated by the Education Directorate and the school. The Directorate's new Strategic Plan was launched mid-2018 and as such relevant system-level data had not been finalised prior to this report being written.*

Our school's contribution to whole-of-system Strategic Indicators

Education Directorate Strategic Indicator 2018-2021

To promote greater equity in learning outcomes in and across ACT public schools

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019
DATA SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019
System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019
DATA Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019
School-level analysis statement including comment on the above data and school-based actions aimed at producing greater equity for students.

Education Directorate Strategic Indicator 2018-2021

To facilitate high quality teaching in ACT public schools and strengthen educational outcomes.

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

School-level statement including comment on the above data and school-based actions aimed at facilitating high quality teaching to strengthen educational outcomes.

Education Directorate Strategic Indicator 2018-2021

To centre teaching and learning around students as individuals

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DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

SYSTEM LEVEL (provided/populated by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

System-level analysis statement (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

DATA

Your school's apparent contribution to this Strategic Indicator (provided by Directorate)

DATA NOT FINALISED - TO BE PROVIDED FROM LATE 2019

School-level analysis statement including comment on the above data and school-based actions aimed at centring teaching and learning around students.

Analysis ⊘ **Priorities** ⊘ **Strategies** ⊘ **Actions** ⊘ **Impact** (for student)

Reporting against our priorities

Priority 1: Deliver high quality education for all students

Targets or measures

By the end of 2020 we will achieve:

- 1% point improvement annually in the proportion of students in the top two bands in NAPLAN assessment for years 3 and 5 based on the previous four-year average
- 1% point improvement annually in the proportion of within school matched students achieving expected growth across the previous four years average
- 1% point improvement annually in the proportion of LBOTE year 5 students achieving expected growth in NAPLAN assessments based on the previous four-year average.
- 1% point improvement annually 1% point annual improvement in the proportion of kindergarten students achieving expected progress based on the previous four year average
- 1% point improvement in the proportion of students achieving their respective year level PM Reading benchmark annually as they progress from K to year 3
- 80% of all LSU students achieving all their Individual Learning goals
- 5% point difference between all P-6 students and Monash students as it relates to satisfaction with the education provided (Currently 4%)
- Parity or above between all P-6 parents and Monash parents satisfaction with the education provided (currently 1% point below)

In 2018 we implemented this priority through the following strategies.

- Develop and implement a school wide professional learning plan that includes a mentoring and coaching model at Monash PS.
- Develop a whole school plan for curriculum delivery, aligned with the Australian curriculum, that supports a consistent whole school approach to pedagogy, with a focus on writing and numeracy.
- Embed a culture of research based practice through the use of the Action Inquiry Model.
- Develop teacher capacity in the collection, analysis and use of data to build differentiated teaching and learning practice.
- Develop effective whole school structures and processes to promote and enable collaborative teaching practice.

Student learning data

Targets or Measures	2015	2016	2017	2018
1% point improvement in the proportion of students in the top two bands in NAPLAN assessment for years 3 and 5 based on the previous four-year average.				
Year 3 Reading	-5.3%	+21.1%	-2.0%	+27.8%
Year 3 Writing	-2.0%	+2.3%	-9.1%	+8.4%
Year 3 Spelling	-5.6%	+19.2%	-3.4%	+20.6%
Year 3 Grammar and Punctuation	-8.2%	+19.1%	+8.5%	+15.1%
Year 3 Numeracy	-10.2%	-10.4%	-20.0%	+1.5%
Year 5 Reading	-13.6%	+0.3%	+19.6%	+13.6%
Year 5 Writing	-2.3%	+5.5%	-0.8%	-2.8%
Year 5 Spelling	-2.9%	+2.4%	+2.0%	-1.4%
Year 5 Grammar and Punctuation	-9.6%	+8.7%	+17.2%	+5.6%
Year 5 Numeracy	-10.1%	+6.6%	+12.5%	+7.0%

Analysis ⊘ Priorities ⊘ Strategies ⊘ Actions ⊘ Impact (for student)

1% point improvement annually in the proportion of within school matched students achieving expected growth across the previous four years average				
Reading	+1.9%	+18.1%	+28.7%	+5.7%
Writing	+4.6%	No data	+9.5%	+5.3%
Spelling	+19.7%	+21.3%	+7.5%	+1.7%
Grammar and Punctuation	+6.2%	-6.7%	+21.4%	+16.5%
Numeracy	-10.1%	-19.3%	0.0%	+20.2%

1% point improvement annually in the proportion of LBOTE year 5 students achieving expected growth in NAPLAN assessments based on the previous four-year average	
Reading	The sample size for this group of students is so small that it may be possible to personally identify individual students and the margin of error is too great to report accurately on the results.
Writing	
Spelling	
Grammar and Punctuation	
Numeracy	

1% point improvement annually 1% point annual improvement in the proportion of kindergarten students achieving expected progress based on the previous four year average				
Reading	+21.7%	+1.9%	+1.0%	+13.2%
Mathematics	+17.4%	+0.9%	+16.5%	+1.0%

1% point improvement in the proportion of students achieving their respective year level PM Reading benchmark annually as they progress from K to year 3				
2017 Kindergarten Cohort (% at benchmark)	-----	-----	62.1%	74.1%
2016 Kindergarten Cohort (% at benchmark)	-----	No data	78.8%	69.2%
2015 Kindergarten Cohort (% at benchmark)	No data	No data	56.5%	86.2%
80% of all LSU students achieving all their Individual Learning goals	No data	76%	82%	57%

Perception Data

Targets or Measures	2015	2016	2017	2018
5% point difference between all P-6 students and Monash students as it relates to satisfaction with the education provided (I am satisfied I am getting a good education at this school)	+4.1%	-5.8%	-9.3%	+3.4%
Parity or above between all P-6 parents and Monash parents satisfaction with the education provided (I am satisfied with my child's education at this school)	-2.2%	+2.6%	+0.5%	-1.0%

School program and process data

Targets or Measures	2015	2016	2017	2018
THERE ARE NO TARGETS FOR SCHOOL PROGRAM AND PROCESS DATA				

Analysis ⦾ **Priorities** ⦾ **Strategies** ⦾ **Actions** ⦾ **Impact** (for student)

What this evidence tells us

- In 2018, the percentage of students in the top two bands in NAPLAN for both Year 3 and 5 has increased in all areas except Year 5 Spelling and Year 5 Writing.
- Over the life of the plan, the growth of within school matched students from Year 3 to Year 5 has remained above the previous four year averages in all areas of English, except for Grammar and Punctuation in 2016.
- When analysing the results of within school matched students from Year 3 to Year 5 in NAPLAN Numeracy, it is evident that in 2015 and 2016, students made less than expected growth compared to the previous four year average. However, in the past two years, there has been a significant increase in these results, which coincides with the introduction of the Visible Learning Model for the teaching of Mathematics.
- The proportion of Kindergarten students achieving expected progress in PIPS Reading has remained above the previous four year average for each of the past four years. In 2018, there was a significant increase in these results which coincides with the introduction of the Letters and Sounds program for teaching phonics and phonological awareness.
- After the percentage of students achieving expected progress in PIPS Mathematics dropped below the previous four year average in 2016, the results over the past two years has increased above this average. This provides further evidence of the success of the Visible Learning Model in Mathematics.

Data sources which have changed over time
- In the 5 Year School Plan, targets were set to improve the proportion of LBOTE year 5 students achieving expected growth in NAPLAN assessments based on the previous four-year average. However, the sample size for this group of students is so small that it may be possible to personally identify individual students and the margin of error is too great to report accurately on the results.
- The school did not report or keep data on the percentage of students achieving benchmark level from 2015 to 2016. Therefore, it is not possible to compare growth from year to year over the life of this plan.

Our achievements for this priority

- Enhancement of the school database to more accurate collate and analyse student achievement and progress and to inform future learning.
- Introduction of PLT meetings with teachers discussing student learning data using Disciplined Dialogue and setting SMART goals for progress.
- Teachers dedicated to Tier 2 RTI with timetabled sessions outside of core instruction time in both reading and mathematics.
- Restructuring of staff meetings to focus on teaching and learning rather than administration.
- Introduction of the Letters and Sounds program in the junior school.
- Whole-staff Action Inquiry in the Visible Learning Model for Mathematics.
- Completed Power Standards for Mathematics and Writing for preschool to year 6.
- Developed a whole-school writing checklist based on the writing power standards and success criteria.
- Longitudinal tracking systems were introduced for Mathematics (PAT Maths) and Spelling (Morrison McCall Spelling Scale).
- The release timetable was restructured to ensure teachers had a minimum of one session together as a whole team for collaborative planning.
- Introduction of Reflection and Plannings days in week 10 of each term.
- Established a resource and planning room which could be utilised for staff during collaborative planning and Reflection and Planning days.

Challenges we will address in our next Action Plan

- When analysing the percentage of students in the top two bands of NAPLAN Year 5 2018 compared to the same cohort of students in Year 3 2016, it is revealed that the percentage has reduced in all areas, except numeracy. This is despite a significant increase in the growth of within matched students from Year 3 to Year 5. This suggests current practices are supporting the improvement of lower performing students and not extending those who achieved higher results in Year 3.

Priority 2: Provide a supportive, engaging and innovative environment for all students, staff and community members

Targets or measures

By the end of 2020 we will achieve:

- Parity or above between all P-6 teachers and Monash teachers satisfaction for the question:
    - I am supported, by the school, in the management of student behaviour (currently % point below)
    - Parents support staff in the management of student behaviour (currently % point below)
    - This school teaches students to be good citizens (currently % point below)
- Parity or above between all P-6 students and Monash students satisfaction for the question:
    - Teachers at my school treat students fairly (currently % point below)
    - I feel safe at my school (currently % point below)
    - I can talk to my teachers about my concerns (currently % point below)
    - I like being at my school (currently % point below)
    - My school takes students' opinions seriously (currently % point below)
    - Student behaviour is well managed at my school (currently % point below)
- Parity or above between all P-6 parents and Monash parents satisfaction for the question:
    - Community partnerships are valued and maintained (currently % point below) for:
        - § Parents of students with complex needs
        - § parents of LBOTE students
        - § parents of ATSI students
    - Teachers at this school treat students fairly (currently % point below)
    - Student behaviour is well managed at this school (currently % point below)
    - My child likes being at this school (currently % point below)
    - This school takes parents' opinions seriously (currently % point below)
    - My child feels safe at this school (currently % point below) for:
        - § Parents of students with complex needs
        - § parents of LBOTE students
        - § parents of ATSI students

In 2018 we implemented this priority through the following strategies.

- Embed school wide frameworks to enable the effective management of student wellbeing with a focus on positive mental health.
- Develop a school wide approach to student welfare, engagement and intervention strategies that ensure students are supported to achieve to their full potential.
- Continue to build and strengthen positive community engagement supported through family led learning and family school partnerships.

Below is our progress towards our five-year targets with an emphasis on the accumulation and analysis of evidence over the term of our plan.

Student learning data

Targets or Measures	2015	2016	2017	2018
THERE ARE NO TARGETS FOR STUDENT LEARNING DATA				

Analysis ⊘ Priorities ⊘ Strategies ⊘ Actions ⊘ Impact (for student)

Perception Data

Targets or Measures	2015	2016	2017	2018
Parity or above between all P-6 teachers and Monash teachers satisfaction for the question:				
I am supported, by the school, in the management of student behaviour (student behaviour is well managed at this school)	-26.9%	-0.02%	-3.1%	-9.8%
Parents support staff in the management of student behaviour	No data	No data	No data	No data
This school teaches students to be good citizens (students at this school understand how to be good digital questions	No data	No data	No data	-2.1%
Parity or above between all P-6 students and Monash students satisfaction for the question:				
Teachers at my school treat students fairly	+0.8	+9.2%	+2.8%	+11.9%
I feel safe at my school	-17.4%	-12.4%	-10.3%	-3.1%
I can talk to my teachers about my concerns	-4.2%	+1.9%	+4.7%	+5.3%
I like being at my school	-3.8%	-2.1%	-10.2%	-4.6%
My school takes students' opinions seriously	No data	+11.0%	-4.0%	+10.7%
Student behaviour is well managed at my school	-5.5%	+4.81	-7.1%	+3.6%
Parity or above between all P-6 parents and Monash parents satisfaction for the question:				
Community partnerships are valued and maintained for:	-7.9%	+1.4%	+6.6%	-3.2%
Parents of students with complex needs	It is not possible to distinguish the results from these different groups from the survey data (see above for overall results).			
parents of LBOTE students				
parents of ATSI students				
Teachers at this school treat students fairly	+0.32	-0.4%	+2.1%	+2.8%
Student behaviour is well managed at this school	-3.6%	-0.9%	-3.6%	-2.6%
My child likes being at this school	+2.7%	+0.8%	+1.3%	+2.2%
This school takes parents' opinions seriously	-8.1%	+1.4%	+3.4%	+3.0%
My child feels safe at this school for:	-6.2%	-4.4%	-0.6%	-0.1%
Parents of students with complex needs	It is not possible to distinguish the results from these different groups from the survey data (see above for overall results).			
parents of LBOTE students				
parents of ATSI students				

School program and process data

Targets or Measures	2015	2016	2017	2018
THERE ARE NO TARGETS FOR SCHOOL PROGRAM AND PROCESS DATA				

Analysis ⊘ **Priorities** ⊘ **Strategies** ⊘ **Actions** ⊘ **Impact** (for student)

What this evidence tells us

- Students believe that their teachers treat them fairly. Results for Monash School have been consistently above the ACT average and targets have been met for each of the past 4 years.
- While the goal in relation to parent and student perception of student safety at school has failed to meet the targets in each year of the School Plan, data shows a significant improvement year on year.
- Teacher and parent responses to the question, 'behaviour is well managed at this school' indicates that the results for Monash School have been consistently below the ACT average. This has resulted in targets not being met for each of the past 4 years.
- Parent data shows that they believe their children like being at this school with results consistently above the ACT average. However, student responses have consistently failed to meet the target. Although, there been an improvement in the past 12 months.
- After three years of positive growth in relation to parent perception of community partnerships being valued and maintained, satisfaction has decreased over the past 12 months. This is most likely due to the reduced role of the P&C in 2018.

Data sources which have changed over time
- In the 5 Year School Plan, targets were set for parent perception in relation to community partnerships being valued and maintained, as well as students feeling safe at school. These targets were then broken into sub-groups which are unable to reported upon. Therefore, overall results have been calculated to inform progress against these target.
- There is no longer a question in the Satisfaction Survey in relation to teacher perception of parent support with managing student behaviour. Therefore, this target is unable to reported upon.
- The question in the Satisfaction Survey in relation to teacher perception of students being good digital citizens was removed from the survey from 2015 - 2017. Therefore, this target is unable to reported upon.

Our achievements for this priority

- Two classroom teachers were supported through through the application process for Highly Accomplished certification, with one being successful.
- The number of Collaborative Coaching sessions available to staff through the Coaching and Mentoring Program was significantly increased.
- All new educators had a Mentoring Partnership Agreement and participated in formal mentoring throughout the year.
- Student Support Team meetings were established to ensure students of concern are regularly discussed and teachers are supported to implement strategies.
- The role of Pastoral Care Coordinator was established to support students with their social and emotional needs.

Challenges we will address in our next Action Plan

- Improving the perception of student behaviour being well managed and student safety at school. This will be addressed through the implementation of Positive Behaviours for Learning (PBL). Through the school's new Inclusion Model and the introduction of Everyone Everyday, students and parents will also be informed and upskilled in relation to their understanding of inclusion and complex behaviours.
- Improving the perception of community partnerships being valued and maintained. This will be addressed through the reinvigoration of the Monash P&C, rebranding of playgroup, extension of Breakfast Club to 5 days a week, as well as an increased focus on whole-school and community events.

Reporting on preschool improvement

All schools with a preschool setting are required to annually review and update their Quality Improvement Plan*. Schools have a choice to either report against their QIP using the Directorate template or to report progress here.

In 2018, Monash Preschool participated in the Assessment and Rating Process. The outcome was:

- Quality Area 1: Educational program and practice (Exceeding)
- Quality Area 2: Children's health and safety (Meeting)
- Quality Area 3: Physical environment (Meeting)
- Quality Area 4: Staffing arrangements (Exceeding)
- Quality Area 5: Relationships with children (Meeting)
- Quality Area 6: Collaborative partnerships with families and communities (Meeting)
- Quality Area 7: Governance and Leadership (Meeting)

Achievements for 2018:

- Teachers were provided with shared collaborative planning time
- A consistent planning template was developed for all three preschool groups
- Mathematics and Writing Power Standards were developed for preschool
- A new reporting template based on the EYLF and providing more specific information to parents and carers was introduced in semester two
- A database was established for the tracking of student progress and achievement
- The Early Languages Learning Australia (ELLA) program was introduced, a Japanese station was established in each room and the specialist Japanese teacher had weekly sessions with each preschool group
- The school's specialist PE teacher commenced weekly sessions with each preschool group
- Procedures for cooking, playdough and shoeless play were developed
- New rubbish and recycling bins were purchased to improve the hygiene of preschool students
- Yoga mats were purchased and children were provided with choice through the introduction of separate yoga and rest activities
- A notice board was established for parent/carer information so displays on the windows are more child orientated
- A daily Acknowledgment of Country was introduced
- The preschool information pack was updated and provided to parents/carers at the information session in term 4
- A Community Book was established to showcase the members of the Monash Preschool community
- More feedback has been sought from parents/carers through the introduction of a tear-off feedback slip on the bottom of notes and a formal survey was conducted at the end of the year
- A preschool term calendar was developed to inform parents/carers of upcoming events

A copy of the QIP is available for viewing at the school.

Analysis ● **Priorities** ● **Strategies** ● **Actions** ● **Impact (for student)**