

Monash Primary School

Network: Tuggeranong

Action Plan 2023

The purpose of this document

This is a *working document* and should be read in conjunction with, and flows directly from, our School Improvement Plan which articulates:

- Our commitment to the *Future of Education* and *Set up for Success* Strategies based on the following foundations:
 1. A fair start for every child, Students at the centre
 2. Valuing educators, values children, Empowered learning professionals
 3. Every child has a story, Strong communities for learning
 4. Working together for children, Systems supporting learning
- Our priorities, as informed by the *Future of Education* and *Set up for Success* Strategies and analysis of multiple sources of evidence, are:

Priority 1: Increase student achievement in all learning areas, particularly English, mathematics and Science.

Priority 2: Continue to enhance student engagement and wellbeing.

This Action Plan (AP) translates the actions to be taken in the current year of our five-year school improvement cycle, continuing the emphasis on:

- improving student outcomes
- monitoring and implementation of an inquiry approach to action school improvement
- identification and mitigation of risks to the delivery of our five-year School Improvement Plan.

Changes affecting our school's annual planning

What challenges, changes or risks have been identified since the inception of your current five-year School Improvement Plan that could affect its delivery? Consider: impact on learning and perception (bigger data), effectiveness of strategies and actions, as well as quality of implementation, efficacy of measures, suitability of targets.

- Impact of COVID 19.
- Challenges presented through the changes to school finances and staffing an inclusion model.
- Consistent staffing and teacher workload due to National teacher shortage.

Our school's approach to inquiry and professional learning communities

With a focus on improving student learning, what methods will you use to engage all staff in an inquiry approach within professional learning communities?

- Staff meetings have a focus on professional learning and improving teaching practice.
- Staff routinely analyse student learning data using Disciplined Dialogue Data Analysis and set SMART Goals.
- PLT Meetings occur each week with a focus on analysing data and identifying areas for improvement in both student learning and teaching practice.

Strategies and actions

Priority 1: Increase student achievement in all learning areas, particularly English, Mathematics and Science.

Strategies

1. Build teacher understanding and capacity to effectively teach Mathematics.
2. Build teacher understanding and capacity in high impact pedagogy, especially to support the teaching of Mathematics.

Actions

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning (academic and/or wellbeing?)
<ul style="list-style-type: none"> Investigate evidence-based research in Mathematics. Professional learning and readings provided by experts in the school. Expenditure ledger for Mathematics in school budget. 	<ul style="list-style-type: none"> Principal and Deputy Principal Monash Mathematics Committee 	<ul style="list-style-type: none"> Increase in student understanding of mathematical concepts through PAT Mathematics data. Reduction in the percentage of students below National average PAT Mathematics.
Resources required: <ul style="list-style-type: none"> Time in staff meetings and PLT meetings. Professional learning and readings provided by experts in the school. Expenditure ledger for Mathematics in school budget. 		
How will impact be measured: This may include both qualitative and quantitative data including (but is not limited to): <ul style="list-style-type: none"> NAPLAN, PAT, BASE, formative assessments (student learning data) School based staff surveys 		

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning (academic and/or wellbeing?)
<ul style="list-style-type: none"> School based classroom observations based on AITSL standards 		

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning (academic and/or wellbeing?)
<ul style="list-style-type: none"> Build teacher understanding and capacity of an effective lesson structure. Build teacher understanding and capacity of daily review. Build teacher understanding and capacity to deliver effective teaching and learning of Mathematical concepts. Build teacher understanding and capacity to deliver effective feedback in relation to Mathematics. 	<ul style="list-style-type: none"> Principal and Deputy Principal Monash Mathematics Committee 	<ul style="list-style-type: none"> Increase in student understanding of mathematical concepts through PAT Mathematics data. Reduction in the percentage of students below National average PAT Mathematics.
Resources required: <ul style="list-style-type: none"> Time in staff meetings and PLT meetings. Mathematics scope and sequence. Professional learning and readings provided by experts in the school. Partnership with curriculum and enabling pedagogies team. 		
How will impact be measured: This may include both qualitative and quantitative data including (but is not limited to): <ul style="list-style-type: none"> NAPLAN, PAT, BASE, formative assessments (student learning data) School based staff surveys School based classroom observations based on AITSL standards 		

Priority 2: Continue to enhance student engagement and wellbeing.

Strategies

1. Implement Tier 2 Positive Behaviour for Learning.
2. Embed teacher implementation of Positive Behaviour for Learning in classroom settings.
3. Build teacher capacity and understanding of the impact of trauma on student learning and wellbeing.

Actions

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning (<i>academic and/or wellbeing?</i>)
<ul style="list-style-type: none"> • Creation of Tier 2 Positive Behaviour for Learning. • Professional learning delivered to whole school through staff meetings - Tier 2 PBL. • Executive and Tier 2 PBL Team to attend PBL Training. 	<ul style="list-style-type: none"> • Deputy Principal • Tier 2 PBL Team 	<ul style="list-style-type: none"> • Improved ability of students to form and maintain effective relationships through daily feedback and self-reflection on behaviour. • Positive communication between school and home to support students engage in successful learning.
Resources required: <ul style="list-style-type: none"> • PBL External Coach • Access to system PBL shared drive - resources • Tier 2 PBL Team Meetings 		
How will impact be measured: This may include both qualitative and quantitative data including (but is not limited to): <ul style="list-style-type: none"> • PAT SEL Assessment • Satisfaction & Climate Survey • School based classroom observations. 		

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning (<i>academic and/or wellbeing?</i>)
<ul style="list-style-type: none"> Revisit professional learning delivered to the whole school through staff meetings - Effective Classroom Practices (ECPs). Continue a monthly data delve of negative incidents in Sentral to ascertain problem behaviours and then developing a plan to respond consistently across the school. 	<ul style="list-style-type: none"> Executive Teacher SLC PBL External Coach PBL Team 	<ul style="list-style-type: none"> SAS data to reflect a reduction of behaviour incidents occurring during classroom lessons and on the playground. PBL SET assessment (students able to articulate what the values are).
Resources required: <ul style="list-style-type: none"> PBL External coach Access to system PBL shared drive - resources Expenditure ledger for PBL in school budget Fortnightly PBL meetings Big 5 Workbook 		
How will impact be measured: This may include both qualitative and quantitative data including (but is not limited to): <ul style="list-style-type: none"> SAS Incident Data PBL SET Assessment 		

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning (<i>academic and/or wellbeing?</i>)
<ul style="list-style-type: none"> Professional learning delivered to whole school through staff meetings. 	<ul style="list-style-type: none"> Principal 	<ul style="list-style-type: none"> SAS data to reflect a reduction of behaviour incidents occurring during classroom lessons and on the playground.

Actions	Who will <u>lead</u> this action?	What is the intended <u>impact</u> on student learning (<i>academic and/or wellbeing?</i>)
Resources required: <ul style="list-style-type: none"> • Time allocated in staff meetings and PLT meetings. • Professional learning provided by external professionals. 		
How will impact be measured: This may include both qualitative and quantitative data including (but is not limited to): <ul style="list-style-type: none"> • SAS Incident Data 		

Preschool Quality Improvement Plan

A copy of the Quality Improvement Plan for Monash Preschool is available upon request.