Monash Primary School

Network: Tuggeranong

Impact Report 2020

The purpose of this document

This document flows directly from our Action Plan for 2020 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 2020 our school supported this Strategic Indicator through Priority 1: Increase student achievement in all learning areas, particularly English, Mathematics and Science.
- Continuing to enhance the additional support provided to students through the RTI and Small Group programs

Education Directorate Strategic Indicator 2018-2021

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

In 2020 our school supported this Strategic Indicator through Priority 1: Increase student achievement in all learning areas, particularly English, Mathematics and Science.
- Ensuring alignment of teaching and learning with the Australian Curriculum
- Determining the evidence-based pedagogical practices which will form the basis of our approach to teaching and learning over the next five years
- Continuing to enhance the explicit systematic delivery of phonics, phonological awareness and spelling rules
- Ensuring student learning is engaging with purposeful connections across learning areas

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.
- Continuing to implement Positive Behaviour for Learning
- Establishing whole-school student wellbeing procedures

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

Reporting against our priorities

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

Targets or measures

In 2020 we implemented this priority through the following strategies.

- Ensure alignment of teaching and learning with the Australian Curriculum
- Ensure student learning is engaging with purposeful connections across learning areas
- Continue to enhance the additional support provided to students through the RTI and Small Group programs
- Determine the evidence-based pedagogical practices which will form the basis of our approach to teaching and learning over the next five years
- Continue to enhance the explicit systematic delivery of phonics, phonological awareness and spelling rules

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%					Not Applicable					
Year 1	77.1%	39.7%					N/A	N/A				
Year 2	57.1%	50.0%					36.2%	28.2%				
Year 3	62.5%	50.0%					65.3%	43.9%				
Year 4	60.3%	48.3%					33.9%	35.1%				
Year 5	37.1%	42.6%					19.0%	9.8%				
Year 6	51.6%	48.3%					33.3%	54.4%				

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

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

	2019	2020	2021	2022	2023	2024		2019	2020	2021	2022	2023	2024
Kindergarten	N/A	27.1%						Not Applicable					
Year	N/A	41.5%					See Below	N/A					
Year 2	36.8%	51.2%						N/A					
Year 3	62.7%	37.3%						34.0%					
Year 4	63.3%	39.7%						51.0%					
Year 5	52.5%	58.5%						45.1%					
Year 6	57.6%	51.7%						44.6%					

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

*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 by 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				
Writing	57.9%	N/A				
Mathematics	51.4%	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)

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

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					41.3%	N/A				
Writing	32.1%	N/A					12.6%	N/A				
Mathematics	23.4%	N/A					23.4%	N/A				

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					11.3%	N/A				
Writing	8.1%	N/A					24.6%	N/A				
Mathematics	20.3%	N/A					18.4%	N/A				

Target or measure: To increase the percentage of students making average 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	72.3%					
Mathematics	61.5%					

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

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

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
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.	Shared Mission It is evident that learning for all is our core purpose.	Developing (initial steps into Sustaining)	Developing (initial steps into Sustaining)				
	Shared Vision We have a shared understanding of and commitment to the school we are attempting to create.	Initiating	Pre-Initiating				
	Collective Commitments (Shared Values) We have made commitments to each other regarding how we must behave in order to achieve our shared vision.	Developing	Implementing				
	Common School Goals We have articulated our long-term priorities, short-term targets, and timelines for achieving those targets.	Initiating (initial steps into Implementing)	Implementing				

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

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			
	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)			
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			
	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			
	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)			
	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			
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			
	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)			
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)			
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)			
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			

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

What this evidence tells us

- Less than 45% of students made expected growth in Reading and Science, and less than 35% of students made expected growth in Mathematics across 2020 (PAT results). This is a reduction compared to 2019, which indicates we are not currently on track to achieve our 5 year target.

- There has been an increase in the percentage of parents/carers and staff who perceive that students' learning needs are being met at this school. We are currently on track with this target.

- The perception data in relation to students getting a good education at this school were mixed. Most notably that there was a 6% increase in staff perception, however, a 21% decrease in student perception.

- Due to the commencement of a new 5 year School Improvement Plan, we have reviewed a number of PLC structures and conditions which has resulted in some indicators moving backwards on the PLCs at Work Continuum. However, we have made progress in a number of other areas of the continuum which indicates that our PLC continues to grow and develop as we work towards this target.

- We are still awaiting BASE data so are unable to report on the measures associated with this data set.

- NAPLAN did not occur in 2020, therefore we are unable to provide an update on the measures which relate to student learning data using NAPLAN.

- Due to the interrupted learning year in 2020, a number of our student learning targets are less than projected. With a full learning year in 2021 and a continued focus on our priority areas, these results may improve.

Our achievements for this priority

Ensure alignment of teaching and learning with the Australian Curriculum

- Developed a whole-school scope and sequence document for all curriculum areas

- Assigned the Australian Curriculum content descriptors and achievement standards to either classroom teachers or specialist teachers

- Established a specialist science program from Kindergarten to Year 6 and specialist Visual Arts program from Year 1 to Year 6

- Mapped out the curriculum across a two year cycle (odd and even years) and taking into account composite year levels

- Created a whole-school document to record curriculum and reporting responsibilities

Ensure student learning is engaging with purposeful connections across learning areas

- Delivered professional learning to teaching staff on authentic and engaging learning and authentic connections

- Designed engaging units of work (for even years) which make authentic connections across learning areas

Continue to enhance the additional support provided to students through the RTI and Small Group programs

- Recruited an additional Small Group teacher to the team to ensure we are meeting the needs of the growing small group program

- Reviewed and modified the structure and delivery of intervention in the Small Group program

- Ensured each student in the Small Group program has a learning folder of differentiated activities to complete when required in their mainstream class

- Upskilled a Learning Support Assistant to deliver Tier 2 intervention in phonics and phonological awareness

Determine the evidence-based pedagogical practices which will form the basis of our approach to teaching and learning over the next five years

- Using the research of John Hattie, we identified teaching strategies which have a high-impact on student learning which will form the basis of professional learning over the next five years

- Revised the Monash School Practice Framework document, updating current teaching strategies and including sections on each of the newly identified evidence-based pedagogical practices

- Revised the Capacity Self-Assessment Tool to reflect the updated Practice Framework and delivered the survey to all teaching staff. The results were then analysed to determine the starting point of professional learning and coaching in 2021

Continue to enhance the explicit systematic delivery of phonics, phonological awareness and spelling rules

- The Literacy Learning Progressions scope and sequence was introduced to teaching staff in Week 0

- Meeting and planning time was provided for teachers to explore the document and include the skills/content in their explicit teaching

- Monash School Speech Language Pathologist attended Reflection and Plannings days in Term 2 to support teams with reviewing their progress at the halfway point of the year

Challenges we will address in our next Action Plan

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

- The focus on the explicit teaching of phonics and phonological awareness over the past two years has significantly increased students' ability to decode and read with accuracy. However, we now need to further develop staff capacity and consistency to ensure all the remaining key elements of reading are being explicitly taught and practiced in classrooms.

- Implementation of the high impact learning strategies to continue building teacher expertise (feedback, learning intentions and success criteria, print rich learning environments, teacher clarity)

- Designing engaging units of work (for odd years) which make authentic connections across learning areas

- Further alignment of the Tier 2 and Tier 3 approach to intervention in English and Mathematics and providing more targeted intervention in Social and Emotional Learning.

Priority 2: Continue to enhance student engagement and wellbeing.

Targets or measures

In 2020 we implemented this priority through the following strategies.

- Continue to implement Positive Behaviour for Learning
- 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%	31%				
	Usually	29%	31%					31%	58%				
	Sometimes	9%	7%					7%	9%				
	Rarely	1%	2%					1%	1%				
Negotiates and resolves conflict	Consistently	33%	23%					56%	22%				
	Usually	40%	57%					25%	51%				
	Sometimes	19%	15%					17%	22%				
	Rarely	8%	5%					2%	5%				
Recognises and expresses emotions appropriately	Consistently	45%	40%					55%	30%				
	Usually	35%	42%					32%	52%				
	Sometimes	16%	15%					11%	16%				
	Rarely	4%	2%					1%	2%				

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

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%				
Parents/Carers	My child feels safe at this school	91%	85%				
Staff	Students feel safe at this school	81%	78%				
Students	Student behaviour is well managed at my school	49%	28%				
Parents/Carers	Student behaviour is well managed at this school	74%	65%				
Staff	Student behaviour is well managed at this school	74%	73%				
Students	I like being at my school	69%	59%				
Parents/Carers	My child likes being at this school	94%	88%				
Staff	Students like being at this school	91%	90%				

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%				
	Year 3	78.0 %	69.8%				
	Year 4	75.0%	69.8%				
	Year 5	75.9%	78.6%				

Analysis Priorities Strategies Actions Impact (for student)

| | Year 6 | 97.1% | 76.5% | | | | |

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%				
	Year 3	66.0%	65.1%				
	Year 4	65.0%	67.9%				
	Year 5	63.8%	73.8%				
	Year 6	88.6%	72.5%				
I love to learn	Year 2	82.2%	83.3%				
	Year 3	86.0%	68.3%				
	Year 4	76.7%	73.6%				
	Year 5	77.6%	78.6%				
	Year 6	88.6%	72.5%				
I know how to make friends	Year 2	84.4%	75.0%				
	Year 3	80.0%	85.7%				
	Year 4	85.0%	86.8%				
	Year 5	82.8%	76.2%				
	Year 6	88.6%	76.5%				
I am good at solving conflicts without fighting	Year 2	62.2%	72.2%				
	Year 3	62.0%	57.1%				
	Year 4	68.3%	52.8%				
	Year 5	58.6%	71.4%				
	Year 6	65.7%	66.7%				
I can calm down quickly when I feel bad	Year 2	51.1%	33.3%				
	Year 3	46.0%	55.6%				

Analysis Priorities Strategies Actions Impact (for student)

		2019	2020	2021	2022	2023	2024
	Year 4	60.0%	39.6%				
	Year 5	41.4%	61.9%				
	Year 6	62.9%	62.7%				

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%				

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%				

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

OVERALL	92.40%	86.90%				

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

What this evidence tells us

- There has been a drop in all three student learning measures (data taken from the semester two student reports). Less students are consistently developing respectful relationships, negotiating and resolving conflict and recognising and expressing emotions appropriately. However, this reduction is most likely due to developing shared understanding as a whole staff as to how to rate these social skills. In 2019, it was identified in the data that different teachers were rating these quite differently so in 2020, the whole staff developed a rubric for scoring. Therefore, many teachers rated these skills differently from 2019 to 2020.
- School Satisfaction Survey data in relation to student safety and behaviour management have both reduced from 2019 to 2020. However, in the Social-Emotional Wellbeing Survey all cohorts of students except Year 3, indicated they feel more safe and free from danger compared to last year. Due to these inconsistent results, it is unclear after one year whether we are on track to achieve this target over 5 years.
- The PBL School Evaluation Tool (SET) Features and Implementation Scores has significantly increased (29.9%) from last year. This indicates we are on track to successfully implementing the PBL framework at Monash School.
- Average attendance has dropped in all cohorts compared to 2020. However, this was significantly impacted by the pupil-free period during Term 1 in which all students across the school were absent from school for three weeks.

Our achievements for this priority

Continue to implement Positive Behaviour for Learning
- A whole school social emotional learning scope and sequence was developed
- PBL values are displayed in all non teaching areas
- PBL mascot created and introduced to staff
- Whole school rewards system created

Establish whole-school student wellbeing procedures
- Review of school's previous wellbeing documentation conducted
- ACT Education Directorate policies and guidelines collated

Challenges we will address in our next Action Plan

- Introduce PBL classroom systems
- Completion of whole school wellbeing documentation, including consultation with the school community.
- Parent information session/s aligned to whole school wellbeing documentation

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.

QA 1 Educational program and practice		
Standard/element	Issue identified during self-assessment	Outcome
1.1.1	Need to revisit the cycle of observation, analyses of learning, documentation and reflection.	Early Childhood Teachers (ECT) shared their methods of planning to ensure a more transparent approach that clearly demonstrates the early years planning cycle. One ECT took onboard the methodology of the other and adapted her practice.
1.2.2	Promoting the visibility and value of the Early Years Learning Framework at Monash School	The visibility was shared with the preschool community through the handbook, new notice boards and information night. The value of the EYLF at Monash is still in its infancy with staff not understanding or valuing the difference in curriculum in early childhood. This goal can be continued in 2021.
1.3.3	Strengthen home/school communication	Promotion of Seesaw to parents and the use of this tool during the remote learning period. Term overviews continued to provide parents with an overview of programs, pedagogy and preschool happenings through an EYFL lens. Updated and revitalised parent information notice boards established in line with mandated information under the NQF. Parent information tables were better situated with support material to compliment the notice boards. Preschool information packs were revisited and renewed with updates to the Preschool Handbook made. An OSH space was designated for the use of OSH staff to share information with parents and to display their service information.
QA 2 Children's Health and Safety		
Reg 136	First Aid Qualifications	All preschool staff updated their first aid qualifications with an ACECQA identified trainer. First aid kits were renewed and audited against the ACT Department of Education policy for first aid with a system of renewal established. Asthma kits were established and communicable disease kits established. Signage was updated to ensure compliance.
2.1.2	Hygiene practices	Preschool staff revisited procedures to ensure the thorough cleaning of surfaces before and after use. Procedures included the laundering of linen to ensure compliance against the NQF. Preschoolers were supported to participate in thorough hygiene practices by increased supervision and COVID19 practices embedded. Parents were educated with COVID19 practices for adults established at the site.

Analysis Priorities Strategies Actions Impact (for student)

2.2.1	Reasonable precautions and adequate supervision to ensure children are protected from harm and hazard	The preschool team reviewed and shared ideas regarding a better afternoon packup/release model. Routines as a means to create a sense of safety revisited and new practices of waiting for authorised adults to collect children established.
QA 3 Physical Environment		
3.1.1	Teaching and learning resources in need of updating with equipment in ill repair removed.	Furniture was replaced with new, wooden furniture. New storage tubs purchased to help organisation of resources and outdated resources were removed.
3.1.2	Premises presenting as unkept and in need of modernising (paint, plaster, carpet)	The Preschool underwent renovations which included the removal of old lights, old heaters, plaster to patch walls, new wall paint and door paint, and installation of new carpet. Following this period in term 2, new blinds were installed, and new furniture ordered. New pin boards installed.
QA 4 Staffing Arrangements		
4.1	Changes in staffing can impact relationships and continuity of experiences that extend children's learning.	Timetables and staffing arrangements were reviewed to lessen the number of staff attending the preschool site. The preschool team reviewed the process of letting families know when staff are away with the need to communicate this if possible (sign on the door, message on Seesaw). The Educational Leader reviewed the relief teacher folder to ensure it included all relevant timetables, rosters, medical information, name tags for pre-schoolers, an outline of the daily routine.
4.2	Valuing and proactively supporting continuity of staff which in turn benefits pre-schoolers and families.	The preschool team, including educators, meet on a weekly basis. The team has input into the establishment and goal setting in the QIP. We work together to achieve common goals. The team feels valued and appreciated for their contributions. A QIP planning day is set aside each year and reviewed during each planning and reflection day (end of each term).
QA 5 Relationships with Children		
5.1.1	Through our practice, the team questioned how we learn about the histories, cultures, languages and traditions of families at preschool.	Getting to Know You interview was continued for a second year in 2020. Parent/teacher interviews conducted in semester one. The team would like to continue and revisit this goal for 2021.
5.1.2	Through our practice, we question how we support pre-schoolers to make choices and experience consequences where there is no risk or harm.	Programs in Term 1 focused on emotions. Conversations with families were had regarding choices, experiences, success and strategies. The Support At Preschool staff were engaged early in the year for consultation. ECTs co-authored ILPs and PSPB plans with families. These included specific toileting plans. ECTs engaged in Students Support referrals and meetings during the year.

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

		Our school Speech Therapist was engaged for consultation and recommendations made to families.
QA 6. Collaborative partnerships with families and communities		
6.2.3	Supporting children's sense of belonging further by helping them connect and be engaged in the community	Our partnership with Goodwin Aged Village had to be postponed due to COVID19.
6.2	Provide a unique partnership with Communities at Work to enhance the access of education and care services at Monash School	A relationship established with OSH staff. Fortnightly meetings established (OSH and Monash teams) facilitated by Preschool Exec Teacher. New furniture jointly purchased to enhance the design of the environment. Storage and display space designated to OSH at the preschool. The Educational Leader established a connection with Duffy SLC (swap notes ideas). OSH staff are involved in 9-3 part of the day (excursions). The team jointly worked with Catherine Hydon and ECT ESO to review and report progress.
QA7 Leadership and Service Management		
7.2.1	The preschool uses a process for continuous improvement	2020 Self Assessment process completed during QIP day. Annual parent survey sent out to seek feedback for improvement – this included input from OSH. Educational Leader successfully obtained an ACT Teacher Scholarship to further her study in early childhood.

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

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