

Improvement plan for Monash Primary and Preschool

2019 to 2021

School name

Monash Primary and Preschool

Vision statement

Our purpose is to provide a safe, caring and supportive environment that values respect and responsibility and encourages everyone to succeed.

Our 'Successful Learner' and 'Social and Emotional Learner' Frameworks define the characteristics of the learners we nurture and develop at Monash Primary and Preschool.



Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice	Success criteria
Increase student achievement in numeracy during Years 3-5, with a specific focus on number.	2019: For 2018 Year 3 students just below or just at standard in NAPLAN (7) and PATM to be at standard or above in Year 4 as measured by PATM (110+) and A-E grades.	If teachers sequence learning using the numeracy progressions and the Big Ideas of trust the count, place value, multiplicative thinking and partitioning, then we will increase student achievement in numeracy.	<p>*When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA numeracy progressions.</p> <p>*When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA numeracy progressions and achievement standards.</p> <p>*When we observe students, they will share ideas and talk about what they are learning using mathematical vocabulary aligned with ACARA numeracy progressions.</p> <p>*When we observe students, they will use feedback to develop their understanding of mathematical concepts such as trust the count, place value, multiplicative thinking and partitioning.</p>
	2020: For 2018 Year 3 students just below or just at standard in NAPLAN and PATM to be at standard or above in Year 5 as measured by NAPLAN.		
	2021: For 2018 Year 3 students just below or just at standard in NAPLAN and PATM to be at standard or above in Year 6 as measured by PATM (120+) and A-E grades.		
Increase the number of students achieving high level numeracy during Years 5-7, with a specific focus on number.	2019: For 100% of Year 5 students (10) just below or at high level in NAPLAN in Year 3 to achieve high level in NAPLAN numeracy.	If teachers consistently extend the sequence of learning using the numeracy progressions and the Big Ideas of partitioning, proportional reasoning and generalising in challenging investigations, then we will increase high level achievement in numeracy.	<p>*When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA numeracy progressions.</p> <p>*When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA numeracy progressions and achievement standards.</p> <p>*When we observe students, they will share ideas and talk about what they are learning using mathematical vocabulary aligned with ACARA numeracy progressions.</p> <p>*When we observe students, they will use feedback to extend and challenge their mathematical thinking.</p>
	2020: For 100% of 2019 Year 5 students at high level in NAPLAN numeracy to achieve high level in PATM number questions and A-E grades in Year 6. *High level PATM means 100% of below median difficulty number questions correct and 50% of above median difficulty number questions correct.		
	2021: For 100% of 2019 Year 5 students at high level in NAPLAN numeracy to maintain high level in NAPLAN numeracy in Year 7.		
Increase the number of students achieving high level reading in Year 3.	2019: For 100% of students achieving RRL 18+ in Year 1 in 2018 to increase RRL by at least 8 levels (or equivalent LL) in Year 2 as measured by Term 3 tests.	If we develop a rigorous, sequential approach to teaching and assessing student's decoding, fluency, vocabulary and comprehension skills as part of our focus on the Big 6, then we will increase high level achievement in reading.	<p>*When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA literacy progressions.</p> <p>*When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA literacy progressions and achievement standards.</p> <p>*When we observe students, they will share ideas and talk about what they are learning using vocabulary aligned with ACARA literacy progressions, specifically fluency, vocabulary and comprehension strategies.</p> <p>*When we observe students, they will use feedback to extend and challenge their vocabulary and comprehension.</p>
	2020: For 100% of students achieving RRL 18+ in Year 1 in 2018 to achieve high level reading in Year 3 NAPLAN.		
	2021: To increase the percentage of students achieving Running Record level 18 or above in Year 1 by 25% when compared to 2018.		

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2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

For further information and advice, contact:

Shelley McInerney

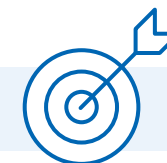
Review, Improvement and Accountability

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Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question ‘What are our goals for improvement?’ Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Increase student achievement in numeracy during Years 3-5, with a specific focus on number.	2019	2019: For 2018 Year 3 students just below or just at standard in NAPLAN (7) and PATM to be at standard or above in Year 4 as measured by PATM (110+) and A-E grades.
		2020	2020: For 2018 Year 3 students just below or just at standard in NAPLAN and PATM to be at standard or above in Year 5 as measured by NAPLAN.
		2021	2021: For 2018 Year 3 students just below or just at standard in NAPLAN and PATM to be at standard or above in Year 6 as measured by PATM (120+) and A-E grades.
Goal 2	Increase the number of students achieving high level numeracy during Years 5-7, with a specific focus on number.	2019	2019: For 100% of Year 5 students (10) just below or at high level in NAPLAN in Year 3 to achieve high level in NAPLAN numeracy.
		2020	2020: For 100% of 2019 Year 5 students at high level in NAPLAN numeracy to achieve high level in PATM number questions and A-E grades in Year 6. *High level PATM means 100% of below median difficulty number questions correct and 50% of above median difficulty number questions correct.
		2021	2021: For 100% of 2019 Year 5 students at high level in NAPLAN numeracy to maintain high level in NAPLAN numeracy in Year 7.
Goal 3	Increase the number of students achieving high level reading in Year 3.	2019	2019: For 100% of students achieving RRL 18+ in Year 1 in 2018 to increase RRL by at least 8 levels (or equivalent LL) in Year 2 as measured by Term 3 tests.
		2020	2020: For 100% of students achieving RRL 18+ in Year 1 in 2018 to achieve high level reading in Year 3 NAPLAN.
		2021	2021: To increase the percentage of students achieving Running Record level 18 or above in Year 1 by 25% when compared to 2018.

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice		Success criteria
Goal 1	If teachers sequence learning using the numeracy progressions and the Big Ideas of trust the count, place value, multiplicative thinking and partitioning, then we will increase student achievement in numeracy.	<ul style="list-style-type: none"> *When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA numeracy progressions. *When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA numeracy progressions and achievement standards. *When we observe students, they will share ideas and talk about what they are learning using mathematical vocabulary aligned with ACARA numeracy progressions. *When we observe students, they will use feedback to develop their understanding of mathematical concepts such as trust the count, place value, multiplicative thinking and partitioning.
Goal 2	If teachers consistently extend the sequence of learning using the numeracy progressions and the Big Ideas of partitioning, proportional reasoning and generalising in challenging investigations, then we will increase high level achievement in numeracy.	<ul style="list-style-type: none"> *When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA numeracy progressions. *When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA numeracy progressions and achievement standards. *When we observe students, they will share ideas and talk about what they are learning using mathematical vocabulary aligned with ACARA numeracy progressions. *When we observe students, they will use feedback to extend and challenge their mathematical thinking.
Goal 3	If we develop a rigorous, sequential approach to teaching and assessing student's decoding, fluency, vocabulary and comprehension skills as part of our focus on the Big 6, then we will increase high level achievement in reading.	<ul style="list-style-type: none"> *When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA literacy progressions. *When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA literacy progressions and achievement standards. *When we observe students, they will share ideas and talk about what they are learning using vocabulary aligned with ACARA literacy progressions, specifically fluency, vocabulary and comprehension strategies. *When we observe students, they will use feedback to extend and challenge their vocabulary and comprehension.

Step 3

Plan actions for improvement



Consider evidence of best practice to answer the question ‘What actions should we take to improve our practice and reach our goals?’ Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1		Increase student achievement in numeracy during Years 3-5, with a specific focus on number.		
Challenge of practice		If teachers sequence learning using the numeracy progressions and the Big Ideas of trust the count, place value, multiplicative thinking and partitioning, then we will increase student achievement in numeracy.		
Actions	Timeline	Roles and responsibilities	Resources	
Develop a 2020 termly calendar that incorporates *Professional learning *PLT meetings & teaching sprints *Tracking and monitoring student progress *PDP meetings & support *SIP review meetings.	Term 1 due Week 0, then Week 10 of each term.	Leadership team develops calendars. Principal/T&L Impact Coach facilitate PLT meetings. T&L Impact Coach records Step 4 info at review meetings.	PLT x 3 per term i.e. W3, 6, 9. SIP Review meetings W4 & 8 Leadership and W5 & 9 staff meetings. Monitoring progress at staff meetings W0 & 2 T1; W4, 7, 10 after PLTs. Numeracy Guidebooks & Big Ideas in Number resources. M4LI diagnostic tools, PATM, NAPLAN. Formative assessment - new learning and planning for FA.	
Teachers gather and analyse numeracy specific data to determine focus students and needs, and plan accordingly.	W0 T1, finalise by W3. Repeat end T2 & T3.	T&L Impact Coach and Principal prepare data based on 2019 info. Teachers identify focus students and their needs. Teachers plan differentiated learning to meet needs of learners.	SLLIP to support teachers to identify students T2 & T3. PATM and NAPLAN numeracy data. Numeracy Guidebooks. M4LI Diagnostic tools. T&L Impact Coach support for planning based on student needs.	
Teachers use progressions to sequence student learning and consistently track and monitor progress as per assessment/evidence cycle.	Ongoing from Week 5 Term 1	T&L Impact Coach makes progressions available and user-friendly in a range of formats. Leadership team designs PLT agendas to incorporate sharing of how teachers are using progressions to plan and track progress. T&L Impact Coach plans staff meeting time to further familiarise teachers with progressions and build deep knowledge of progressions as well as formative assessment.	Numeracy progressions in a range of formats. Staff meeting and PLTs. Teacher observations and walkthroughs. Formative assessment tools and T&D	



Goal 1 continued		Increase student achievement in numeracy during Years 3-5, with a specific focus on number.		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers collaboratively plan and implement learning sequences based on student data and identified needs, making clear the learning goals and success criteria each lesson.	Ongoing from Week 5 Term 1	T&L Impact Coach supports teachers to plan using progressions, especially developing the Learning Goals and Success Criteria. Leadership team plans for walkthroughs throughout each term.	Numeracy progressions as the basis of the sequences. Include as part of PLT agendas. Observations and walkthroughs to gather evidence of progress. Staff meeting time for sharing with colleagues. SLLIP support and PFD for LDAM.	
Teachers gather feedback from a range of sources to inform progress against success criteria i.e. observations/walkthroughs, student voice and student data.	Define SC agreements by end W4 T1	T&L Impact Coach develops calendar for collection of a sample of student voice across the school once each term. T&L Impact Coach supports teachers to plan for gathering feedback regularly (twice per term) i.e. colleague observations, student interviews/responses, pre and post testing, standardised tests. Leadership team analyses evidence at end of each term and staff meeting time allocated for teachers to consider what the evidence is telling us about how we are tracking against success criteria.	Cycle of data collection to be reviewed. PLTs, colleague observation, interview response tools. AITSL observation tools as appropriate. TfEL Student Voice tools.	
Teachers clearly document a personal goal aligned with school goals, their learning needs and strategies they will implement as part of their PD plan.	End T1 2020, review end T3 2020	Principal provides expectations, time lines, review dates. Teachers document goals clearly aligned with SIP and share with colleagues and line manager during reviews. Leadership team incorporates PD review and reflection into collaborative planning sessions and staff meetings for teachers to gather feedback and address challenges. T&L Impact Coach provides personalised support based on identified needs to teachers.	DfE PDP templates. 2019 PDPs and reviews as a starting point for 2020 goals. 1:1 and small group PDP meetings as per schedule. T&L Impact Coach for personalised support and development.	
Total financial resources allocated				
Success criteria	<p>*When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA numeracy progressions.</p> <p>*When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA numeracy progressions and achievement standards.</p> <p>*When we observe students, they will share ideas and talk about what they are learning using mathematical vocabulary aligned with ACARA numeracy progressions.</p> <p>*When we observe students, they will use feedback to develop their understanding of mathematical concepts such as trust the count, place value, multiplicative thinking and partitioning.</p>			



Goal 2		Increase the number of students achieving high level numeracy during Years 5-7, with a specific focus on number.		
Challenge of practice		If teachers consistently extend the sequence of learning using the numeracy progressions and the Big Ideas of partitioning, proportional reasoning and generalising in challenging investigations, then we will increase high level achievement in numeracy.		
Actions	Timeline	Roles and responsibilities	Resources	
Develop a 2020 termly calendar that incorporates *Professional learning *PLT meetings & teaching sprints *Tracking and monitoring student progress *PDP meetings & support *SIP review meetings.	Term 1 due Week 0, then Week 10 of each term.	Leadership team develops calendars. Principal/T&L Impact Coach facilitate PLT meetings. T&L Impact Coach records Step 4 info at review meetings.	PLT x 3 per term i.e. W3, 6, 9. SIP Review meetings W4 & 8 Leadership and W5 & 9 staff meetings. Monitoring progress at staff meetings W0 & 2 T1; W4, 7, 10 after PLTs. Numeracy Guidebooks & Big Ideas in Number resources. M4LI diagnostic tools, PATM, NAPLAN. Formative assessment - new learning and planning for FA.	
Teachers gather and analyse numeracy specific data to determine focus students and needs, and plan accordingly.	W0 T1, finalise by W3. Repeat end T2 & T3.	T&L Impact Coach and Principal prepare data based on 2019 info. Teachers identify focus students and their needs. Teachers plan differentiated learning to meet needs of learners.	SLLIP to support teachers to identify students T2 & T3. PATM and NAPLAN numeracy data. Numeracy Guidebooks. M4LI Diagnostic tools. T&L Impact Coach support for planning based on student needs.	
Teachers use progressions to sequence and extend student learning and consistently track and monitor progress as per assessment/evidence cycle.	Ongoing from Week 5 Term 1	T&L Impact Coach makes progressions available and user-friendly in a range of formats. Leadership team designs PLT agendas to incorporate sharing of how teachers are using progressions to plan and track progress. T&L Impact Coach plans staff meeting time to further familiarise teachers with progressions and build deep knowledge of progressions as well as formative assessment.	Numeracy progressions in a range of formats. Staff meeting and PLTs. Teacher observations and walkthroughs. Formative assessment tools and T&D	



Goal 2 continued		Increase the number of students achieving high level numeracy during Years 5-7, with a specific focus on number.		
Actions	Timeline	Roles and responsibilities	Resources	
Teachers collaboratively plan and implement learning sequences and challenging investigations based on student data and identified needs, making clear the learning goals and success criteria each lesson.	Ongoing from Week 5 Term 1	T&L Impact Coach supports teachers to plan using progressions, especially developing the Learning Goals and Success Criteria. Leadership team plans for walkthroughs throughout each term.	Numeracy progressions as the basis of the sequences. Include as part of PLT agendas. Observations and walkthroughs to gather evidence of progress. Staff meeting time for sharing with colleagues. SLLIP support and PFD for LDAM.	
Teachers gather feedback from a range of sources to inform progress against success criteria i.e. observations/walkthroughs, student voice and student data.	Define SC agreements by end W4 T1	T&L Impact Coach develops calendar for collection of a sample of student voice across the school once each term. T&L Impact Coach supports teachers to plan for gathering feedback regularly (twice per term) i.e. colleague observations, student interviews/responses, pre and post testing, standardised tests. Leadership team analyses evidence at end of each term and staff meeting time allocated for teachers to consider what the evidence is telling us about how we are tracking against success criteria.	Cycle of data collection to be reviewed. PLTs, colleague observation, interview response tools. AITSL observation tools as appropriate. TfEL Student Voice tools.	
Teachers clearly document a personal goal aligned with school goals, their learning needs and strategies they will implement as part of their PD plan.	End T1 2020, review end T3 2020	Principal provides expectations, time lines, review dates. Teachers document goals clearly aligned with SIP and share with colleagues and line manager during reviews. Leadership team incorporates PD review and reflection into collaborative planning sessions and staff meetings for teachers to gather feedback and address challenges. T&L Impact Coach provides personalised support based on identified needs to teachers.	DfE PDP templates. 2019 PDPs and reviews as a starting point for 2020 goals. 1:1 and small group PDP meetings as per schedule. T&L Impact Coach for personalised support and development.	
Total financial resources allocated				
Success criteria	<ul style="list-style-type: none"> *When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA numeracy progressions. *When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA numeracy progressions and achievement standards. *When we observe students, they will share ideas and talk about what they are learning using mathematical vocabulary aligned with ACARA numeracy progressions. *When we observe students, they will use feedback to extend and challenge their mathematical thinking. 			



Goal 3		Increase the number of students achieving high level reading in Year 3.		
Challenge of practice		If we develop a rigorous, sequential approach to teaching and assessing student's decoding, fluency, vocabulary and comprehension skills as part of our focus on the Big 6, then we will increase high level achievement in reading.		
Actions	Timeline	Roles and responsibilities	Resources	
Develop a 2020 termly calendar that incorporates *Professional learning *PLT meetings & teaching sprints *Tracking and monitoring student progress *PDP meetings & support *SIP review meetings.	Term 1 due Week 0, then Week 10 of each term.	Leadership team develops calendars. Principal/T&L Impact Coach facilitate PLT meetings. T&L Impact Coach records Step 4 info at review meetings.	PLT x 3 per term i.e. W3, 6, 9. SIP Review meetings W4 & 8 Leadership and W5 & 9 staff meetings. Monitoring progress at staff meetings W0 & 2 T1; W4, 7, 10 after PLTs. Literacy Guidebooks and Big 6 resources. Initialit screening tools, Phonics screening, Running Records, MiniLit resources. Formative assessment - new learning and planning for FA.	
Teachers gather and analyse literacy specific data to determine focus students and needs, and plan accordingly.	W0 T1, finalise by W3. Repeat end T2 & T3.	T&L Impact Coach and Principal prepare data based on 2019 info. Teachers identify focus students and their needs. Teachers plan differentiated learning to meet needs of learners.	SLLIP to support teachers to identify students T2 & T3. PATM and NAPLAN numeracy data. Literacy Guidebooks. Initialit screening tools, Phonics screening, Running Records, MiniLit resources. T&L Impact Coach support for planning based on student needs.	
Teachers use progressions to sequence and extend student learning and track and monitor progress consistently as per assessment/evidence cycle.	Ongoing from Week 5 Term 1	T&L Impact Coach makes progressions available and user-friendly in a range of formats. Leadership team designs PLT agendas to incorporate sharing of how teachers are using progressions to plan and track progress. T&L Impact Coach plans staff meeting time to further familiarise teachers with progressions and build deep knowledge of progressions as well as formative assessment.	Literacy progressions in a range of formats. Staff meeting and PLTs. Teacher observations and walkthroughs. Formative assessment tools and T&D	



Goal 3 continued		Increase the number of students achieving high level reading in Year 3.	
Actions	Timeline	Roles and responsibilities	Resources
Teachers collaboratively plan and implement learning sequences based on student data and identified needs, making clear the learning goals and success criteria each lesson.	Ongoing from Week 5 Term 1	T&L Impact Coach supports teachers to plan using progressions, especially developing the Learning Goals and Success Criteria. Leadership team plans for walkthroughs throughout each term.	Literacy progressions as the basis of the sequences. Include as part of PLT agendas. Observations and walkthroughs to gather evidence of progress. Staff meeting time for sharing with colleagues. SLLIP support and PFD for LDAM.
Teachers gather feedback from a range of sources to inform progress against success criteria i.e. observations/walkthroughs, student voice and student data.	Define SC agreements by end W4 T1	T&L Impact Coach develops calendar for collection of a sample of student voice across the school once each term. T&L Impact Coach supports teachers to plan for gathering feedback regularly (twice per term) i.e. colleague observations, student interviews/responses, pre and post testing, standardised tests. Leadership team analyses evidence at end of each term and staff meeting time allocated for teachers to consider what the evidence is telling us about how we are tracking against success criteria.	Cycle of data collection to be reviewed. PLTs, colleague observation, interview response tools. AITSL observation tools as appropriate. TfEL Student Voice tools.
Teachers clearly document a personal goal aligned with school goals, their learning needs and strategies they will implement as part of their PD plan.	End T1 2020, review end T3 2020	Principal provides expectations, time lines, review dates. Teachers document goals clearly aligned with SIP and share with colleagues and line manager during reviews. Leadership team incorporates PD review and reflection into collaborative planning sessions and staff meetings for teachers to gather feedback and address challenges. T&L Impact Coach provides personalised support based on identified needs to teachers.	DfE PDP templates. 2019 PDPs and reviews as a starting point for 2020 goals. 1:1 and small group PDP meetings as per schedule. T&L Impact Coach for personalised support and development.
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Success criteria	<p>*When we analyse student work together in meetings, we will see evidence of progress aligned with ACARA literacy progressions.</p> <p>*When we talk with students about their learning in each lesson, they will clearly articulate their learning goal and success criteria aligned with ACARA literacy progressions and achievement standards.</p> <p>*When we observe students, they will share ideas and talk about what they are learning using vocabulary aligned with ACARA literacy progressions, specifically fluency, vocabulary and comprehension strategies.</p> <p>*When we observe students, they will use feedback to extend and challenge their vocabulary and comprehension.</p>		



Approved by principal

Alana Kitson

16/12/19

Approved by governing council chairperson

Amy Goodman

12/02/2020

Approved by education director

Date