

Monash Primary School Annual Action Plan Report 2017

Context

Established in 1982, Monash Primary School is a valued and integral part of the local community, serving the needs of Monash and the surrounding suburbs. We encourage our students to touch the earth, reach the sky and challenge the future through a personalised learning approach. Our school values are honesty, respect, responsibility, organisation, resilience, care, compassion, getting along and inclusion.

2017 has seen some significant changes within the Executive Team, with the school reverting to one SLB (through the transfer of two SLBs to other schools and the addition of an Acting SLB). During the course of the year, the Coaching and Mentoring SLC commenced maternity leave with one of the Acting SLCs moving into the specialist role. In addition, one SLC transferred at the end of term 2, with two additional SLCs joined the team in semester two. Significantly, the teaching staff continues to be made up of a significant proportion New Educators.

The school is in its second year of a five year strategic plan (2016-2020) having participated in external validation in 2015. Commendations from this panel included: the development of a strong culture of community engagement, a successful strategic transition to a new pedagogical model and the establishment of a positive learning culture for staff, students and community members.

Recommendations included: to further develop a coaching and mentoring model, establish and implement a systematic plan for the collection, analysis and use of a range of student achievement data and explore and embed a research-based whole school approach to student wellbeing as well as a SEL program.

School improvement is informed by school satisfaction and school climate data as well as the National Schools Improvement Tool.

Methodology

At Monash Primary School, self-evaluation is an ongoing process driven by the ACT Education Directorate and School Strategic Plan. The school has used both student data and stakeholder perception data to ascertain priorities. The review of progress against the School Action Plan is actioned by the Executive Leadership Team.

Performance Data: NAPLAN, PIPS, PM Benchmark data, Writing Guide, BEE Spelling Inventories, Assessment Database
Satisfaction Data: System Survey Data, Australian School Climate and School Identification and Measurement Tool

Evaluation of Performance

Strategic Priority 1: Deliver high quality education for all students

2017 Target	Outcome
<p>1% point improvement in the proportion of students in the top two bands in NAPLAN assessment for years 3 and 5 based on the previous four-year average</p>	<p>Percentage of students in the top two bands:</p> <p><u>Year 3</u></p> <ul style="list-style-type: none"> ● Reading - 33.9% (below the previous 4 year average of 35.9%) ● Writing - 25.0% (below the previous 4 year average of 34.1%) ● Spelling - 30.0% (below the previous 4 year average of 33.4%) ● Grammar and Punctuation - 48.4% (above the previous 4 year average of 39.9%) ● Numeracy - 18.3% (below the previous 4 year average of 38.3%) <p>The school met one of the five targets.</p> <p><u>Year 5</u></p> <ul style="list-style-type: none"> ● Reading - 43.8% (above the previous 4 year average of 24.2%) ● Writing - 8.7% (below the previous 4 year average of 9.5%) ● Spelling - 21.2% (above the previous 4 year average of 19.2%) ● Grammar and Punctuation - 38.3% (above the previous 4 year average of 21.1%) ● Numeracy - 30.4% (above the previous 4 year average of 17.9%) <p>The school met four of the five targets.</p>
<p>1% point improvement in the proportion of within school matched students achieving expected growth across the previous four years average</p>	<p>Percentage of students who made greater than or equal to expected growth:</p> <ul style="list-style-type: none"> ● Reading - 80.4% (above the previous 4 year average of 51.7%) ● Writing - 68.9% (above the previous 4 year average of 59.4%) ● Spelling - 61.7% (above the previous 4 year average of 54.2%) ● Grammar and Punctuation - 70.2% (above the previous 4 year average of 54.2%)

	<ul style="list-style-type: none"> of 48.8%) Numeracy - 46.7% (the same as the previous 4 year average of 46.7%) <p>The school met four of the five targets.</p>
1% point improvement in the proportion of kindergarten students achieving expected progress in PIPS based on the previous four year average	<p>Percentage of students who made expected progress:</p> <ul style="list-style-type: none"> Reading - 85.5% (above the previous 4 year average of 68.9%) Mathematics - 76.4% (above the previous 4 year average of 70.6%) <p>The school met both of these targets.</p>
80% of all LSU students achieving all their Individual Learning goals	This goal was achieved with 82% of students achieving their long-term ILP goals in 2017.
5% point difference between all P-6 students and Monash students as it relates to satisfaction with the education provided (Currently 4%)	75% of students either agree or strongly agree with the statement that they are getting a good education at this school. This is below the ACT average of 84%.
Parity or above between all P-6 parents and Monash parents satisfaction with the education provided (currently 1% point below)	87.8% of parents and carers either agree or strongly agree with the statement that their child is getting a good education at this school. This is above the ACT average of 87.3%.

Progress

Teachers at Monash Primary School continually want to improve their practice and therefore the school has increased the range of coaching and mentoring opportunities being provided to staff. Key Improvement Strategy 1 in the 2017 Annual Action Plan focused on enhancing the Coaching and Mentoring Model. This year, all teaching staff again participated in the Coaching and Mentoring program. Through this program, the Coaching and Mentoring SLC observed the classroom practice of all teachers and mapped this against the classroom practice continuum, aiming to improve across the year through a growth process. In addition, teachers continued to be provided with opportunities to be coached one-on-one by the Coaching and Mentoring SLC based on the teacher's classroom practice continuum. The Coach would support the teacher to identify the 'next practices' and decide upon a goal/s. The teacher's classroom practice would then be observed with a focus on the goal, followed by a discussion in which the teacher was supported to be reflective of their practice.

Mentoring Partnerships continued to be a feature of the Coaching and Mentoring program in 2017. All new educators, contract/probation staff and new staff to Monash Primary identified an experienced teacher to act as their mentor throughout the year. The Mentoring Committee met twice each term and consisted of a

professional learning workshop facilitated by the SLC Coach or other experienced teachers and based on the needs of the Mentees. A differentiated workshop would run concurrently for the Mentors, aimed at building their capacity as Mentors or Coaches. The session also included time for the Mentor and Mentee to discuss a collaborative coaching observation and provide feedback on practice and update the goals of the Mentee by setting personal targets for improvement in the form of SMART Goals. This cycle allowed for the continual improvement of new educators throughout the year.

In 2017, a priority of the Coaching Model was to identify more opportunities for using staff as experts. During classroom visits by the Coaching and Mentoring SLC, teaching practices were identified which could be showcased across the school. Photos and videos were taken as illustrations of practice and shared with staff and uploaded on the new Teacher Expert Database. This database could be accessed by staff to identify a teacher who was shown to display outstanding teaching practice in areas shown to have a high-impact on student learning outcomes (e.g. formative assessment, utilising students as experts etc). Through Mentoring Meetings, the experienced teachers (mentors) self-identified an area of their practice in which they believed they could be an expert. The mentors then worked on creating an Illustration of Practice (a document showcasing their expertise) which could be displayed in the Coaching Office. The Expert Teacher Database and Illustrations of Practice, provided classroom teachers with tool to identify an 'expert' teacher they want to observe that will support them with an identified area for improvement through Collaborative Coaching.

Delivering a high quality education based on evidence-based teaching strategies has continued to be a high priority for our school throughout 2017. In the Annual Action Plan, Key Improvement Strategy 2 and 4 focused on a whole-school plan for curriculum delivery with a the priority of implementing evidence-based teaching strategies. In Term 1, a school Professional Learning Plan was devised by the Executive Team. After focusing on Formative Assessment strategies in 2016, the focus for beginning of 2017 was on building teachers' capacity to understand what works best for raising student achievement. This occurred through a strategic approach to deliver professional learning through Action Inquiry. Over the course of the term, staff developed a shared understanding of data and data plans and enhancing their understanding of the non-negotiable high impact strategies to maximise student learning. Attention was also given to shifting the focus from what 'teachers are doing' to 'what students are learning' to place the emphasis on progress rather than achievement. This helped to create a culture in which staff could have conversations about how to maximise our impact on student learning. The Action Inquiry then progressed to supporting students to articulate where they are in their learning and what their next learning steps. The focus was on learning becoming more student-directed rather than reliant on the teacher. Throughout the year, staff were also exposed to the research behind the Visible Learning Model. Teachers developed an understanding about how to support student in acquiring and consolidating surface knowledge as well as the high-impact strategies of moving from surface to deep knowledge and then to transfer of learning. By the end of the year, staff were incorporating the Visible Learning Model into their planning for Mathematics, with the language of 'surface to transfer' becoming a feature of classroom conversations and learning displays. Embedding and enhancing the Visible Learning Model will continue to be a focus in 2018.

Key Improvement Strategy 3 and 4 were centred on enhancing teacher capacity to collect and analyse student data to identify appropriate starting points for teaching and to personalise teaching and learning activities. To support this process, staff were guided by an assessment schedule which maps the key literacy and numeracy assessment tools used throughout the year. These tools were then used to inform planning and teaching, as well as to provide moderated assessment for reporting purposes. High impact formative assessment practices continued to be utilised school wide and were a core component of each lesson. In 2017, regular time in team meetings was dedicated to collaborative planning with the use of data. In addition, data specific meetings were held regularly throughout the year. Before these meetings, teams completed formative assessment specific to a particular mathematics skill or concept. Staff would then reflect on the 'disciplined dialogue' data analysis questions and establish SMART goals which were considered during planning, teaching and assessment. Teacher's planning documents reflected these

SMART goals, with differentiated instruction evident based on the needs of students. These goals were then reflected on at the completion of a unit of work. Data walls were also evident in all teams with reading benchmark levels monitored throughout the year and regularly reflected upon. In addition, the school wide assessment database was used to track student progress in mathematics, reading and spelling. Based on the feedback of staff throughout the year, as well as considering the need to collect and analyse data which can specifically be used to improve student learning outcomes, enhancements were made to the assessment database. A Response to Intervention Model continued to be implemented, comprising of different specialists. The RTI team, in collaboration with classroom teachers, monitored student data and provided 3 levels of intervention, supporting students to close gaps in their learning. However, due to staff turnover in the leadership team, as well as inconsistent availability of a specialised RTI teacher, the model did not have the desired impact in 2017. RTI will be a focus in 2018, particularly with early intervention in reading, but will also be expended to provide more intervention in numeracy and increased support for senior students. Experienced teachers and members of the leadership team will be timetabled for consistent and frequent RTI support with each teaching team.

Strategic Priority 2: Provide a supportive, engaging and innovative environment for all students, staff and community members.

2017 Target	Outcome
<p>Parity or above between all P-6 students and Monash students satisfaction for the question:</p> <ul style="list-style-type: none"> ● Teachers at my school treat students fairly (currently % point below) ● I feel safe at my school (currently % point below) ● I can talk to my teachers about my concerns (currently % point below) ● I like being at my school (currently % point below) ● My school takes students' opinions seriously (currently % point below) ● Student behaviour is well managed at my school (currently % point below) 	<ul style="list-style-type: none"> ● 74% of students either agree or strongly agree with the statement that teachers treat students fairly (above the ACT average of 71%). ● 69% of students either agree or strongly agree with the statement that they feel safe at school (below the ACT average of 77%) ● 71% of students either agree or strongly agree with the statement that they can talk to teachers about their concerns (above the ACT average of 67%). ● 66% of students either agree or strongly agree with the statement that they like being at this school (below the ACT average of 76%). ● 61% of students either agree or strongly agree with the statement that the school takes students' opinions seriously (below the ACT average of 65%). ● 47% of students either agree or strongly agree with the statement that student behaviour is well managed (below the ACT average of 54%). <p>The school met two of the six targets.</p>
<p>Parity or above between all P-6 parents and Monash parents satisfaction for the question:</p> <ul style="list-style-type: none"> ● Community partnerships are valued and maintained (currently % point below) for: 	<ul style="list-style-type: none"> ● 92% of parents and carers either agree or strongly agree with the statement that community partnerships are valued and maintained (above the ACT average of 91%). ● 91% of parents and carers either agree or strongly agree with the

<ul style="list-style-type: none"> ● Teachers at this school treat students fairly (currently % point below) ● Student behaviour is well managed at this school (currently % point below) ● My child likes being at this school (currently % point below) ● This school takes parents' opinions seriously (currently % point below) ● My child feels safe at this school (currently % point below) 	<p>statement that teachers treat students fairly (above the ACT average of 89%).</p> <ul style="list-style-type: none"> ● 76% of parents and carers either agree or strongly agree with the statement that student behaviour is well managed (below the ACT average of 79%). ● 94% of parents and carers either agree or strongly agree with the statement that their child likes being at this school (above the ACT average of 93%). ● 85% of parents and carers either agree or strongly agree with the statement that the school takes parents' opinion seriously (above the ACT average of 81%). ● 91% of parents and carers either agree or strongly agree with the statement that their child feels safe at this school (parity with the ACT average of 91%). <p>The school met five of the six targets.</p>
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Progress

Providing a supportive, engaging and innovative environment for all students, staff and community members has been a key priority. Monash is a KidsMatter school and in 2017, a number of initiatives were introduced and consolidated across the school. KidsMatter subcommittees focused on parents, staff, students and whole school with a number of projects implemented, including Every Face Has a Place, the community garden, Monash Mates, Shoutouts wall, Wellbeing challenge and Fitness for Friends. Based on recommendations from Occupational Therapists through the Network Student Engagement Team, the school invested in developing a series of sensory kits to be used across the school. Each kit contains a range of sensory items to support students in the classroom and there are enough for each classroom teacher as well as the executive staff. In term 2, Monash School was successful in applying for a Buddy Bench through Mix 106.3. This has been set up in a central location and can be used to support students with always having a peer to play with during break times. Kidsmatter Clubs were established during lunch and recess breaks to provide a range of engaging choices for students. These include fine motor, science, drawing, Japanese and STEM activities and both Boys and Girls clubs facilitated through our Community Hub.

At Monash Primary School, we strongly believe in parents/carers being partners in their child's learning. Parent/teacher interviews occur at two times throughout the year which involve a two-way sharing of information between staff and parents. In Book Week, families were invited to attend a Learning Journey, in which their child shared their learning from the first half of the year. Across all classrooms from preschool to Year 6, Seesaw is used a tool for opening up the classroom for parents and carers. Classroom teachers shared a minimum of one class post each week with a majority of staff also sharing individual posts for each student. At the end of 2017, we had over 34 000 student posts, 8 000 parent/carer comments, 27 000 parent/carer likes and over 29 000 parent visits. A number of information

sessions were held throughout the year including Digital Home Learning, Cyber Safety, Sexual Health and Family planning and information sessions for kindergarten and preschool. The annual Multicultural Dinner was a highlight community event, with over 20 families attending. The Japanese language program was showcased on the evening through a play featuring Year 3/4 students. A new initiative was introduced in term 4 to welcome new families to the school. In addition to the transition visits for students, school tours were offered for new kindergarten parents to learn about the school environment, as well as the approach to learning. In 2017, Monash continued to regularly engage with the community through the Monash School Facebook page with 664 followers. The school also moved to an e-newsletter format using Schoolzine. The e-newsletter allows the publication of news and events and provides the school with opportunities to create image galleries, videos, eForms, polls and surveys.

The Community Hub continues to be a valuable part of our school community. In 2017, the Hub facilitated a Breakfast Club on Monday and Tuesday mornings, to provide a healthy start to the day for all students with food supplied by our partnership with Communities@Work through the food rescue program. Another partnership the school maintains is with the Tuggeranong Child and Family Centre. This year, the group ran three Circle of Security parenting courses with all sessions full with Monash families. Each Tuesday, we also hosted a welcoming Playgroup for children in the local community. This supported both children and parents/carers to make connections before commencing their preschool journey the following year. A number of family nights were also held throughout the year, including a Girl's Night In, Boy's Movie Night and Family Games Night. The Community Hub maintains a fundraising focus for important causes. In 2017, the Hub supported the Relay for Life with a team consisting of both staff and families, as well as the Love Your Sister Fundraiser, which was coordinated alongside our Student Representative Council. The partnership with Goodwin Village was sustained through a reading program which provided both residents and students the opportunity to reach out and help each other through reading and gaining confidence and conversation. Goodwin residents also attended a small concert and morning tea each term which showcased the musical talents of students. Families continued to be supported through the Clothing Pool, selling affordable second-hand school uniforms, as well as Hub Helpings, a new initiative to help families experiencing difficult times by providing home-cooked meals.

The school's journey with using Google Apps for Education continued during 2017. The platform is in use across the curriculum in years 3 to 6. This is providing parents with another valuable avenue to see student learning. Over the course of the year, 60 new Chromebooks and 2 charging trolleys were purchased to ensure a one-to-one Chromebook implementation for all students in Years 3 - 6. In addition, Monash purchased a subscription for the online writing program, Night Zookeeper. This program engaged students in reading and writing and provided opportunities for literacy and technology learning at school and home. STEM resources were purchased as a resource for our Kidsmatter STEM club. These resources included technology based STEM products including Makey-Makey kits, Cubettos and Osmos. These resources provided the students with the opportunity to engage in hands-on technology learning.