

2022 - 2024

School Improvement Plan for Monash Primary and Preschool

Site Number:
0274



Vision Statement:

Monash Primary School's Purpose is to provide a safe, caring and supportive environment that values respect and responsibility and encourages everyone to succeed.



Government of South Australia
Department for Education

2022 – 2024

School Improvement Plan for Monash Primary and Preschool

Completing the template:

- The document will open as 'Read Only' so will need to be saved prior to editing
- Note that Steps 1, 2 and your Actions in Step 3 will auto-populate in the corresponding sections in Steps 4 and 5 of the template once you have completed them.
- Once you have typed in your ESR Directions next to Goal 1 they will auto-populate to the corresponding section for the other two goals in the template.

Complete every step - [The School Improvement Planning Handbook](#) explains how to do this. In addition, your Local Education Team will provide support.

- Complete Steps 1 to 3 during Term 4 and send the Template to your Education Director by Friday Week 9, Term 4 (10 December 2021).
- Once approved, Copy your Goals, Targets, Challenge of Practice and Student Success Criteria to the Summary Page.
- Once endorsed by Education Director and Governing Council Chairperson, publish your Summary page on your school website by Friday of Week 4, Term 1 (25 February 2022).
- Use the template regularly throughout the year to capture your Step 4 work (Improve practice and monitor impact).
- Use the template in Term 4 of each year to capture Step 5 work (Review and evaluate).
- Your School Improvement Plan will be current for 2022 to 2024 and should be updated in Term 4 each year.

For further information and advice, contact:
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Department for Education

STEP 1 Analyse and Prioritise

Site name: Monash Primary and Preschool

Goal 1: To improve student achievement in numeracy.

ESR Directions:

- Ensure collective staff understanding and consistent implementation of the identified challenges of practice, by strengthening processes which strategically and continuously connect, drive, monitor, evaluate and review the improvement agenda.
- Ensure daily intellectual stretch and challenge for all students by strengthening teachers' capacity to implement consistent and effective pedagogical practice, including tracking and monitoring individual student progress, to design and deliver differentiated learning.
- Strengthen student agency, by building teachers' skills in regularly sharing learning progressions, assessment and feedback with students, in order for them to benchmark their learning and set SMARTAR learning goals, as self-drivers in their own improvement.

Target 2022:

- Year 2: 13/17 (80%) achieve at or above SEA in PAT-M and A-E grades.
- Year 3: 5/12 (42%) achieve high band NAPLAN numeracy.
- Year 4: 100% improve their percentage of number questions correct in PAT-M.
- Year 5: 3/9 (33%) achieve high band NAPLAN numeracy.
- Year 6: 100% improve their percentage of number questions correct in PAT-M.

2023:

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2024:

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STEP 2 Challenge of practice

Challenge of Practice:

If we apply a rigorous approach to using formative assessment feedback to inform differentiated teaching and learning, we will improve student achievement in mathematics.

Student Success Criteria (what students know, do, and understand):

- When we talk with students, they will explain what they have learned and their next learning steps (achievement and progress), using evidence from work samples and teacher feedback.
- When we observe students and analyse work samples/assessments, they will apply number sense and strategies for counting and representing numbers:
 - Rec – use counting strategies to solve problems using manipulatives
 - Year 1 – carry out simple additions and subtractions using counting strategies
 - Year 2 – perform simple addition and subtraction calculations using a range of strategies
 - Year 3 – solve problems using efficient strategies for multiplication, with and without the use of digital technology
 - Year 4 – choose appropriate strategies for calculations involving multiplication and division, with and without the use of digital technology
 - Year 5 – solve simple problems involving the four operations using a range of strategies, including strategies that use digital technology
 - Year 6 – solve problems that involve all four operations with whole numbers, solve problems involving the addition and subtraction of related fractions



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Each teacher will build and extend their capacity to teach number sense sequentially.</p>	<p>PLTs three times per term (Weeks 3, 6, 9)</p> <p>Staff meetings twice per term</p> <p>Week 0 for curriculum mapping/planning</p>	<ul style="list-style-type: none"> Teachers will engage in professional learning (based on Van de Walle text and Big Ideas in Number) during staff meetings and PLTs facilitated by leadership. Teachers will map the maths curriculum across the year and provide an overview to leadership by Week 3 Term 1, updated in Week 2 Terms 2, 3, 4. Leaders will support teachers to plan the curriculum during PLTs and staff meetings, working collaboratively to support multi-year level classes and using the DfE units of work. Teachers will provide small group interventions on a needs basis and regularly review student progress. Teachers will adapt learning in response to student progress – assess, plan, teach, track, adjust. 	<ul style="list-style-type: none"> DfE Scope and Sequence AC Mathematics curriculum units of work and planning documents Big Ideas in Number resources, best advice papers Van de Walle text Big Ideas in Number diagnostic tools Essential Assessment PAT-M data and resource centre Numeracy progressions Numeracy guidebooks (particularly Shift Gear) Teaching Sprints – Agile Leadership resources Curriculum Lead and Lead Teacher Improvement Coach AITSL standards and observation tools
<p>Each teacher will build and extend their capacity to clarify and share learning goals and provide feedback that moves the learning forward.</p>	<p>Essential Assessment data collected as needed</p> <p>Student conferences by Weeks 5 and 9 each term</p> <p>PLTs three times per term (Weeks 3, 6, 9)</p>	<ul style="list-style-type: none"> Teachers will use Essential Assessment data with students to share what the student has achieved and their next learning steps during student conferences at least twice per term. Teachers will use the embedded formative assessment strategies from the units of work to gather feedback and address student misconceptions. Teachers will share with colleagues how they use small amounts of specific feedback and learning goals with students during PLT meetings three times per term. 	
<p>Each teacher will build and extend their capacity to use formative assessment evidence to track and monitor student progress.</p>	<p>Diagnostic tests by Week 5</p> <p>PAT-M analysis in Week 0, completed by end Week 3</p> <p>Essential Assessment data collected as needed</p> <p>Numeracy progressions at 1 staff meeting, 2 PLTs per term</p> <p>Instructions rounds once per term</p>	<ul style="list-style-type: none"> Teachers will complete BiIn diagnostic testing for students below standard in 2021 by end Week 5 Term 1. Teachers will analyse PAT-M (number) data to identify trends in misconceptions and plan in PLTs/with Improvement Coach to address misconceptions. Teachers will use Essential Assessment to track and monitor progress and plan accordingly. Teachers will map student progress data on the numeracy progressions and share at staff meeting once per term and PLTs twice per term. Leaders will gather evidence (through instructional rounds) against success criteria once per term (Week 7 Term 1, Week 5 Terms 2 and 3, Week 4 Term 4) and share findings at staff meeting once per term. 	
<p>Each teacher will clearly identify a personal goal in their PDP to improve their content knowledge to better target instruction, personalise learning and drive professional learning.</p>	<p>PDP planning at 1 staff meeting in Term 1</p> <p>1:1 PDP meeting with line manager by Week 9 Term 1</p> <p>1:1 PDP meeting with line manager by Week 10 Term 3</p>	<ul style="list-style-type: none"> Teachers will bring evidence of student misconceptions/learning gaps from Essential Assessment, diagnostic tests and PAT-M to goal setting PDP sessions in Term 1. Leaders will support teachers to reflect on their practice against AITSL standards and gather evidence to inform goal setting. Leaders will support teachers to access relevant learning through Improvement Coach, T&D, online resources, Curriculum Lead, PLTs, observations. Teachers will bring evidence of progress/impact on student learning work samples and progressions documents to Term 3 PDP meetings. 	

STEP 1 Analyse and Prioritise

<p>Goal 2: To increase high level achievement in reading.</p>		<p>ESR Directions:</p> <ul style="list-style-type: none"> • Ensure collective staff understanding and consistent implementation of the identified challenges of practice, by strengthening processes which strategically and continuously connect, drive, monitor, evaluate and review the improvement agenda. • Ensure daily intellectual stretch and challenge for all students by strengthening teachers' capacity to implement consistent and effective pedagogical practice, including tracking and monitoring individual student progress, to design and deliver differentiated learning. • Strengthen student agency, by building teachers' skills in regularly sharing learning progressions, assessment and feedback with students, in order for them to benchmark their learning and set SMARTAR learning goals, as self-drivers in their own improvement.
<p>Target 2022:</p> <ul style="list-style-type: none"> • Year 1: 10 of 15 (67%) achieve high level (30+) in Year 1 phonics screening. • Year 2: 8/11 (73%) achieve high level reading as measured by Running Record levels (26+ comprehension). • Year 3: 7/12 (58%) achieve high band NAPLAN. • Year 4: 11/20 (55%) achieve high level reading as measured by PAT-R (112+). • Year 5: 3/11 (27%) achieve high band NAPLAN. • Year 6: 11/15 (73%) achieve high level reading as measure by PAT-R (120+). 	<p>2023: Click or tap here to enter text.</p>	<p>2024: Click or tap here to enter text.</p>

STEP 2 Challenge of practice

Challenge of Practice:

If we rigorously implement the Australian Curriculum (English) with a focus on developing comprehension through Question, Answer, Relationship (QAR), we will increase high level achievement in reading.

Student Success Criteria (what students know, do, and understand):

- When we talk with students, they will explain what they have learned and their next learning steps (achievement and progress), using evidence from work samples and teacher feedback.
- When we talk with students and observe them reading, they will:
 - Rec – use comprehension strategies to understand and discuss texts that are listened to, viewed or read independently.
 - Year 1 – use comprehension strategies to build literal and inferred meaning about key events, ideas, and information in high quality texts; listen to, view and read texts by drawing on growing knowledge of context, text structures and language features.
 - Year 2 – use comprehension strategies to build literal and inferred meaning and begin to analyse high quality texts; draw on growing knowledge of context, language visual features, and print and multimodal text structures.
 - Year 3 – use comprehension strategies to build literal and inferred meaning and begin to evaluate high quality texts; draw on growing knowledge of context, text structures and language features.
 - Year 4 – use comprehension strategies to build literal and inferred meaning to expand content knowledge; integrate and link ideas, and analyse and evaluate high quality texts.
 - Year 5 – use comprehension strategies to analyse information, integrating and linking ideas from a variety of high quality print and digital resources.
 - Year 6 – use comprehension strategies to interpret and analyse information ideas; compare content from a variety of high quality textual sources including media and digital texts.



STEP 3 Plan actions for improvement

Actions	Timeline	Roles & Responsibilities	Resources
<p>Each teacher will build and extend their capacity to intentionally and explicitly teach the QAR model 4 times per week, and teach the English Curriculum, utilising high quality texts.</p>	<p>PLTs three times per term (Weeks 3, 6, 9)</p> <p>Staff meetings twice per term</p> <p>Week 0 for curriculum mapping/planning</p>	<ul style="list-style-type: none"> Teachers will engage in professional learning (based on QAR model) during staff meetings and PLTs facilitated by leadership. Teachers will map the English curriculum across the year and provide an overview to leadership by Week 3 Term 1, updated in Week 2 Terms 2, 3, 4. This will include specific reference to 'explicit teaching of reading' lessons. Leaders will support teachers to plan the curriculum and identify high quality, relevant texts during PLTs and staff meetings, working collaboratively to support multi-year level classes and using the DfE units of work. Teachers will provide small group interventions on a needs basis and regularly review student progress. Teachers will adapt learning in response to student progress – assess, plan, teach, track, adjust. 	<ul style="list-style-type: none"> DfE Scope and Sequence AC English curriculum units of work and planning documents
<p>Each teacher will build and extend their capacity to use the literacy progressions and MPPS comprehension strategies document to track and monitor student progress.</p>	<p>PAT-R analysis in Week 0, completed by end Week 3</p> <p>Essential Assessment data collected as needed</p> <p>Literacy progressions/MPPS comprehension strategies document at 1 staff meeting, 2 PLTs per term</p> <p>Instructions rounds once per term</p>	<ul style="list-style-type: none"> Teachers will listen to students read at least once per fortnight and discuss comprehension/questioning strategies aligned with QAR. Teachers will analyse PAT-R data to identify trends in comprehension strategies and plan in PLTs/with Improvement Coach to target teaching and extend comprehension skills. Teachers will use Essential Assessment to track and monitor progress and plan accordingly. Teachers will map student progress data on the literacy progressions and comprehension strategies document and share at staff meeting once per term and PLTs twice per term. Leaders will gather evidence (through instructional rounds) against success criteria once per term (Week 7 Term 1, Week 5 Terms 2 and 3, Week 4 Term 4) and share findings at staff meeting once per term. 	<ul style="list-style-type: none"> Big Six of Reading resources, best advice papers QAR model, including Sheena Cameron resources Essential Assessment PAT-R data and resource centre Literacy progressions MPPS Comprehension strategies document Literacy guidebooks Teaching Sprints – Agile Leadership resources Curriculum Lead and Lead Teacher
<p>Each teacher will clearly identify a personal goal in their PDP to improve their content knowledge to better target instruction, personalise learning and drive professional learning.</p>	<p>PDP planning at 1 staff meeting in Term 1</p> <p>1:1 PDP meeting with line manager by Week 9 Term 1</p> <p>1:1 PDP meeting with line manager by Week 10 Term 3</p>	<ul style="list-style-type: none"> Teachers will bring evidence of student learning needs/next steps from Essential Assessment and PAT-R to goal setting PDP sessions in Term 1. Leaders will support teachers to reflect on their practice against AITSL standards and gather evidence to inform goal setting. Leaders will support teachers to access relevant learning through Improvement Coach, T&D, online resources, Curriculum Lead, PLTs, observations. Teachers will bring evidence of progress/impact on student learning work samples and progressions documents to Term 3 PDP meetings. 	<ul style="list-style-type: none"> Improvement Coach AITSL standards and observation tools