

Monash Primary School

Network: Tuggeranong

Impact Report 2021

The purpose of this document

This document flows directly from our Action Plan for 2021 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 2021 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 2021 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 2021 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 classroom structures
- Implement whole school social and emotional learning (SEL) program
- Establish 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 2021 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%				Not Applicable					
Year 1	77.1%	39.7%	28.0%				N/A	N/A	26.0%			
Year 2	57.1%	50.0%	54.7%				36.2%	28.2%	46.7%			
Year 3	62.5%	50.0%	44.4%				65.3%	43.9%	33.3%			
Year 4	60.3%	48.3%	46.9%				33.9%	35.1%	38.1%			
Year 5	37.1%	42.6%	31.6%				19.0%	9.8%	19.6%			
Year 6	51.6%	48.3%	57.1%				33.3%	54.4%	53.5%			

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%				See Below	Not Applicable				
Year 1	N/A	41.5%	30.4%					N/A	56.9%			
Year 2	36.8%	51.2%	43.1%					N/A	60.3%			

Year 3	62.7%	37.3%	35.8%					34.0%	45.0%			
Year 4	63.3%	39.7%	36.5%					51.0%	61.7%			
Year 5	52.5%	58.5%	28.1%					45.1%	36.0%			
Year 6	57.6%	51.7%	51.9%					44.6%	43.8%			

*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				See Below	Not Applicable				
Year 4	50.0%	33.9%	N/A					44.4%	N/A			
Year 5	30.5%	29.2%	N/A					34.0%	N/A			
Year 6	59.5%	50.9%	N/A					55.4%	N/A			

*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%			
Writing	57.9%	N/A	53.2%			
Mathematics	51.4%	N/A	31.1%			

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	2020	2021	2022	2023	2024	2017-19	2020	2021	2022	2023	2024

	Average (baseline)						Average (baseline)					
Reading	44.4%	N/A	56.6%				41.3%	N/A	26.0%			
Writing	32.1%	N/A	38.5%				12.6%	N/A	7.7%			
Mathematics	23.4%	N/A	28.9%				23.4%	N/A	18.4%			

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 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%				11.3%	N/A	16.0%			
Writing	8.1%	N/A	10.3%				24.6%	N/A	19.2%			
Mathematics	20.3%	N/A	15.6%				18.4%	N/A	22.4%			

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%			
Mathematics	59.4%	67.8%	76.0%			

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%			
Parents/Carers	Overall I am satisfied with my child's education at this school	86%	86%	89%			
Staff	Overall I am satisfied that students are getting a good education at this school	90%	96%	90%			
Parents/Carers	My child's learning needs are being met at this school	82%	83%	Question Removed			
Staff	Students' learning needs are being met at this school	84%	92%	Question Removed			

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
Laying the Foundation 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			
	<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			
	<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			
	<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			
Effective Communication 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			
	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			

Learning as Our Fundamental Purpose 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			
	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			
	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			
	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			
Building a Collaborative Culture Through High-Performing Teams 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			
	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			
Focusing on Results (Part 1) 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			
Focusing on Results (Part 2) 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			
Responding to Conflict 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			

What this evidence tells us

- PAT Reading: Overall, 37.4% of students are achieving the national average, which is similar to 2020 (39.3%). 51.5% of students made above average growth, which was an increase from 2020 (43.6%). This indicates that some of the lower performing students made above average growth but that they still perform below the national average. However, both data sets are

below the 2019 baseline, which indicates we are not currently on track to achieve our 5 year target.

- PAT Maths: Overall, 41.2% of students are achieving the national average, which is similar to 2020 (43.8%). 36.1% of students made above average growth, which was also similar to 2020 (35.6%). Both data sets are below the 2019 baseline, which indicates we are not currently on track to achieve our 5 year target.
- PAT Science: This test was not administered in 2021 due to time constraints upon the return to face-to-face teaching so we are unable to provide an update on this target.
- Year 3 NAPLAN: The school was able to increase the percentage of Year 3 students in the top 2 bands in all three domains identified as targets in this plan (Reading up to 12.2% compared to 2019, Writing up 7.4% compared to 2019, Mathematics up 5.5% compared to 2019). The school also decreased the percentage of students in the bottom two bands in two domains (Reading down 7.7% compared to 2019, Mathematics down 4.7% compared to 2019), however, the percentage of students in the bottom two bands of Writing increased very slightly (up 2.2% compared to 2019). We are on track to achieve our targets.
- Year 5 NAPLAN: There was a decrease in the percentage of Year 5 students in the top 2 bands of NAPLAN in all three domains identified as targets in this plan (Reading down 17.1% compared to 2019, Writing down 4.9% compared to 2019, Mathematics down 5.0% compared to 2019). There was also a slight increase in the percentage of students in the bottom two bands in two domains (Reading up 4.7% compared to 2019, Mathematics up 4.0% compared to 2019), although, there was a decrease in the percentage of students in the bottom two bands of Writing (down 5.4% compared to 2019). We are currently not on track to achieve this target.
- NAPLAN Growth: The percentage of students making expected growth from Year 3 to Year 5 dropped in all three domains identified as targets in this plan (Reading 67.4% in 2019 down to 57.8% in 2021, Writing 57.9% in 2019 down to 53.2% in 2021, Mathematics 51.4% in 2019 down to 31.1% in 2021). We are currently not on track to achieve this target, however, it is important to acknowledge the growth of students from Year 3 to Year 5 was interrupted by COVID 2020, and next year's NAPLAN growth will again be interrupted by COVID in 2021.
- BASE: This data set was not available when the 2020 Impact Report was written, so we are now able to report on two years of data. The percentage of students making expected growth increased in both learning areas in both 2020 and again in 2021 (Reading has increased by 7% and Mathematics has increased by 16.6%). We are currently on track to achieve this target.
- PLCs at Work Continuum: This self-reflection did not occur in 2021. This was a result of the time constraints and the additional workload due to COVID and moving between remote and face-to-face teaching.
- Satisfaction Survey: There has been an increase in the percentage of parents/carers and students who are satisfied they are getting a good education at this school. However, the student result is still less than the 2019 baseline (after a significant drop in 2020). The percentage of staff who are satisfied that students are getting a good education decreased slightly compared to 2020, but is on par with the 2019 baseline. Overall, we are on track to achieving these targets.

- 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. This will 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. Therefore, it is anticipated the overall cohort percentage will be slightly lower compared to the 2019 baseline, as well as to last year's data.
- The Satisfaction Survey questions for parents/carers and staff in relation to the child's/student's learning needs being met at this school were removed from the survey in 2021 and will not be able to be reported on moving forward.
- 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 2021, many of our student learning targets continue to be less than projected.

Our achievements for this priority

- Delivered professional learning to all teaching staff in evidence-based research in reading (including the Reading Rope and Big 6 of Reading) to further develop staff capacity and to ensure all the remaining key elements of reading are being explicitly taught and practiced in classrooms.
- Developed a shared understanding as a staff of an effective lesson structure using the workshop model as a guide.
- Professional learning was provided in how to deliver an effective read aloud, with teachers given time to embed what they had learned before modelled a read aloud to their peers to gain feedback.
- Used expert teachers within the school to model mini lessons to the staff for various comprehension strategies.
- Teaching teams designed engaging units of work (for odd years) which make authentic connections across learning areas.

Challenges we will address in our next Action Plan

- Due to the impacts of COVID, our professional learning was postponed in the second half of 2021. Therefore, this will need to be continued in 2022, specifically engaging the Productive Pedagogies team to deliver professional learning in feedback.
- Deepen staff understanding of effective reading practice with a more narrow focus on evidence-based practices.
- Develop more consistency in reading practice across the school by developing an instructional handbook and by providing more opportunities for coaching and mentoring in reading.

- Strengthen teacher capacity and confidence to assess student reading.

Priority 2: Continue to enhance student engagement and wellbeing.

Targets or measures

In 2021 we implemented this priority through the following strategies.

- Build teacher understanding and capacity of Positive Behaviour for Learning classroom structures
- Implement whole school social and emotional learning (SEL) program
- Establish 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 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%				61%	31%	38%			
	Usually	29%	31%	30%				31%	58%	50%			
	Sometimes	9%	7%	8%				7%	9%	11%			
	Rarely	1%	2%	1%				1%	1%	1%			
Negotiates and resolves conflict	Consistently	33%	23%	46%				56%	22%	25%			
	Usually	40%	57%	40%				25%	51%	50%			
	Sometimes	19%	15%	13%				17%	22%	18%			
	Rarely	8%	5%	1%				2%	5%	7%			
Recognises and expresses emotions appropriately	Consistently	45%	40%	49%				55%	30%	35%			
	Usually	35%	42%	36%				32%	52%	44%			
	Sometimes	16%	15%	13%				11%	16%	18%			
	Rarely	4%	2%	2%				1%	2%	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%			
Parents/Carers	My child feels safe at this school	91%	85%	94%			
Staff	Students feel safe at this school	81%	78%	Question Removed			
Students	Student behaviour is well managed at my school	49%	28%	Question Removed			
Parents/Carers	Student behaviour is well managed at this school	74%	65%	78%			
Staff	Student behaviour is well managed at this school	74%	73%	80%			
Students	I am happy to be a part of this school *Replaced 'I like being at my school' in 2021	69%	59%	*74%			
Parents/Carers	My child likes being at this school	94%	88%	Question Removed			
Staff	Students like being at this school	91%	90%	Question Removed			

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%			
	Year 3	78.0 %	69.8%	74.6%			
	Year 4	75.0%	69.8%	69.9%			
	Year 5	75.9%	78.6%	72.5%			
	Year 6	97.1%	76.5%	84.3%			

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

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%			

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%	***			
Year 1	90.43%	86.91%	***			
Year 2	93.08%	86.98%	***			
Year 3	92.47%	87.29%	***			
Year 4	90.86%	86.92%	***			
Year 5	91.35%	82.61%	***			
Year 6	89.98%	85.06%	***			
OVERALL	92.40%	86.90%	***			

***This data was unable to be extracted from Sentral in 2021

What this evidence tells us

- Personal and Social Capabilities (Semester 2 Student Reports): There has been an increase in all three student learning measures with students more consistently developing respectful relationships, negotiating and resolving conflict and recognising and expressing emotions appropriately. This is after a decrease in 2019, due to staff developing shared understanding as to how to rate these social skills using a scoring rubric. Kindergarten - Year 2 results are now above 2019 levels. However, Year 3- 6 results remain below 2019 levels.
- School Satisfaction Survey: Despite some questions being removed from the Satisfaction Survey in 2021, overall data in relation to student safety and behaviour management have both increased compared to 2020. Three of the four responses are now above the 2019 baseline which indicates we are on track to achieving this target.
- Social Emotional Wellbeing Survey: The perceptions of each cohort continues to be inconsistent and there are also inconsistent results for each question from year to year. There are no significant trends within a cohort or for a particular question.
- The PBL School Evaluation Tool (SET) Features and Implementation Scores has again increased (12.8%) from last year. This indicates we are on track to successfully implementing the PBL framework at Monash School.
- The Satisfaction Survey questions for parents/carers and staff in relation to the child/student liking being at this school were removed from the survey in 2021. Also, the student question was reworded to 'I am happy to be a part of this school'. As a result of these changes, it is difficult to report on these targets moving forward.
- The average attendance data is not available to be extracted from Sentral, therefore we are unable to provide an update on the measures which relate to student attendance. However, it is likely that average attendance has again dropped in all cohorts due to the impact of COVID and the remote learning period. It is anticipated this will continue to be a factor moving forward and therefore this target continues to be difficult to report upon.

Our achievements for this priority

- Delivered professional learning to staff in PBL classroom systems ECP 1-4.
- Drafted a Monash School wellbeing document for staff and parents/carers (two versions).
- Purchased PBL merchandise items for students to 'purchase' when they obtain a particular number of values tickets.
- Commenced class target incentives (for when classes earn a particular number of values tickets) promoting values and strengthening positive classroom culture.
- Refined the 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 remote learning, 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 of PBL classroom systems by focusing on ECP 5-7.
- There is still a need to create a 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.

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.