

# Monash Primary School

Network: Tuggeranong

---

## Impact Report 2022

### The purpose of this document

This document flows directly from our Action Plan for 2022 which translated our school priorities into actions for the current year of our five-year improvement cycle. These actions were responsive to identified challenges, changes or risks to delivery of improvement for student learning.

### 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*

In 2022 our school supported this Strategic Indicator through

- The school has strong Intervention, Inclusion and Response to Improvement models, which continue to be refined over time.

#### Education Directorate Strategic Indicator 2018-2021

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

In 2022 our school supported this Strategic Indicator through Priority 1: Increase student achievement in all learning areas, particularly English, Mathematics and Science.

- Build teacher understanding and capacity in effective reading practice
- Build teacher understanding and capacity in high impact pedagogy, especially to support the teaching of reading

#### Education Directorate Strategic Indicator 2018-2021

*To centre teaching and learning around students as individuals.*

In 2022 our school supported this Strategic Indicator through Priority 2: Continue to enhance student engagement and wellbeing.

- Build teacher understanding and capacity of Positive Behaviour for Learning in classroom settings (4-7)
- Develop whole school social and emotional learning (SEL) program
- Embed whole-school student wellbeing procedures

## Reporting against our priorities

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

### Targets or measures

In 2022 we implemented this priority through the following strategies.

- Build teacher understanding and capacity in effective reading practice
- Build teacher understanding and capacity in high impact pedagogy, especially to support the teaching of reading

*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

**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						Percentage of Students in Top Two Bands					
	Year 3						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 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 Bottom Two Bands						Percentage of Students in Bottom Two Bands					
	Year 3						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 Expected 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%		

\*N/A = Question removed from survey

### 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
-------	----------------	------------	--------------	------------	------------

	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		

### What this evidence tells us

- PAT Reading: Overall, 44.4% of students are achieving the national average, which is a decrease of 2% from 2021 (46.4%). 53.2% of students made above average growth, which was also a

decrease from 2021 (52.7%). This indicates that some of the lower performing students made above average growth but that they still perform below the national average. Students achieving the national average (or above) data is below the 2019 baseline for all year levels except year 2 which has increased. However we are starting to see a pattern of growth for the cohort as they progress across year levels. Percentage of students making expected growth has increased from the 2019 baseline data in all year levels except year 2 and 6. Overall the data indicates we are not currently on track to achieve our five year target.

- PAT Maths: Overall, 40.9% of students are achieving the national average or above, which is similar to 2021 (41.7%). 40.4% of students made above average growth, which is also similar to 2021 (40.6%). The data also indicates a decrease in percentage of students achieving average or above within cohorts as they progress across year levels. As a result, students achieving national average is still below the 2019 baseline of 56.1%, we will need to see an increase in the data sets to reach our five year target. However, students achieving average growth or above has increased from the 2019 baseline data of 37%, indicating that we are starting to move forward towards our five year target.
- PAT Science: PAT Science Assessment was not administered in 2021 due to time constraints upon the return to face-to-face teaching. As a result of this only year 5 and year 6 results were analysed for expected growth, which was calculated over a two-year period. Both year levels displayed an increase from the baseline first collected in 2020. Percentage of students achieving the national average or above has been inconsistent for all year 3-6 cohorts with no pattern to the data. The only cohort who has shown an increase from the 2019 baseline data is year 3.
- In 2021, the school moved towards including all students in whole-school assessments. Therefore, students in our small group program who had not previously participated in PAT testing, completed these assessments. It was predicted that this would skew the overall data, particularly in upper primary in which there are more students in the small group program whose academic results were not previously included in these datasets. As previously anticipated the overall cohort percentage is lower compared to the 2019 baseline.
- Year 3 NAPLAN: The school was able to increase the percentage of Year 3 students in the top 2 bands in the domains of Writing (up to 39.2% compared to 2021 38.5%) and Mathematics (up to 30.9% from 28.9% compared to 2021). Reading experienced a decrease to 50.9% of students in the top 2 bands compared to 56.6% in 2021. The school also decreased the percentage of students in the bottom two bands in two domains (Reading down to 9.4% compared to 11.1% in 2021, writing down to 9.8% compared to 10.3% in 2021). This data is consistent with previous years, seeing a reduction of students in the bottom two bands for reading and writing. In mathematics however the percentage of students in the bottom two bands increased to 21.8% compared to 15.6% in 2021.
- Year 5 NAPLAN: The number of students in the top two bands for writing increased to 14.8% from 7.7% in 2021. Reading and mathematics saw a slight decrease in the number of students achieving in the top two bands (Reading down to 25.9% from 26% in 2021 and mathematics 13.8% compared to 18.4% in 2021). Percentage of students in the bottom two bands for reading and mathematics both decreased by approximately 3% (reading 13.8% decreased from 16% in 2021 and mathematics down to 19% from 22.4% in 2021). Writing however saw an increase in students



in the bottom two bands up to 23% in comparison to 19.2% in 2021. This result of 23% is consistent with the average baseline data for the school.

- NAPLAN Growth: The percentage of students making expected growth from Year 3 to Year 5 was not measured as the year 3 2020 NAPLAN was cancelled due to COVID-19.
- BASE: The percentage of students making expected growth increased in both reading and numeracy in 2022. Reading has increased by 4% to 82% and Mathematics has increased by 12% to 88%. We are currently on track to achieve this target.
- PLCs at Work Continuum: This self-reflection did not occur in 2022. This was a result of the time constraints and the additional workload due to COVID and the national teacher shortage.
- Satisfaction Survey: There has been a decrease in the percentage of parents/carers and students who are satisfied they are getting a good education at this school compared to 2021. Both parents/carers and students' responses falling well below the 2019 baseline. The percentage of staff who are satisfied that students are getting a good education increased compared to 2021 to 93% and is above the baseline. We are at risk of not meeting this target due to the significant decrease in parent/carer and student responses.
- The Satisfaction Survey questions for parents/carers and staff in relation to the child's/student's learning needs being met at this school was available again in 2022 after being removed from the survey in 2021. Both Parents/carers (72%) and staff responses (74%) were 10% below the 2019 baseline data. It is possible that these responses have been impacted by COVID-19 and the National teacher shortage.
- Considering the student learning data as a whole, students in the junior school and lower performing students appear to be making more growth than other students.
- Due to another year of interrupted learning in 2022, many of our student learning targets continue to be less than projected.

#### Our achievements for this priority

- Delivered twelve wiring the brain for reading professional learning workshops (including week 0 PL) for teachers throughout the year to further develop staff capacity and shared understanding of effective literacy practices.
- Professional learning was provided to support teachers deliver effective feedback in the classroom from the Directorate enabling pedagogies team.
- Used expert teachers within the school to model mini lessons to the staff for various comprehension strategies through collaborative coaching.
- PLTs within teaching teams reflect on data and consistency of practice using the evidence based research to ensure all the remaining key elements of reading are being explicitly taught and practiced in classrooms.

### Challenges we will address in our next Action Plan

- Deepen staff understanding of effective mathematical practice with a focus on evidence-based practices.
- Strengthen teacher capacity and confidence to implement the use of mathematical daily review.
- PLT Math Action Inquiry Project with the use of the spiral of inquiry.
- Increase consistency in literacy practice with the development and implementation of literacy agreed practices.
- Delivering literacy professional learning to new Monash staff to support implementation of consistent practices.

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

### Targets or measures

In 2022 we implemented this priority through the following strategies.

- Build teacher understanding and capacity of Positive Behaviour for Learning in classroom settings (4-7)
- Develop whole school social and emotional learning (SEL) program
- Embed whole-school student wellbeing procedures

*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

**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						Percentage of Students in Agreement					
		Kindergarten – Year 2						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 am happy to be a part of this school *Replaced 'I like being at my school' in 2021	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%		

\*N/A = Question removed from survey

**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
	Year 2	80.0%	69.4%	85.0%	N/A		

I like being at school	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	2020	2021	2022	2023	2024

(baseline)					
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%		

## What this evidence tells us

- Personal and Social Capabilities (Semester 2 Student Reports): There has been an increase in two out of the three student learning measures with students more consistently developing respectful relationships and recognising and expressing emotions appropriately within the Kindergarten to Year 2 data. The third area, negotiates and resolves conflict, the data has remained the same to 2021. Year 3 to 6 data shows a slight decrease in two out of the three

student learning measures of students more consistently developing respectful relationships and recognising and expressing emotions appropriately. However, there was an increase in students more consistently displaying the ability to negotiate and resolve conflict. Kindergarten to Year 2 results are now above 2019 levels. However, Year 3 to 6 results remain below 2019 levels.

- School Satisfaction Survey: The questions which were removed from the Satisfaction Survey in 2021, were reinstated in 2022. Questions relating to student safety, behaviour management and enjoyment of school decreased for all stakeholders. As a result, all three areas are now below the 2019 baseline which indicates we are on longer on track to achieving this target.
- Social Emotional Wellbeing Survey: Unfortunately, this survey was not completed in 2022 which prevents the analysis of the data.
- The PBL School Evaluation Tool (SET) Features and Implementation Scores has increased again from last year. This year we achieved 100% as a result of successfully embedding the PBL framework at Monash School.
- The average attendance data for both 2021 and 2022 was extracted from Sentral therefore we were able to provide an update on student attendance. 2021 saw an increase in attendance across all cohorts as there was a section of the year scheduled as remote learning for the whole school. 2022 saw the decrease of attendance due to the impact of COVID-19 and the impact of quarantine restrictions in place without any scheduled remote learning periods. It is anticipated the attendance will begin to increase again as the impact of COVID-19 continues to decrease within the community moving forward.

### Our achievements for this priority

- Delivered professional learning to staff in PBL classroom systems ECP 4-7.
- Continued drafting a Monash School wellbeing document for staff and parents/carers (two versions).
- Implemented the use of PBL merchandise items for students when they obtain a particular number of value tickets.
- Continued use of class target incentives (for when classes earn a particular number of values tickets) promoting values and strengthening positive classroom culture.
- Rewards system aligned to our school values by creating a tiered system to reward positive behaviour:
  - values tickets for fast and frequent with extrinsic rewards (PBL merchandise)
  - merit awards aligned to the four school values
  - bronze, silver and gold certificates for each value as students earn multiple merit awards



### Challenges we will address in our next Action Plan

- Due to the impacts of the National teacher shortage, some actions were delayed, postponed, or not completed.
- Obtaining community feedback through consultation on the school wellbeing document and then ensuring the document is living in practice.
- Continuing to build teacher knowledge to embed PBL classroom systems.
- Develop P-6 social and emotional learning program that brings together Bounce Back, Zones of Regulation and Mindfulness.
- Responding to student incident data in Sentral to strengthen the approaches used by teachers in relation to student wellbeing.
- Implementation of Tier 2 PBL to support students through a check in, check out (CICO) program.

## 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 report progress and achievements either within their QIP or in the section below.*

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