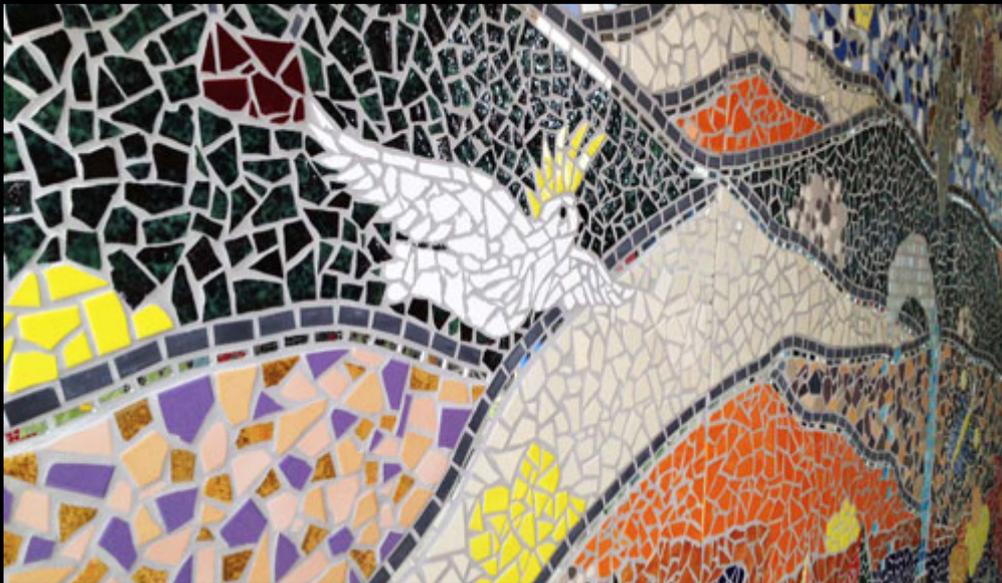




Monash School

Monash Primary School Board Report 2013



Mosaic at front entry of Monash School

This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2010-2013 "Everyone Matters". It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.



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About our school

Introduction to School

Monash Primary School is in the Tuggeranong Valley and was opened in 1982. In 2013 the school has a population of 464 students in years P-6. The school aims to provide all students with learning experiences that will enable them to develop intellectually, physically, socially and emotionally. Monash School's vision is to create within the school community a caring and supportive environment which will enable students to "touch the earth, reach the sky, challenge the future", and most of all provide students with a high quality education.

The school offers a range of programs to meet this goal including dedicated sports and Japanese teachers, an emphasis on ICT, social and emotional literacy, and extension and learning assistance programs to meet individual student needs. The school also provides two well-resourced Learning Support Units and a Learning Support Centre to enable all students to achieve to the best of their ability.

In 2013 the school underwent significant change in the executive team, with a new principal being appointed along the subsequent appointment of an acting deputy principal and executive teacher. The leadership team embarked on a journey to develop parent partnerships within the school community. A real focus was placed on seeking parent feedback and establishing clear lines of communication between home and school as part of the continuous school improvement pathway. Transparency in decision making was another key priority. These actions were the result of rigorous consultation with the Monash community given that the school was in a key point of transition.

In 2013 Monash School adopted Open Learning Environments as a key pedagogical practice to facilitate personalised learning. Open Learning co-existed in alignment with Walker Learning in K-6. Key modifications were made to the implementation of Walker Learning across the school in keeping with the Kath Murdoch integrated enquiry model.

Student Information

Student enrolment

In 2013 there were a total of 448 students enrolled at this school.

Table: 2013 Student Enrolment Breakdown

Group	Number of Students
Male	236
Female	212
Indigenous	15
LBOTE	81

Source: Planning and Performance

Student attendance

The following table identifies the attendance rate of students by year level during 2013. Student attendance rate is the percentage of school days attended by students in each year level at the school. Student attendance is measured over two school terms; that is from the first day of the school year for students in term one to the last day of term two.

Table: 2013 Attendance rates in Percentages

Year Level	Attendance Rate (percent)
K	93.4
1	91.6
2	93.4
3	92.1
4	93.4
5	89.9
6	89.1

Source: Planning and Performance

Classroom teachers are required to mark the class roll at the beginning of each school day and following the afternoon break. Any absences are noted according to the required procedures. Extended student absence is followed up by executive and appropriate action taken. Parents and carers are required to sign students in to the school if they arrive late. Parents and carers are required to sign students in and out of the school if they leave during the school day.

Staff Information

Teacher qualifications

All teachers meet the professional requirements for teaching in an ACT public school.

The proportion of teaching staff with certificates/degrees/diplomas and a postgraduate qualification is shown below.

Table: 2013 Qualification of Teaching Staff in Percentages

Qualifications	Teaching Staff (percent)
Certificate/Diploma/Degree	100
Postgraduate	44

Source: School Data

Workforce Composition

In 2013 the workforce composition of the school is highlighted in the following table.

Table: 2013 Workforce Composition Numbers

Role	Total
Administrative Service Officers	14
General Service Officers & Equivalent	1
School Leader A	1
School Leader B	1
School Leader C	3
Teachers	22
TOTAL	42

Source: Workforce Management **Note:** This table includes pre-school staffing

There are no Indigenous staff at this school.

Volunteers

Volunteers used their time and expertise to contribute to the learning activities within the classrooms in a variety of ways such as: preschool activities, investigations, literacy and numeracy activities, assistance in the preparation of teaching and learning materials, listening to student's reading, support for sporting events such as transport, time keeping and record keeping, excursion supervision and support in providing a canteen service 5 days per week. In excess of 1550 volunteer hours have been contributed in 2013.

School Board

Firstly I would like to thank the school board members for all their hard work this year. I have really enjoyed working with this group of passionate and committed people who make up this wonderful team.

The Monash Primary School Board has seen a number of changes during 2013 with two new parent representatives being elected, two new teacher representatives elected, the appointment of our school Principal and one new community representative.

In 2013 the board has worked hard to establish a culture of inclusiveness, partnership and transparency within the school community. Some highlights for 2013 are detailed below:

Improved communication:

Our team has had a real focus on improving communication between the school board and the school community. We have created an e-mail contact point, a letterbox contact point, commenced regular communication in the newsletter and attended all P&C meeting this year to meet this objective. In addition we now have a standing agenda item for a Student Representative Council report to ensure the student's perspective is also heard in our

planning. These changes help make our decision making informed and relevant to our community.

Further integration of technology in the curriculum:

The school board received a detailed proposal for the purchase and further integration of technology into the curriculum. This proposal was supported and resulted in the purchase of two class sets of IPADS as well as the necessary budgetary considerations for maintenance and teacher support.

Curriculum review:

The board discussed the need to review and evaluate the curriculum at Monash Primary School as part of best practice. This kind of review allowed the school to measure how well the curriculum approach was meeting its intended objectives as well as providing us with valuable information for refinements to improve student learning. This review resulted in a number of improvements in our walker learning approach to better meet our student's needs.

Development of a Parent/carer/school partnership framework:

The board discussed the need for clearer articulation of what family/carer/school partnerships looked like at Monash Primary School. This document has been developed and finalised. This framework supports the implementation of the first component of kids matter in our school which focuses on building strong communities.

National Quality Standards

The school board would like to thank the staff involved in preparing the school for the assessment against the National Quality Standards for early childhood settings. This task resulted in Monash receiving a rating of **meeting** of which we are very proud.

Wakakirri

The board would like to thank the teachers and parents/carers who supported our students in participating in the 2013 'Wakakirri' event at the Canberra Theatre. I am sure this experience will be long remembered by them all as a highlight of their primary school experience. It is passionate and committed teachers like this team that makes our school an engaging and wonderful place to learn.

Reintroduction of school camps:

After further consultation with the school community camps have been reinstated and the 5/6 camp that was held in 2013 was an enormous success. Thank you to the staff and our school executive for supporting our students with this opportunity.

School Review and Development

In 2013, the ACT Education and Training Directorates *Strategic Plan 2010-2013* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2013* and the *School Improvement*

Framework which are the overarching documents providing support to achieve high standards in student learning, innovation and best practice in ACT public schools.

All ACT public schools participate in a four year cycle of school review and development. Schools take part in a continuous cycle of review comprising annual self assessments against their school plans. In the fourth year schools undergo an external validation process. This process provides an independent and unbiased assessment of the schools progress towards achieving system and school priorities.

Monash Primary School's original plan included 2 priorities organised under the 4 domains. Over the period of the plan, with changes to the senior executive of the school, the two priorities expanded into three priorities. This AOP Report reflects the new priorities, enacted in 2013 and formally outlined in February 2014. The 2014 Annual Operating Plan has been written to reflect these revised priorities. In this report the new priority is the second priority, to foster productive partnerships amongst students, staff families and community.

Monash Primary School will be validated in 2015. A copy of the last validation report can be found on the school website.

School Satisfaction

Schools continually use a range of data collection tools to gain an understanding of the satisfaction levels of their parents and carers, staff and students. In August/September 2013 the school undertook a survey to gain an understanding of school satisfaction at that time. Staff, parents and students from year 5, and above, with the exception of students in special schools, took part in an online survey.

Overall Satisfaction

In 2013, 85 percent of parents and carers, 79 percent of staff, and 74 percent of students at this school indicated they were satisfied or highly satisfied with the education provided by the school.

In 2013, 14 national parent survey items and 12 national student survey items were included in the surveys. These items were approved by the Standing Council on School Education and Early Childhood (SCSEEC) for use from 2013. The following tables show the percentage of parents and carers and students who agreed with each of the national items.

Table: Proportion of parents and carers in agreement with each national opinion item

Item	(%)
Teachers at this school expect my child to do his or her best.	91
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	78
This school is well maintained.	78
My child feels safe at this school.	86
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	69
My child likes being at this school.	88
This school looks for ways to improve.	86
This school takes parents' opinions seriously.	77
Teachers at this school motivate my child to learn.	80
My child is making good progress at this school.	81
My child's learning needs are being met at this school.	76
This school works with me to support my child's learning.	76

Source: 2013 School Satisfaction Surveys, August/September 2013

Table: Proportion of students in years 5 to 12 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	94
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	69
My school is well maintained.	66
I feel safe at my school.	75
I can talk to my teachers about my concerns.	74
Student behaviour is well managed at my school.	29
I like being at my school.	63
My school looks for ways to improve.	91
My school takes students' opinions seriously.	62
My teachers motivate me to learn.	85
My school gives me opportunities to do interesting things.	73

Source: 2013 School Satisfaction Surveys, August/September 2013

This information can be considered alongside information available on the *My School* website (<http://www.myschool.edu.au>).

These results as well as the continual review of school performance contributed to the evaluation of our school plan and the development of annual operating plans. The school plan is available on the school website at monashps.act.edu.au

Professional Learning

The following table shows the type of professional learning staff were involved in during 2013, when these sessions took place, and how they link to the priorities of the school.

Table: Professional learning in 2013 linked to the strategic priorities of the school.

Professional Learning	Date Conducted	Link to Strategic Priority
First Steps Writing	29 January 2013 4 April 2013	Strategic Priority 1: Developing and building teacher capacity.
Open Learning Environments	30 January 2013	Strategic Priority 1: Personalised and differentiated learning (planning, programming and assessment)
Walker Learning (Whole School Approach)	30 January 2013	Strategic Priority 1: Personalised and differentiated learning
First Steps (Reading and Writing)	2 April 2013	Strategic Priority 1: Staff led sharing session/reflection on best practice literacy teaching
Moderation	29 April 2013	Strategic Priority 1: Reflection of student assessment collection (A-E moderation)
Open Learning Environments (Sharing)	18 June 2013 25 June 2013	Strategic Priority 1: Staff led sharing session/reflection on Open Learning Environments and way forward
KidsMatter (Component 3)	6 August 2013	Strategic Priority 2: Positive engagement with parents
First Steps (Reading and Writing: input, sharing and reflection)	13 August 2013 20 August 2013 27 August 2013	Strategic Priority 1: Staff led sharing session/reflection on best practice literacy teaching
KidsMatter (Component 3)	5 December 2013	Strategic Priority 2: Positive engagement with parents

Learning and Assessment

Performance in literacy and numeracy

Early Years Assessment

Students in kindergarten undertake an on-entry assessment of their early reading and numeracy skills using the Performance Indicators in Primary Schools (PIPS) program. Student results are reported against five performance bands at the end of semester one and two.

The following table shows the comparison of the school against the ACT on raw scores in reading and mathematics.

Table: Monash Primary School PIPS 2013 mean raw scores

Test Domain	School Start	School End	ACT Start	ACT End
Reading	52	122	51	126
Mathematics	41	52	39	54

Source: CEM Centre

The PIPS data reflected that using raw mean scores, the Monash kindergarten students began the year slightly ahead of the ACT cohort. However the growth was less than that of the ACT and ended the year slightly lower than the ACT cohort.

NAPLAN Assessment

Students in years 3, 5, 7 and 9 in all ACT schools participated in the National Assessment Program-Literacy and Numeracy (NAPLAN). This program assesses skills in reading, writing, spelling and grammar and punctuation and numeracy.

In 2013, 5.3 percent of year 3 students and 4.1 percent of year 5 students were exempt from testing based on nationally agreed criteria.

The following table shows the 2013 mean scores achieved by our students compared to the ACT.

Table: Monash Primary School 2013 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	409	444	487	520
Writing	410	423	456	487
Spelling	408	417	465	497
Grammar & Punctuation	423	445	472	516
Numeracy	409	415	496	500

Source: Planning and Performance, December 2013

Detailed analysis of our school's academic achievement is incorporated into the information related to reporting against our priorities. This is found later in the report.

Performance in other areas of the curriculum

Alongside the work that all staff did throughout 2013 in aligning the Australian Curriculum with new planning, assessment and reporting procedures, other areas of work around the curriculum included the beginning of a planning process for a science scope and sequence

and aligning it with The Australian Curriculum. This was supported by the purchase of resources (Primary Connections) to support the teaching of science. This work will continue into the 2014 school year.

The strengthening of our You Can Do It Values Program saw a collective effort P-6 in creating a common language around the values. This was communicated through our school social media, morning meet and greet and fortnightly assemblies. A curriculum for the explicit teaching of our You Can Do It Values in home groups and units began and occurs twice in each cycle of our values program. The work around the values curriculum will continue in 2014.

Progress against School Priorities in 2013

Progress against School Priorities in 2013

Priority 1

The first priority is to provide personalised learning and differentiation to improve literacy and numeracy outcomes for all students P-6.

Targets

- Achieve the expected NAPLAN targets for literacy and numeracy as prescribed by the Education and Training Directorate, (ETD)
- Improve the percentage of students achieving growth in NAPLAN reading and numeracy
- 75 percent of students to achieve the school reading benchmark
- Improve the percentage of students attending reward play at the end of each term

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing; Student Engagement; Community Engagement

Progress

Throughout 2013 we built teacher capacity with executive staff delivering targeted coaching and mentoring through personalised learning using the Quality Teaching Model approach. A coaching and mentoring template was utilised with staff and used, as a diagnostic tool, for identifying coaching and professional development needs. This will continue to be used in 2014 as we look to further embed a culture of coaching and mentoring, P-6.

Through Professional Learning Teams, staff developed and monitored strategic planning processes to enable effective differentiation for all students. The Open Learning Environment allowed staff to use assessment to group children and differentiate lessons to target specific needs.

Staff used shared release time to plan specific lessons for their writing, reading, spelling and numeracy groups to personalise learning for all children. This was communicated clearly

back to home group teachers for reporting processes and time has been allocated for this to effectively happen. The 'Duties Other Than Teaching' (DOTT) roster reflects the organisation and planning that has gone into allowing all teams to be off class together to allow for effective communication and planning.

Student data is collected and entered onto GradeXpert and also the reading data wall so that student progress can be tracked and monitored.

Statements of Intent, daybooks and literacy and numeracy pro-formas have been used to monitor the changing needs and developmental levels of individual students and inform teaching.

Selected teachers have been given opportunities to undertake Walker Learning study tours and all teachers have accessed regular mentoring by Walker Learning associates. This has allowed professional learning to continue and also to be differentiated according to different teacher needs.

Opportunities for all staff to visit an associate school in Sydney to observe the Open Learning Environments has occurred and this will continue as a number of new teaching staff commence at Monash in 2014.

Teaching programs are beginning to reflect consistency in program delivery. School programs being used such as First Steps Reading, First Steps Writing, Brain Ears Eyes (BEE) Spelling, Comprehensive Assessment of Reading Strategies (CARS), Assessment and Strategies to Achieve Reading Success (STARS), Middle Years Mental Computation and Count Me In Too have meant that a more consistent approach to planning, programming and assessment is informing teaching in a way that is more evidence based.

Technology is being used for students in small groups through Open Learning Environments. Children are accessing software for targeted literacy and numeracy work. In 2014 the use of technology to further enhance student-learning outcomes through literacy and numeracy will be strengthened through the purchase of more devices for student use. Targeted teacher professional learning and sharing will also be ongoing throughout the year to support the successful integration of the new technology.

Off-line programs have been developed for targeted children incorporating practical activities to deliver developmentally appropriate outcomes for literacy and numeracy. The programs that have been developed and that will continue into 2014 are: programs for individual children, kitchen/garden program and targeted clubs (running at recess and lunchtimes).

Students at Monash Primary are accessing the kitchen/garden program where they have opportunity to use real life skills in literacy and numeracy for food preparation. A goal for 2014 is to provide opportunities for every student within the school to participate in this

program and to also further align the content of the program with the Australian Curriculum and ACT Health Directorate nutritional guidelines.

Formal training will be provided to all staff in 2014, specifically around First Steps Reading.

Planning pro-formas have continued to be aligned with the Open Learning philosophy. The review and update of the reporting template has been implemented with staff now more accountable to the Australian Curriculum through a new half-year and yearly reporting template. A scope and sequence that unpacks the Australian curriculum at the school level has also been implemented. With an influx of new staff to the school in 2014, more work will continue regarding the effective induction of new staff around these processes.

Teachers have had the opportunity to take part in study tours regarding the Walker Learning Approach, as well as travel to Sydney and study and see Open Learning Environments from our sister school. These investments will continue into 2014 as we have a significant number of new staff joining the school. In conjunction with this, executive staff and experienced educators have taken opportunities throughout the year to mentor staff and run professional learning around Walker Learning and Open Learning environments.

Classroom and outdoor environments continue to be evaluated on how they can best support children's learning. Another audit (November 2013) has occurred as we continue to adapt and provide a physical environment that best suits our children's learning needs. Significant purchases have occurred so that new furniture/physical structures can be ready for the 2014 school year.

Monash students in years 3 and 5 met the targets (within range when considering the confidence intervals) set by ETD. This is a pleasing result for the school, however aside from year 5 numeracy, we were at the lower end of each of the targets.

We see this priority as a focal point for continued work in 2014 and beyond as NAPLAN data indicates that the percentage of students achieving expected growth from year 3 to year 5 is significantly down from 2012 in reading and spelling. The increase in students achieving expected growth in numeracy is pleasing.

Table: NAPLAN Growth

Domain	Year level	% of students achieving expected growth in 2012	% of students achieving expected growth in 2013
Reading	5	54.1	33.3
Writing	5	n/a	62.9
Spelling	5	43.2	33.3
Grammar & Punctuation	5	45.9	50
Numeracy	5	61.1	71.4

Source: SMART January 2014

Table: Mean scores over Time in NAPLAN

Domain	Year level	School mean 2011	School mean 2012	School mean 2013	No. of students who sat the test in 2013
Reading	3	430.5	431.2	409.5	28
Writing	3	392.4	392.3	409.6	27
Spelling	3	405.1	424.9	407.8	27
Grammar & Punctuation	3	399.5	426.9	422.9	27
Numeracy	3	399.7	411	409	28
Reading	5	510.1	488	487.4	40
Writing	5	469.6	473.1	455.9	40
Spelling	5	491.5	483	465.4	40
Grammar & Punctuation	5	495.9	474	471.7	40
Numeracy	5	481.4	500.4	495.9	40

Source: SMART January 2014

In terms of the target for reading 74 percent of students, across the school, achieved the school reading benchmark in PM Benchmarks in 2013. Significantly the data for years 4 to 6 showed greater than 75 percent meeting targets with 82 percent in year 6, 76 percent in year 5 and 82 percent in year 4.

Table: Percentage of students achieving or exceeding school reading benchmarks

Year	School benchmarks	Percentage achieving or exceeding benchmarks
Kindergarten	5-7	60%
1	14-16	71%
2	19-21	68%
3	21-22	74%
4	22-24	82%
5	24-27	76%
6	27-28	82%

Source: School data

It was also pleasing to note that 100% of students attended the reward play at the end of each term in 2013, comprehensively meeting our target.

Priority 2

The second priority, acted upon in 2013, and formally added to the School Strategic Plan in 2014, is to foster productive partnerships amongst students, staff families and community.

Targets

- For the staff satisfaction survey to reflect a satisfaction rate of 80 percent in the area of communication between teachers and executive staff.
- For the parent satisfaction survey to reflect a satisfaction rate of 80 percent in the area of communication between home and school being effective.
- Reduce incidents of classroom and playground reported behavioural issues by 10 percentage points from 2012.

School improvement domains covered with this priority

Learning and Teaching; Leading and Managing; Student Engagement; Community Engagement

Progress

The staff, students and community at Monash Primary School have made a number of positive improvements in order to build collaboration and positive partnerships within the school. These strategies have resulted in a number of improvements including improved levels of communication between parents and school, greater transparency in school based decisions, an improved level of parental understanding of pedagogical practices implemented at Monash and a greater level of parental participation at the school.

A range of opportunities has been provided for families to be involved in key discussions and decision-making processes throughout 2013. These commenced with a number of parent forums in term one. The forums were designed to obtain parent feedback around areas that the school could improve, particularly focussing on the subject of communication. Approximately 50 families from across the school were represented in these forums in March. At these forums the community provided key information enabling the executive to take appropriate action to improve communication.

Actions such as an increased focus on whole school assemblies and daily morning school gatherings resulted in a heightened sense of community and involvement by parents. Practical examples of improved communication included parents being notified in advance that their children were receiving awards and parents being actively invited to remain for whole school meet and greet where key messages were conveyed. Reward Play at end of each term was a whole school activity that was causing a significant amount of concern within the parent community. As a result parents were surveyed to gauge their thoughts on how to improve this event. The result has been a modified end of term celebration day, which has been positively received by the community. Parents have provided very positive feedback to such practical changes across the school.

Parents were engaged in consultation around pedagogical approaches in the school. Information sessions were provided for both Walker Learning and Open Learning Environments. Parents were provided with information about pedagogical practices in use and subsequently the opportunity to ask questions of staff. Some of the parental feedback received during these sessions informed us on how we can better involve parents and be clearer around expectations.

The school leadership team also consulted the parent community in addition to the staff through a survey of reporting and assessment procedures. One key aim of this exercise was to make the report format as user friendly as possible for parents whilst at the same time aligning with Directorate and Australian Curriculum requirements. This resulted in a different reporting template being used in semester 2.

The school staff made a commitment to providing relevant, in time information to families through the use of social media. The tools used to deliver information on upcoming events, share documentation of events and seek support have included the Monash School app, Facebook and Twitter. Numbers following all sites have increased significantly since the beginning of the year. Parents have reported feeling much more informed of events at the school. In 2013 the Monash School website was revamped in consultation with Directorate staff. The result is a more informative, meaningful website which provides key information about the school to both existing and prospective families.

Written documentation has been enhanced with the school newsletter being reviewed and updated to include up to date information about pedagogy and curriculum. In 2014 the school will be exploring avenues to improve the format and content of the school newsletter. Once again parental feedback and input will be sought in this process.

Student voice has been given more of a profile within the school through an increased emphasis on the Student Representative Council (SRC). This group has met fortnightly to discuss relevant issues. Minutes from meetings are tabled and discussed at School Board meetings. The School Board Chair responds formally to the SRC following each School Board meeting.

Staff communication has been enhanced through an emphasis on more effective team and whole staff meetings. Administration information has been re-directed via email to reduce meeting time and maximise professional learning and classroom preparation time. A goal for 2014 will be to increase levels of communication amongst staff. This was relatively low according to 2013 School Satisfaction data with 67 percent of teaching staff indicating that intra-staff communication was effective. School Satisfaction data indicates that communication between leadership and staff improved significantly in 2013 with 90 percent of staff indicating that there is effective communication between teachers and their supervisors. This clearly exceeds the target of 80 percent. 81 percent of teachers agreed that they received constructive feedback and were given leadership opportunities, meeting our stated goal.

A key target within this priority has been the reduction of classroom and playground behavioural issues. Suspension rates have decreased by 12 percentage points from 2012 and 2013. Monash School has implemented a very proactive approach to behaviour management by involving parents as partners in dealing with problems as they arise within the context of our You Can Do It social skills program. Whilst we have noted considerable improvement this year the area of effective behaviour management it remains a key priority in 2014. At present the school leadership team is in the process of reviewing behaviour management policy documents.

The improvements made through 2013 have resulted in a significant improvement in the level of parental satisfaction with regards to communication between home and school. In December a new parent partnership policy was endorsed by the School Board and has been uploaded on to the school website. This document which was the work of a committee comprising parents, staff and the school principal outlines specifically how parents can participate and become involved at Monash School. In 2014 the school will continue to work on the enhancement of positive partnerships. In 2013 School Satisfaction data indicated that 92 percent of parents felt that they could talk to teachers about concerns and 86 percent of parents indicated that the school is regularly looking for ways to improve. Both of these fields will continue to be focus areas in 2014.

Priority 3

Our third priority is to ensure that provisions are made for Monash School to provide quality Early Childhood Education within the Preschool setting.

Targets

- To achieve the highest ranking in the National Standards ratings.
- 75 percent of Monash Preschool students to enroll for kindergarten at Monash School in 2014.

School improvement domains covered with this priority

Learning and Teaching, Leading and Managing, Student Engagement, Community Engagement

Progress

We began our journey of aligning our preschool practices, pedagogy and vision for student learning to reflect the requirements of the National Quality Standards (NQS) in 2012. We reflected on our professional pedagogical practice through engaging in professional discussions and the completion of the NQS Self-Assessment Matrix. We identified areas for further improvement to embed in our practice throughout 2013. Utilising both documents, we compiled our Quality Improvement Plan (QIP), identifying areas that required addressing to ensure our practice reflected the NQS.

Our Quality Improvement Plan (QIP) became a working document that we were able to reflect on weekly during our professional learning team meetings. We identified cohesive

pedagogy and practice as an area of need to ensure that children's learning reflected our pedagogy and vision. All educators participated in Walker Learning Approach professional development sessions several times throughout the year. This promoted the importance of play-based learning, a shared common pedagogy and our focus of delivering consistent planning, programming and practices at Monash Preschool. This resulted in an alignment of pedagogy across both preschool rooms. Throughout the year, team meetings focused on refining indoor and outdoor planning pro-formas to align with the Early Years Learning Framework (EYLF) and the NQS and also to ensure consistency. We liaised with the Early Childhood team in the Education and Training Directorate, and preschools within the Tuggeranong Network to utilise their expertise and resources, prioritising our NQS journey. Our educators are now evidencing modifications, observations and reflections ensuring that programs are child-centred, play-based and reflect children's authentic interests.

Enhancing positive communication throughout the Monash Preschool community was another goal established within our QIP. Educators began demonstrating a deeper understanding of the EYLF language by actively using this language in their learning stories, in their discussions with stakeholders in the community and making EYLF and NQS literature available. Educators promote parent feedback through parent communication books, parent suggestion boxes, KidsMatter and school satisfaction surveys. Getting to know you interviews, point of need interviews, open classrooms, Principal forums and social media such as Facebook and the Monash School App also provide avenues for parents to be involved in their children's education.

Family and staff handbooks have been updated and distributed to new enrolments for 2014. All procedures and policies have been updated, revised or modified in alignment with NQS regulations. This documentation is easily assessable to all staff, who refer to it frequently and utilise this information to inform their teaching and learning.

Outdoor learning spaces are an area of ongoing focus and modifications are continuing to ensure our outdoor learning spaces are safe, stimulating and invite spontaneous investigations that are child led. Our educators have worked with the Parents and Citizens (P&C) to source various stimulus materials such as garden beds, play structures and imaginative play props to enhance children's outdoor investigations. Educators at Monash Preschool always attentively ensure regulations and drop zones are adhered to in accordance with NSW KidSafe policies. Professional learning on outdoor environments and learning investigations was attended by a number of our educators and new insights were shared amongst the team.

We were assessed according to the guidelines outlined by the Australian Children's Education and Caring Quality Authority in August 2013, with the final report being received by the school in October 2013 across all seven NQS areas. We achieved meeting or exceeding across all areas. Our overall rating for Monash Preschool was *Meeting* which reflects the quality programs delivered to students. In 2014 preschool educators will

continue to build connected learning communities through the provision of positive connections between students, families and the community. Evidence of the success of our work in the early childhood area can be found in the fact that 75 percent of Monash preschool students enrolled for kindergarten at Monash Primary School in 2014.

Preschool Unit- Quality Improvement

The National Quality Framework which has been agreed by the Council of Australian Governments (COAG) has put in place a new National Quality Standard to ensure high quality and consistent Early Childhood Education and Care across Australia. The National Quality Standard assists the school in identifying preschool unit strengths, and areas that require improvement. The school has identified the following preschool unit strengths using the National Quality Standard. Areas for improvement will be identified in the School's 2014 Operating Plan.

Education program and practice

Educators at Monash Preschool have accessed professional development in the Walker Learning Approach and the EYLF and both are embedded in their programs. Supporting documentation is displayed in the preschool environment on parent and student communication boards and the parent noticeboard. Our reporting and assessment practices are consistent across all four classes in accordance with ETD and NQS guidelines.

Educators take an active role in observing students and communicating with children and families regarding current interests and learning opportunities that best suit individual needs. This provides an active framework through which planning and programming occurs focused on incorporating their interests coupled with current learning knowledge and abilities that are inclusive of their diverse backgrounds.

Monash Preschool's philosophy and vision for learning is shared and communicated to families. The family handbook outlines all aspects of school routines and practices embedded by all educators.

Children's health and safety

Monash Preschool promotes an indoor/outdoor program in which children choose to carry out their investigations in either the indoor or outdoor spaces across the course of the morning. To ensure a balance of physical and non-physical activities we also have a designated outdoor investigation time which changes throughout the year in accordance with our SunSmart policy. This ensures that the needs of all children are catered for within our learning environment.

Health and safety practices are firmly established and consistently implemented to ensure the ongoing safety of children and educators. Safety practices, emergency procedures, infectious disease and illness information and allergy alerts are communicated regularly to all stakeholders. Daily safety checks identify any Occupational Health and Safety (OH&S) issues and are a standing item in the team meeting agendas for our fortnightly team

meetings. All staff completed asthma and anaphylaxis training this year, as they do every year, and a designated first aid officer is always on site, ensuring first aid ratios with children are consistently met.

Our Preschool has an embedded culture of healthy eating. We actively promote healthy food choices through guest speakers, regular handouts to parents /carers, access to our healthy choice canteen and through modelling appropriate food choices.

Relationships with children

Monash Preschool's philosophy values the importance of connected learning communities and we actively foster respectful relationships across our school for our children, families and educators. This philosophy is reflected in our daily practice. Educators consistently facilitate positive and respectful interactions through modelling and supporting the social and emotional growth of our children. Children's authentic interests are explored and are reflected in our fortnightly planning documents. Spontaneous investigations are fostered and nurtured and educators scaffold children's learning across all domains. Our approach to behaviour management is consistent and is clearly communicated. A collaborative partnership between home and school is embedded to promote positive interactions and provide structure for students with identified needs. Individual strategies are adopted to support these students and are clearly communicated to care givers. Portfolios and learning stories provide detailed information for parents/caregivers on the learning journey of all children across the learning domains. These reflect our philosophy of fostering learning through the children's authentic interests.

Staffing arrangements

All educators, including relief staff have Early Childhood qualifications or are currently studying to achieve them. All staff have completed their Working with Vulnerable People checks and have the appropriate skills and qualifications to be working in a preschool setting. Mandated staff to child ratios is maintained at all times through the support of the school leadership team. Educators engage in professional pathways, professional discussions, performance management reviews, code of conduct training and mandatory reporting training to ensure they are adhering to the criteria outlined in ACT Training and Directorate policies. Weekly whole school staff meetings and fortnightly team meetings are an avenue for consistent reflection on our NQS journey and build teacher capacity and foster professional growth for all staff.

Leadership and management

A change in the leadership team at Monash this year has resulted in a fresh and consistent approach to planning, programming, assessment and reporting at our Preschool. Increased focus on unpacking and embedding the NQS coupled with a positive and collaborative management style of leadership has resulted in a shared philosophy that is reflected in daily practice. Clear goals in relation to the NQS were outlined in our Annual Operating Plan and the leadership team worked in partnership with educators to compile a QIP. This plan is a

working document and is regularly reviewed to identify and prioritise areas of further development.

Physical environment

Our physical environment is an area of strength. This was reflected in receiving exceeding the quality standard rating through the NQS rating system. Our outdoor spaces promote the importance of play-based learning and facilitate a wide variety of learning opportunities to effectively meet the interests and abilities of all children. A combination of manmade and natural play structures, equipment and resources cater for a range of learning needs and abilities. Children are encouraged to spend quality time investigating the outdoors and educator programs reflect this commitment. Indoor/outdoor investigation times and designated outdoor times are explicitly planned within each fortnightly statement of intent. Educators plan outdoor learning provocations collaboratively and this shared planning ensures flexibility, educational quality and a focus on play-based child-centred learning.

Collaborative partnerships with families and communities

Connected learning communities are prioritised at Monash and strongly form a part of our positive partnerships with families and our community. We have an open door policy where parents/carers are always welcomed into the classroom. Families are encouraged to participate in the Preschool program through parent helper rosters, support on excursions, assemblies, picnics, parent feedback forms, Preschool P&C, parent forums and information nights. Families are linked through our school executive and P&C who are readily available to provide support and advice. Active collaboration with outside agencies continues to offer professional support to meet the needs of children and families. We foster such partnerships as being respectful and supportive between families and the extended community.

Financial Summary

The school has provided the Directorate with an end of year financial statement that was approved by the school board. Further details concerning the statement can be obtained by contacting the school.

The following summary covers use of funds for operating costs and does not include expenditure in areas such as permanent salaries, buildings and major maintenance.

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$278.00

Voluntary contributions

This school received \$12,000 in voluntary contributions in 2013. These funds were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2013.

Reserves

Name and purpose	Amount	Expected Completion
Ipads and accessories To enhance student's access to Information Technology promoting personalised learning strategies	\$20,000	Completed February 2014
Acoustic Infrastructure for the school library Promoting increased use of the school library by students and staff	25,000	Completed January 2014

Financial Summary	
31-Dec-13	
INCOME	
Self management funds	341197
Voluntary contributions	12000
Contributions & donations	2655
Subject contributions	22669
External income (including community use)	22000
Proceeds from sale of assets	0
Bank Interest	9523
TOTAL INCOME	410044
EXPENDITURE	
Utilities and general overheads	97308
Cleaning	98534
Security	791
Maintenance	43795
Mandatory Maintenance	0
Administration	2402
Staffing	8284
Communication	6908
Assets	56234
Leases	5426
General office expenditure	30132
Educational	27318
Subject consumables	30182
TOTAL EXPENDITURE	407314
OPERATING RESULT	2730
Actual Accumulated Funds	194828
Outstanding commitments (min)	24546
BALANCE	173012

Endorsement Page

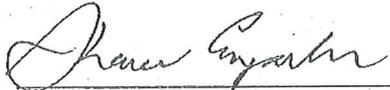
I declare that the Monash Primary School Board has operated in accordance with the provisions of the Education Act 2004 including the following sections.

- 39 (4) The school board must give effect to the chief executive's directions.
- 44 (2) The chief executive must end the appointment of a member of the school board of a public school, other than the principal of the school if-
- The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
 - Contravenes section 49 (disclosure of interests by members of school boards) without reasonable excuse.
- 46 The members of the school board of a public school must, whenever is necessary, nominate a member of the board as a member of any selection panel established by the chief executive to make recommendations to the chief executive about the appointment of the principal to the school.
- 47 (2) However, the school board must meet at least four times a year.
- 48 (10) The school board must keep minutes of its meeting.
- 49 Disclosure of interests by members of school boards.
- 49 (3) The disclosure must be reported in the school board's minutes and, unless the board otherwise decides, the member (The first member) must not-
- be present when the board considers the issue or
 - take part in any decision of the board on the issue.
- 49 (5) Within 14 days after the end of each financial year, the chairperson of the school board must give the chief executive a statement of any disclosure of interest under this section in relation to the school board during the financial year.

MEMBERS OF THE SCHOOL BOARD

Parent Representative:	Mel Thompson, Cathy Hurman, Mark McLean
Community Representative	Francis Owusu
Teacher Representative	Catherine Whittle, Judith Percy
Student Representative:	N/A
Board Chair:	Mel Thompson
Principal:	Shane Carpenter

I certify that to the best of my knowledge and belief the data and information reported in this Annual School Board Report represents an accurate record of the school's operations this year.

Principal Signature:  Date: 14/3/2014

I approve the report, prepared in accordance with the provision of the *Education Act*, section 52.

Board Chair Signature:  Date: 14/3/14