



MONASH PRIMARY SCHOOL

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Site Improvement Plan 2018

**At Monash Primary School, we are committed to
“providing a safe, caring and supportive environment
that values respect and responsibility
and encourages everyone to succeed”.**

Our goals for 2018 are

- to increase the number of students achieving
DECD Standard of Educational Achievement;***
- to increase the number of students with high level growth; and***
- to increase the number of students with high level achievement.***

**We focus on the priorities of
Wellbeing
and
Teaching & Learning**

**We aim to build the capacity of our teachers
and the effectiveness of our practice through**

- quality, evidence based professional learning,**
 - collaboration and**
- a commitment to improvement.**

Teaching and Learning Improvement Plan

What informs our plan? External Review Directions	Goals for 2018	Success Criteria What will the evidence be? What will we see and hear?	What targeted strategies and plans will help us get there?
<p>CONSISTENT SCHOOL WIDE PRACTICES FOR ESTABLISHING SUCCESS CRITERIA Encourage students to achieve their personal best by developing consistent school wide practices for involving students authentically in the design of assessment tasks, determining the associated benchmark measures and establishing success criteria.</p> <p>PERSONALISED LEARNING Challenge students to achieve high standards with appropriate support by developing a continuum from emerging skills to skill consolidation across R-7 of what personalised learning goals and intellectual challenge look like at each year level.</p> <p>CONSISTENT JUDGEMENT OF STUDENT LEARNING PROGRESS Promote transparency for the benchmarking of Australian Curriculum Standards across the school community by developing the capacity of staff to challenge each other's practice and lift professional performance to the next level with respect to making consistent and comparable judgements of student learning, progress and achievement.</p>	<p>All students will track their progress against personal learning goals in English and Numeracy.</p> <p>All students will develop their Successful Learner characteristics.</p>	<p>Students talking about and sharing their learning goals with others.</p> <p>Students knowing where they are at in relation to achieving their goals.</p> <p>Students talking with parents and teachers about progress towards goals.</p> <p>Students using the agreed language of learning across the school.</p> <p>Students articulating Successful Learner characteristics they are demonstrating in their learning.</p> <p>Students provide feedback to others about Successful Learner characteristics.</p> <p>Learning goals on display in classrooms and around the school and communicated with families.</p> <p>Accelerated achievement term by term in English and Maths.</p>	<p>Targeted professional learning: *Corwin International – Visible Learning, <i>focus on Learning Goals, Success Criteria and Feedback.</i> *Big Six of Reading, Café/Daily 5, <i>focus on quality reading instruction across all year levels.</i> *InitialLit, MiniLit, MultiLit (Literacy and Numeracy First), <i>focus on high impact intervention strategies at all waves of intervention.</i></p> <p>Learning Design, Assessment and Moderation strategy – learning design with the support of the SLLIP involves developing learning goals and success criteria, collaboration, evidence of learning and moderation of work samples.</p> <p>Time allocated for professional learning, collaboration, networking and reflection. <i>2018 focus on how we lead students to set personal learning goals and track progress, developing an understanding of learner profiles, what constitutes evidence of learning, and strategies to further develop understanding of Successful Learners.</i></p> <p>Performance and Development processes clearly articulate specific learning goals for staff, provide opportunities for collaboration and incorporate student voice as feedback to know thy impact.</p> <p>Self review processes reflect a clear timeline of how we check in on the success of our learners and track our progress towards achieving our success criteria, including reporting to colleagues through Network Learning Teams, Focus Groups and Staff Meetings, reporting to parents through interviews and student reports, and spending time getting to understand our learner profiles at key times of the year.</p> <p>Students receive explicit feedback about Successful Learner characteristics.</p>

Our 2017 achievement:

English	Numeracy
<p>76% of R-7 students read at age appropriate standard (DECD Standard of Educational Achievement) as measured by Running Records and PAT-R testing.</p> <p>33% of Years 3, 5 and 7 students achieved in the higher 2 reading proficiency bands in NAPLAN.</p> <p>65% of Years 5 and 7 students achieved medium or upper growth in reading as measured by NAPLAN.</p>	<p>72% of 3-7 students achieved DECD Standard of Educational Achievement as measured by PAT-M testing.</p> <p>65% of Year 2 students achieve standard scale scores of 95+ as measured by PAT-M testing.</p> <p>24% of Years 3, 5 and 7 students achieved in the higher 2 numeracy proficiency bands in NAPLAN.</p> <p>61% of Years 5 and 7 students achieve medium or upper growth in maths as measured by NAPLAN.</p>

Wellbeing Improvement Plan 2018

What informs our plan? External Review Directions	Goals for 2018	Success Criteria What will the evidence be? What will we see and hear?	What targeted strategies and plans will help us get there?
<p>CONSISTENT SCHOOL WIDE PRACTICES FOR ESTABLISHING SUCCESS CRITERIA Encourage students to achieve their personal best by developing consistent school wide practices for involving students authentically in the design of assessment tasks, determining the associated benchmark measures and establishing success criteria.</p> <p>PERSONALISED LEARNING Challenge students to achieve high standards with appropriate support by developing a continuum from emerging skills to skill consolidation across R-7 of what personalised learning goals and intellectual challenge look like at each year level.</p> <p>CONSISTENT JUDGEMENT OF STUDENT LEARNING PROGRESS Promote transparency for the benchmarking of Australian Curriculum Standards across the school community by developing the capacity of staff to challenge each other's practice and lift professional performance to the next level with respect to making consistent and comparable judgements of student learning, progress and achievement.</p>	<p>All students will track their progress against personal learning goals in Personal and Social Capability Skills.</p> <p>All students will develop/improve their understanding of positive mental health and wellbeing.</p>	<p>Students talking about and sharing their social capability learning goal with others.</p> <p>Students knowing where they are at in relation to achieving their goal.</p> <p>Students talking with parents and teachers at meetings about progress towards their goal.</p> <p>Students sharing information/strategies across the school community to improve social and emotional wellbeing.</p> <p>Students articulating how they can improve their social and emotional wellbeing.</p> <p>Personal and social capability goals on display in classrooms/around the school, sent home/communicated with families.</p> <p>Reduced number of behaviour incidents resulting in Office Time Out or Yard Sit Out consequences, particularly for focus students.</p>	<p>Targeted professional learning: * Wellbeing focus group members attend targeted training and development and report back to staff/share with staff e.g. <i>Berry Street, Wellbeing Classroom Conference.</i> *Continued staff training sessions based on the Berry Street Education Model.</p> <p>Performance and Development processes clearly articulate specific learning goals for staff, provide opportunities for collaboration and incorporate student voice as feedback to know thy impact.</p> <p>Time allocated for professional learning, collaboration, networking and reflection. <i>2018 focus on *how we lead students to set personal/social capability goals based on ACARA General Capabilities and track progress, and *developing a shared understanding of what student wellbeing is.</i> <i>What does wellbeing mean?</i> <i>What does wellbeing looks like?</i> <i>What is positive mental health?</i> <i>How do we help students improve mental health?</i></p> <p>Improve student capacity to promote positive mental health and wellbeing through the KidsMatter Student Team. Their role will be to: *raise the profile of KidsMatter and share wellbeing strategies through assemblies, newsletters and organised, structured student led activities. *proactively model positive social interactions and provide support to peers based on <i>emotional coaching</i> training.</p> <p>Conduct staff and student surveys to monitor the understanding of wellbeing and positive mental health.</p> <p>Teachers implement wellbeing strategies daily including some of the following: Mindfulness Brain breaks 5 point scale Self –regulation/De-escalation strategies</p>