

# Monash Primary School

Network: Tuggeranong

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## School Improvement Plan 2020-2024



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**Monash** School

## The purpose of school improvement planning

This plan establishes a strong improvement agenda to be driven by school leaders over the next five years. It was informed by the Directorate's Strategic Plan and system-level and school-based analysis of multiple sources of evidence. Analysis of these multiple sources of evidence is supported by an annual provision to each school of a data summary as a key enabler of our improvement planning and implementation.

Each school participates in School Review as an integral component of its five-year improvement planning cycle. Review findings support annual improvement planning (Action Plan) and are an important component of Directorate monitoring and support of school improvement. Reviews provide schools with quality and independent feedback, tailored to the school's context. Each school is reviewed at least every five years, providing valuable opportunities for self-reflection, planning and improvement. The school improvement planning process is below. This representation is used in the footer of all school-based improvement documents to indicate the stage of planning or implementation.

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

Our school improvement planning is grounded in evidence from research and practice and expressed in terms of improvements in measurable student outcomes. Explicit five-year targets for improvement have been set and will give life to monitoring, evaluation and communication of progress to teachers, families and students.

## Our school's improvement agenda positioned within the Directorate's Strategic Plan

### Vision

Directorate's vision: We will be a leading learning organisation where people know they matter.

School's vision: \*currently being developed\*

### Mission

Directorate's mission: We develop and deliver educational services to empower each child and young person in the ACT to learn for life.

School's mission: We deliver authentic, high quality learning that equips all students with the social, emotional and academic skills and knowledge to embrace opportunities and face current and future challenges.

### Values

Directorate's Values: Respect, Integrity, Collaboration, Innovation.

School's values: We are; Respectful, Resilient, Safe, Responsible Learners.

## Education Directorate's Strategic Goals for 2018-2021

- Schools where students love to learn
- Investing in early childhood
- Evidence informed decisions
- Learning culture
- United leadership team

## Education Directorate's Strategic Indicators for 2018-2021

- To promote greater equity in learning outcomes in and across ACT public schools
- To facilitate high quality teaching in ACT public schools and strengthen educational outcomes
- To centre teaching and learning around students as individuals

*The Directorate annually publishes progress against its Strategic Indicators. Our school's contributions to these Strategic Indicators are detailed in our annual Impact Reports.*

## Multiple sources of evidence

Evidence informing this School Improvement Plan includes:

- analysis of system-level data
- analysis of school-based evidence over time (past 4/5 years)
- for schools with a preschool setting, Quality Ratings from assessment against the National Quality Framework\*

*\*For schools with a preschool setting their Quality Improvement Plan (QIP) is revised each year as part of the annual planning process.*

## Our improvement priorities

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

*The statement below details our vision for how this priority will change the experience of school for our students.*

All students will:

- become lifelong learners who love to learn, are willing to take risks and are motivated to achieve their personal best in all areas of the curriculum
- be able to synthesise and apply their learning across curriculum areas and in authentic contexts
- receive quality universal support and instruction (tier 1), and those students who require additional support/enrichment will be provided with an intensive and individualised interventions to target their specific learning needs (tier 2 and 3)
- have quality teachers who are part of a strong professional learning community which has high expectations for student learning.

### Targets/Measures to be achieved by 2024

#### Student learning data

**Target or measure:** To progressively increase the percentage of students achieving the national average and making average growth across each calendar year in PAT Reading, Mathematics and Science.

Please note - colours indicate the same cohort of students.

**Source:** ACER Progressive Achievement Tests (PAT)

**Starting point:** 2019 baseline data

PAT Maths	Percentage of Students Achieving the National Average (or above)						Percentage of Students Making Average Growth (or above)					
	2019 (baseline)	2020	2021	2022	2023	2024	2019 (baseline)	2020	2021	2022	2023	2024
Kindergarten	N/A	29.5%	25.5%	32.4%			Not Applicable					
Year 1	77.1%	39.7%	28.0%	55.3%			N/A	N/A	26.0%	36.9%		
Year 2	57.1%	50.0%	54.7%	54.5%			36.2%	28.2%	46.7%	38%		
Year 3	62.5%	50.0%	44.4%	41%			65.3%	43.9%	33.3%	25.5%		
Year 4	60.3%	48.3%	46.9%	41.1%			33.9%	35.1%	38.1%	48.1%		
Year 5	37.1%	42.6%	31.6%	34.9%			19.0%	9.8%	19.6%	40%		
Year 6	51.6%	48.3%	57.1%	27.1%			33.3%	54.4%	53.5%	53.7%		

PAT Reading	Percentage of Students Achieving the National Average (or above)						Percentage of Students Making Average Growth (or above)					
	2019 (baseline)	2020	2021	2022	2023	2024	2019 (baseline)	2020	2021	2022	2023	2024
Kindergarten	N/A	27.1%	36.4%	33.3%			See Below	Not Applicable				
Year 1	N/A	41.5%	30.4%	47.7%				N/A	56.9%	66.7%		
Year 2	36.8%	51.2%	43.1%	44.4%				N/A	60.3%	46.5%		
Year 3	62.7%	37.3%	35.8%	40.7%				34.0%	45.0%	46.8%		
Year 4	63.3%	39.7%	36.5%	50.9%				51.0%	61.7%	62.7%		
Year 5	52.5%	58.5%	28.1%	41.8%				45.1%	36.0%	53.8%		
Year 6	57.6%	51.7%	51.9%	52%				44.6%	43.8%	42.5%		

\*2019 was the first year this assessment was conducted

PAT Science	Percentage of Students Achieving the National Average (or above)						Percentage of Students Making Average Growth (or above)					
	2019 (baseline)	2020	2021	2022	2023	2024	2019 (baseline)	2020	2021	2022	2023	2024
Year 3	42.6%	48.5%	N/A	48%			See Below	Not Applicable				
Year 4	50.0%	33.9%	N/A	42.6%				44.4%	N/A	N/A		
Year 5	30.5%	29.2%	N/A	21.7%				34.0%	N/A	34.1%		
Year 6	59.5%	50.9%	N/A	35.9%				55.4%	N/A	59.5%		

\*2019 was the first year this assessment was conducted

**Target or measure:** To progressively increase the percentage of students making expected growth from Year 3 to Year 5 in Reading, Writing and Mathematics.

**Source:** NAPLAN

**Starting point:** Previous three year average results (2017-2019)

NAPLAN Domains	Percentage of Students Making Expected Growth from Year 3 to Year 5					
	2017-19 Average (baseline)	2020	2021	2022	2023	2024
Reading	67.4%	N/A	57.8%	N/A		
Writing	57.9%	N/A	53.2%	N/A		
Mathematics	51.4%	N/A	31.1%	N/A		



**Target or measure:** To progressively increase the percentage of students in the top two bands in Year 3 and 5 Reading, Writing and Mathematics.

**Source:** NAPLAN

**Starting point:** Previous three year average results (2017-2019)

NAPLAN Domains	Percentage of Students in Top Two Bands Year 3						Percentage of Students in Top Two Bands Year 5					
	2017-19 Average (baseline)	2020	2021	2022	2023	2024	2017-19 Average (baseline)	2020	2021	2022	2023	2024
Reading	44.4%	N/A	56.6%	50.9%			41.3%	N/A	26.0%	25.9%		
Writing	32.1%	N/A	38.5%	39.2%			12.6%	N/A	7.7%	14.8%		
Mathematics	23.4%	N/A	28.9%	30.9%			23.4%	N/A	18.4%	13.8%		

**Target or measure:** To progressively decrease the percentage of students in the bottom two bands in Year 3 and 5 Reading, Writing and Mathematics.

**Source:** NAPLAN

**Starting point:** Previous three year average results (2017-2019)

NAPLAN Domains	Percentage of Students in Bottom Two Bands Year 3						Percentage of Students in Bottom Two Bands Year 5					
	2017-19 Average (baseline)	2020	2021	2022	2023	2024	2017-19 Average (baseline)	2020	2021	2022	2023	2024
Reading	18.8%	N/A	11.1%	9.4%			11.3%	N/A	16.0%	13.8%		
Writing	8.1%	N/A	10.3%	9.8%			24.6%	N/A	19.2%	23.0%		
Mathematics	20.3%	N/A	15.6%	21.8%			18.4%	N/A	22.4%	19.0%		

**Target or measure:** To increase the percentage of students making expected growth in Kindergarten Reading and Mathematics.

**Source:** BASE Assessment (formerly PIPS)

**Starting point:** 2019 baseline data

Learning Area	Percentage of Students Making Average Growth (or above)					
	2019 (baseline)	2020	2021	2022	2023	2024
Reading	71.0%	74.6%	78.0%	82%		
Mathematics	59.4%	67.8%	76.0%	88%		

## Perception data

**Target or measure:** To increase the perception of key stakeholders in relation to students' learning needs being met through a quality education.

**Source:** Satisfaction Survey (staff, parents/carers and students)

**Starting point:** Previous three year average results (2017-2019)

Stakeholder	Statement	Percentage of Respondents in Agreement					
		2017-19 Average (baseline)	2020	2021	2022	2023	2024
Students	Overall I am satisfied I am getting a good education at this school	86%	65%	76%	61%		
Parents/Carers	Overall I am satisfied with my child's education at this school	86%	86%	89%	78%		
Staff	Overall I am satisfied that students are getting a good education at this school	90%	96%	90%	93%		
Parents/Carers	My child's learning needs are being met at this school	82%	83%	N/A	72%		
Staff	Students' learning needs are being met at this school	84%	92%	N/A	74%		

## School program and process data

**Target or measure:** To become a high-functioning Professional Learning Community which places students' learning at the centre of everything that we do.

**Source:** The Professional Learning Communities at Work Continuum (Learning by Doing)

**Starting point:** 2019 baseline

Scale	Pre-Initiating	Initiating	Implementing	Developing	Sustaining
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	Indicator	2019 (baseline)	2020	2021	2022	2023	2024
<b>Laying the Foundation</b> We have a clear sense of our collective purpose, the school we are attempting to create to achieve that purpose, the commitments we must make and honour to become that school, and the specific goals that will help monitor our progress.	<u>Shared Mission</u> It is evident that learning for all is our core purpose.	Developing (initial steps into Sustaining)	Developing (initial steps into Sustaining)	N/A	N/A		
	<u>Shared Vision</u> We have a shared understanding of and commitment to the school we are attempting to create.	Initiating	Pre-Initiating	N/A	N/A		
	<u>Collective Commitments (Shared Values)</u> We have made commitments to each other regarding how we must behave in order to achieve our shared vision.	Developing	Implementing	N/A	N/A		
	<u>Common School Goals</u> We have articulated our long-term priorities, short-term targets, and timelines for achieving those targets.	Initiating (initial steps into Implementing)	Implementing	N/A	N/A		
<b>Effective Communication</b> We understand the purpose and priorities of our school because they have been communicated consistently and effectively.	The school has established a clear purpose and priorities that have been effectively communicated. Systems are in place to ensure action steps aligned with the purpose and priorities implemented and monitored.	Developing	Developing	N/A	N/A		
	The leaders in the school communicate purpose and priorities through modelling, allocation of resources, what they celebrate, and what they are willing to confront.	Developing (initial steps into Sustaining)	Developing (initial steps into Sustaining)	N/A	N/A		

<b>Learning as Our Fundamental Purpose</b> We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn and how we will monitor each student's learning.	We work with colleagues on our team to build shared knowledge regarding state, provincial, and/or national standards; district curriculum guides; trends in student achievement; and expectations for the next course or grade level. This collective inquiry has enabled each member of our team to clarify what all students must know and be able to do as a result of every unit of instruction.	Developing	Implementing	N/A	N/A		
	We work with colleagues on our team to clarify the criteria by which we will judge the quality of student work, and we practice applying those criteria until we can do so consistently.	Implementing	Pre-Initiating	N/A	N/A		
	We monitor the learning of each student's attainment of all essential outcomes on a timely basis through a series of frequent, team-developed common formative assessments that are aligned with high stakes assessments students will be required to take.	Developing (initial steps into Sustaining)	Developing (initial steps into Sustaining)	N/A	N/A		
	We provide a system of interventions that guarantees each student will receive additional time and support for learning if he or she experiences initial difficulty. Students who are proficient have access to enriched and extended learning opportunities. What happens when a student does not learn will depend almost exclusively on the teacher to whom the student is assigned. There is no coordinated school response to students who experience difficulty. Some teachers allow students to turn in late work; some do not. Some teachers allow students to retake a test; some do not. The tension that occurs at the conclusion of each unit when some s	Developing (initial steps into Sustaining)	Developing	N/A	N/A		
<b>Building a Collaborative Culture Through High-Performing Teams</b> We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.	We are organized into collaborative teams in which members work interdependently to achieve common goals that directly impact student achievement. Structures have been put in place to ensure: 1. Collaboration is embedded in our routine work practice. 2. We are provided with time to collaborate. 3. We are clear on the critical questions that should drive our collaboration. 4. Our collaborative work is monitored and supported.	Developing	Developing	N/A	N/A		
	We have identified and honour the commitments we have made to the members of our collaborative teams in order to enhance the effectiveness of our team. These articulated collective commitments or norms have clarified expectations of how our team will operate, and we use them to address problems that may occur on the team.	Implementing (initial steps into Developing)	Implementing (moving towards Developing)	N/A	N/A		
<b>Focusing on Results (Part 1)</b> We assess our effectiveness on the basis of results rather than intentions.	The members of each of our collaborative teams are working interdependently to achieve one or more SMART goals that align with our school goals. Each team has identified specific action steps members will take to achieve the goal and a process for monitoring progress toward the goal. The identification and pursuit of SMART goals by each collaborative team are critical elements of the school's continuous improvement process.	Developing	Developing (initial steps into Sustaining)	N/A	N/A		
<b>Focusing on Results (Part 2)</b> Individuals, teams, and schools seek relevant data and information and use it to promote continuous improvement.	Collaborative teams of teachers regard ongoing analysis of evidence of student learning as a critical element in the teaching and learning process. Teachers are provided with frequent and timely information regarding the achievement of their students. They use that information to: * Respond to students who are experiencing difficulty * Enrich and extend the learning of students who are proficient * Inform and improve the individual and collective practice of members * Identify team professional development needs * Measure progress toward team goals	Implementing (moving towards Developing)	Implementing (moving towards Developing)	N/A	N/A		
<b>Responding to Conflict</b> We have established processes for addressing conflict and use conflict as a tool for learning together in order to improve our school.	Members of the staff recognize that conflict is an essential and inevitable by-product of a successful substantive change effort. They have thoughtfully and purposefully created processes to help use conflict as a tool for learning together and improving the school.	Implementing	Implementing	N/A	N/A		

## Priority 2: Continue to enhance student engagement and wellbeing.

The statement below details our vision for how this priority will change the experience of school for our students.

All students will:

- feel safe and included at Monash
- develop social capabilities aligned with the school values that help them succeed socially and emotionally
- understand the impact of their wellbeing on learning and ensure that they make their health a priority
- celebrate their own individual successes and those of others.

## Targets/Measures to be achieved by 2024

### Student learning data

**Target or measure:** To improve the ability of students to form and maintain effective relationships, resolve conflict appropriately and recognise and manage their emotions.

**Source:** Personal and Social Capabilities - Sentral Administrative System

**Starting point:** 2019 Semester 2 Student Reports

Statement		Percentage of Students in Agreement Kindergarten – Year 2						Percentage of Students in Agreement Year 3 to Year 6					
		2019 (baseline)	2020	2021	2022	2023	2024	2019 (baseline)	2020	2021	2022	2023	2024
Develops respectful relationships	Consistently	61%	59%	61%	66%			61%	31%	38%	32%		
	Usually	29%	31%	30%	29%			31%	58%	50%	51%		
	Sometimes	9%	7%	8%	5%			7%	9%	11%	14%		
	Rarely	1%	2%	1%	0%			1%	1%	1%	3%		
Negotiates and resolves conflict	Consistently	33%	23%	46%	46%			56%	22%	25%	28%		
	Usually	40%	57%	40%	39%			25%	51%	50%	43%		
	Sometimes	19%	15%	13%	13%			17%	22%	18%	22%		
	Rarely	8%	5%	1%	2%			2%	5%	7%	7%		
Recognises and expresses emotions appropriately	Consistently	45%	40%	49%	55%			55%	30%	35%	32%		
	Usually	35%	42%	36%	33%			32%	52%	44%	45%		
	Sometimes	16%	15%	13%	11%			11%	16%	18%	20%		
	Rarely	4%	2%	2%	1%			1%	2%	3%	3%		

### Perception data

**Target or measure:** To increase the perception of key stakeholders in relation to student safety, behaviour management and enjoyment of schooling.

**Source:** Satisfaction Survey (staff, parents/carers and students)

**Starting point:** Previous three year average results (2017-2019)

Stakeholder	Statement	Percentage of Respondents in Agreement					
		2017-19 Average (baseline)	2020	2021	2022	2023	2024
Students	I feel safe at this school	70%	56%	68%	58%		
Parents/Carers	My child feels safe at this school	91%	85%	94%	85%		
Staff	Students feel safe at this school	81%	78%	N/A	65%		
Students	Student behaviour is well managed at my school	49%	28%	N/A	44%		
Parents/Carers	Student behaviour is well managed at this school	74%	65%	78%	60%		
Staff	Student behaviour is well managed at this school	74%	73%	80%	70%		
Students	I like being at my school	69%	59%	*74%	54%		
Parents/Carers	My child likes being at this school	94%	88%	N/A	83%		
Staff	Students like being at this school	91%	90%	N/A	87%		

**Target or measure:** To increase the perception of students feeling safe, behaviour is well managed and enjoyment of schooling.

Please note - colours indicate the same cohort of students.

**Source:** ACER Social Emotional Wellbeing Survey (Year 2-6)

**Starting point:** 2019 baseline

Statement	Cohort	Percentage of Students in Agreement					
		2019	2020	2021	2022	2023	2024
I like being at school	Year 2	80.0%	69.4%	85.0%	N/A		
	Year 3	78.0 %	69.8%	74.6%	N/A		
	Year 4	75.0%	69.8%	69.9%	N/A		
	Year 5	75.9%	78.6%	72.5%	N/A		
	Year 6	97.1%	76.5%	84.3%	N/A		

Statement	Cohort	Percentage of Students in Agreement					
		2019	2020	2021	2022	2023	2024
I feel safe and free from danger	Year 2	77.8%	80.6%	75.3%	N/A		
	Year 3	66.0%	65.1%	79.3%	N/A		
	Year 4	65.0%	67.9%	69.2%	N/A		
	Year 5	63.8%	73.8%	78.0%	N/A		
	Year 6	88.6%	72.5%	66.8%	N/A		
I love to learn	Year 2	82.2%	83.3%	88.4%	N/A		
	Year 3	86.0%	68.3%	74.8%	N/A		
	Year 4	76.7%	73.6%	74.9%	N/A		
	Year 5	77.6%	78.6%	84.9%	N/A		
	Year 6	88.6%	72.5%	71.2%	N/A		
I know how to make friends	Year 2	84.4%	75.0%	76.9%	N/A		
	Year 3	80.0%	85.7%	77.0%	N/A		
	Year 4	85.0%	86.8%	74.4%	N/A		
	Year 5	82.8%	76.2%	83.1%	N/A		
	Year 6	88.6%	76.5%	71.8%	N/A		
I am good at solving conflicts without fighting	Year 2	62.2%	72.2%	52.1%	N/A		
	Year 3	62.0%	57.1%	60.5%	N/A		
	Year 4	68.3%	52.8%	62.1%	N/A		
	Year 5	58.6%	71.4%	65.1%	N/A		
	Year 6	65.7%	66.7%	58.2%	N/A		
I can calm down quickly when I feel bad	Year 2	51.1%	33.3%	45.0%	N/A		
	Year 3	46.0%	55.6%	33.7%	N/A		
	Year 4	60.0%	39.6%	43.7%	N/A		
	Year 5	41.4%	61.9%	40.4%	N/A		
	Year 6	62.9%	62.7%	59.8%	N/A		

### School program and process data

**Target or measure:** To fully implement the Positive Behaviour for Learning (PBL) framework at Monash School.

**Source:** PBL School Evaluation Tool (SET) Features and Implementation Scores

**Starting point:** 2019 baseline

Implementation Average					
2019 (baseline)	2020	2021	2022	2023	2024
56.4%	86.3%	99.1%	100%		

### Demographics data

**Target or measure:** To increase the school attendance for students from Kindergarten to Year 6 to an average of 94%.

**Source:** Student Attendance - Sentral Administrative System

**Starting point:** 2019 baseline

Cohort	Attendance Percentage					
	2019 (baseline)	2020	2021	2022	2023	2024
Kindergarten	93.19%	89.66%	92.84%	87.89%		
Year 1	90.43%	86.91%	91.84%	87.71%		
Year 2	93.08%	86.98%	92.81%	88.15%		
Year 3	92.47%	87.29%	91.70%	86.97%		
Year 4	90.86%	86.92%	92.60%	86.08%		
Year 5	91.35%	82.61%	92.78%	87.24%		
Year 6	89.98%	85.06%	90.72%	87.21%		
OVERALL	92.40%	86.90%	92.18%	87.32%		

## Endorsement

This School Improvement Plan has been endorsed electronically by our Principal, Director School Improvement and Board Chair.

### Principal

Name: Matthew Holdway

Date:

### Director School Improvement

Name: Sue Norton

Date:

### Board Chair

Name:

Date: