



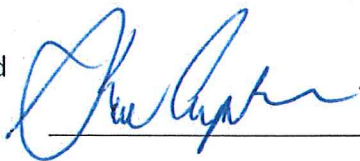
Monash School

Monash Primary School Strategic Plan 2016-2020 Tuggeranong Network

Endorsement by School Principal

Name: Shane Carpenter

Signed



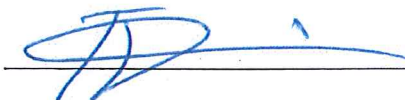
Date:

17.3.2016.

Endorsement by School Board Chair

Name: FRANK OWusu

Signed



Date:

21/3/16

Endorsement by School Network Leader

Name: Kerrie Heath

Signed



Date:

17.3.16

School Profile

Established in 1982, Monash School is a valued and integral part of the local Tuggeranong community, serving the needs of the suburbs of Monash and the surrounding suburbs. Until 2008, the school had stable leadership, with few changes occurring until 2012. From that point in time, the school and community has moved through a period of transition, which has seen the appointment of a new principal in 2013 and in 2015, a new deputy principal. Significantly, the school now has a high percentage of teachers in their first five years of teaching.

Monash School's vision is to create a caring and supportive environment, which will enable students to "touch the earth, reach the sky and challenge the future" and (of course) provide students with a high quality education. The ten nominated school values permeate every aspect of the school, from classroom to community. This is informed by the belief that child-centred, personalised learning is a key to student engagement.

At Monash Preschool we grow with children in an inclusive, multicultural setting that nurtures caring and respectful connections within and between Monash Primary School families and staff, our community and our environment through sustainable living, laughter, play, and authenticity. Our beliefs and actions are guided by the Early Years Learning Framework, Inquiry Approach and Monash Primary School Values.

At Monash Preschool we believe children are capable, curious explorers; we believe learning is play based, intentional and collaborative; we believe educators are reflective, intentional curriculum decision makers, we believe families are partners in learning; we believe Monash is a connected, respectful community school.

Enrolment numbers have risen from three hundred and seventy-eight in 2012 to four hundred and seventy-six, this year. Despite the increase in enrolment numbers, the school's Index of Community Socio-Educational Advantage (ICSEA) level has remained stable, as have the numbers of students identified as being Indigenous. The EALD population has increased by 50 percent and the preschool population has dropped by 25 percent in 2015, due to efficiency measures within the Directorate.

The school was validated in 2015 with the panel making the following recommendations for the next planning cycle 2015 to 2020.

1. **Further develop a coaching and mentoring model.** Continue to build teacher capacity in the use of inquiry based pedagogy and quality teaching practices. This includes embedding of formative assessment strategies and making learning visible to students. Ensure the use of purposeful and timely feedback across the school to improve student outcomes, P-6.
2. **Strengthen the current Professional Learning Community model.** Develop a professional learning community culture that focuses on building the individual and collective capacity of teachers at Monash Primary, to ensure the alignment of evidence, research and data, through reflective practice.
3. **Establish and implement a systematic plan for the collection, analysis and use of a range of student achievement data.** Strengthen the collection, reporting and use of local and classroom-based assessment data to provide ongoing monitoring of student progress and to initiate additional support or extension programs as necessary. Develop a tool for tracking data collection. Support teachers as they develop the skills to interpret and use this data as a tool to build their differentiated teaching strategies.
4. **Continue to build and strengthen community partnerships.** Continue to work with the community in an open and inclusive manner. Strategically plan and document partnerships with the broader community that will enhance/improve student outcomes.
5. **Student well-being.** Explore the development of research-based, whole school student wellbeing and behaviour support system as well as a social and emotional learning program. These programs should complement Monash school values, with clear procedures and consistency of implementation across the school.

Strategic Priority 1: Deliver high quality education for all students.

Outcomes to be achieved:

- Improved student outcomes in NAPLAN literacy and numeracy
- Improved growth for students who have been at the school since year 3.
- Improved proportion of students achieving expected progress for students in kindergarten
- Improved outcomes for students in the LSU
- Parent and student satisfaction with the education provided by the school improves.
- Systematic collection analysis and use of data

Targets

By the end of 2020 the school will achieve:

- 1% point improvement annually in the proportion of students in the top two bands in NAPLAN assessment for years 3 and 5 based on the previous four-year average
- 1% point improvement annually in the proportion of within school matched students achieving expected growth across the previous four years average
- 1% point improvement annually in the proportion of LBOTE year 5 students achieving expected growth in NAPLAN assessments based on the previous four-year average.
- 1% point improvement annually 1% point annual improvement in the proportion of kindergarten students achieving expected progress based on the previous four year average
- 1% point improvement in the proportion of students achieving their respective year level PM Reading benchmark annually as they progress from K to year 3
- 80% of all LSU students achieving all their Individual Learning goals
- 5% point difference between all P-6 students and Monash students as it relates to satisfaction with the education provided (Currently 4%)
- Parity or above between all P-6 parents and Monash parents satisfaction with the education provided (currently 1% point below)

Key Improvement Strategies	Key Performance Indicators
Develop an expert teaching team.	<ul style="list-style-type: none">• Proportion of teachers who report feeling more confident and effective as teachers, using the<ul style="list-style-type: none">- AITSL self-improvement matrix and- School developed capacity matrices• Proportion of teachers who feel supported in their work as measured in School Satisfaction surveys• PLC meeting minutes• Coaching and Mentoring Records• Levels of ongoing action research to inform practice• Levels and impact of networking opportunities
Embed a consistent approach to curriculum delivery.	<ul style="list-style-type: none">• Observations of the delivery of planned curriculum in classrooms• Evidence of coherence of curriculum documents to Australian curriculum• Proportion of teachers who report feeling more confident that there is a consistent and coherent pedagogical practice, using the<ul style="list-style-type: none">- AITSL self-improvement matrix and- School developed capacity matrices• Planning documents reflect high expectations and school and system endorsed quality pedagogy• Levels of moderation of assessment• Levels of quality assessment tools used• Level of parent knowledge of curriculum taught
Build a culture of analysis and discussion of data to inform teaching.	<ul style="list-style-type: none">• Percentage of EALD students who achieve expected growth in PIPS Numeracy and Literacy• Percentage of EALD students who achieve their Individual Learning Plan goals• Percentage of ATSI students who achieve their Personalised Learning Strategy goals
Embed effective pedagogical practice based on research.	<ul style="list-style-type: none">• Proportion of teachers who report feeling confident and effective in using the Inquiry model, against the:

	<ul style="list-style-type: none"> - AITSL self-improvement matrix and - School developed capacity matrices • All class teachers effectively using Inquiry Portfolios • Proportion of staff engaged in research based inquiry • Proportion of staff who strongly agree to Professional Development items within ASCMIT • Proportion of students achieving in top 25th percentile range of growth in NAPLAN tests • Observations of the Leadership Teams role in supporting classroom practice • Evidence of an effective pedagogical practice being implemented across the school • Evidence of effective feedback • Articulations of effective practice by classroom teachers
Develop a culture of analysis and discussion of data.	<ul style="list-style-type: none"> • Proportion of teachers who report, that there is a coherent, consistent and effective school wide data collection plan, in the <ul style="list-style-type: none"> ○ AITSL self-improvement matrix and ○ School developed capacity matrices • All class teachers effectively using Inquiry Portfolios • All teachers using summative and formative assessment tasks on a regular basis • Effective use of school's student tracking system by all staff • Proportion of teachers who report feeling more confident and effective in the collection, analysis and use of data • Proportion of staff who agree they receive useful feedback about their practice. • Proportion of planning documents reflect data use and differentiation of the curriculum • Teacher observation and feedback records reflect data use and differentiation • Proportion of staff who use a broad range of student achievement data to track student progress • Proportion of staff who agree teachers use system data and system processes to inform teaching • Proportion of staff who have received professional development in data analysis • Self-evaluation is evident in teaching programs • Clear use of data for identification of special support

National Quality Standard Area covered by this priority

- Quality Area 1: Educational Program and Practice – embed a framework of critical reflection and systematic planning on students' learning and progress to develop and implement programs
- Quality Area 7: Leadership and service management - ensure that effective self-assessment and quality improvement processes support Teachers' implementation of programs and learning outcomes

Strategic Priority 2:

Provide a supportive, engaging and innovative environment for all students, staff and community members.

Outcomes to be achieved:

- Teacher perception of support provided by parents and the school in relation to behaviour management is high
- Students feel safe and supported
- Parents believe the school is a safe environment for their child and the school values community partnerships.
- Strong partnerships with families, local businesses and community organisations that enhance/improve student outcomes.
- The school works with the community in an open and inclusive manner.

Targets

By the end of 2020 the school will achieve:

- Parity or above between all P-6 teachers and Monash teachers satisfaction for the question:
 - I am supported, by the school, in the management of student behaviour (currently % point below)
 - Parents support staff in the management of student behaviour (currently % point below)
 - This school teaches students to be good citizens (currently % point below)
- Parity or above between all P-6 students and Monash students satisfaction for the question:
 - Teachers at my school treat students fairly (currently % point below)
 - I feel safe at my school (currently % point below)
 - I can talk to my teachers about my concerns (currently % point below)
 - I like being at my school (currently % point below)
 - My school takes students' opinions seriously (currently % point below)
 - Student behaviour is well managed at my school (currently % point below)
- Parity or above between all P-6 parents and Monash parents satisfaction for the question:
 - Community partnerships are valued and maintained (currently % point below) for:
 - Parents of students with complex needs
 - parents of LBOTE students
 - parents of ATSI students
 - Teachers at this school treat students fairly (currently % point below)
 - Student behaviour is well managed at this school (currently % point below)
 - My child likes being at this school (currently % point below)
 - This school takes parents' opinions seriously (currently % point below)
 - My child feels safe at this school (currently % point below) for:
 - Parents of students with complex needs
 - parents of LBOTE students
 - parents of ATSI students

Key Improvement Strategies	Key Performance Indicators
Embed a consistent approach and language to Social Emotional Learning program throughout the school:	<ul style="list-style-type: none">• Proportion of teachers who report, that there is an effective school wide focus on social and emotional learning, in the<ul style="list-style-type: none">- Kids Matter surveys- School developed capacity matrices• Proportion of students and parents who feel that children are safe at school and are having their needs met, in the<ul style="list-style-type: none">- Kids Matter surveys- School Satisfaction surveys- Student Climate Surveys
A culture that promotes learning is embedded throughout the school:	<ul style="list-style-type: none">• Proportion of students, teachers and parents who feel that student behaviour is well managed, in the:<ul style="list-style-type: none">- School Satisfaction surveys- Student Climate Surveys• Proportion of students attending school• Proportion of teachers attending school• Numbers of students who are suspended more than once in a term• Number of students attending the rethink room• Number of students who report being bullied• Proportion of staff, students and parents who believe the school has high expectations in all that it does.• Proportion of staff who agree:<ul style="list-style-type: none">- teachers at the school motivate students to learn- student behaviour is well managed at the school

	<ul style="list-style-type: none"> - the school works with parents to support students' learning • Proportion of students who agree: • their school takes students' opinions seriously • their teachers motivate them to learn • they feel safe at school • teachers treat students fairly • Level of staff, student and parent satisfaction related to academic emphasis (ASCIMT) • Level of parent satisfaction related to School and Family Connections (ASCIMT) • Level of student satisfaction related to: <ul style="list-style-type: none"> - behavioural engagement(ASCIMT) - staff and student relations • Level of staff satisfaction related to team morale (ASCIMT) • Level of parent satisfaction related to: <ul style="list-style-type: none"> - parent Involvement at school - parent involvement at home - school and family connections ASCIMT • Level of staff satisfaction related to: <ul style="list-style-type: none"> - staff have a consensual approach to managing issues within the school. • The Leadership Team creates a sense of cohesion within the school • There is school spirit and pride • School attendance records • Level of classroom observations by peers
Implement successful School-Community partnerships	<ul style="list-style-type: none"> • Community Hub in operation and successfully meeting the Key Performance Indicators as set down in its strategic plan • Proportion of teachers and parents who report feeling that communication between this school and parents is effective, in the <ul style="list-style-type: none"> - School Satisfaction Surveys - School developed capacity matrices • Proportion of parents who agree community partnerships are valued • Proportion of partnerships which have been evaluated • Level of parent satisfaction related to: <ul style="list-style-type: none"> - School Identification - School and Family connections

National Quality Standard Area covered by this priority

- Quality Area 1: Educational Program and Practice – embed a framework of critical reflection and systematic planning on students' learning and progress to develop and implement programs
- Quality Area 5: Relationships with children – through collaborative learning opportunities enhance social skills
- Quality Area 6: Collaborative partnerships with family and communities – review and adapt communication processes to reflect the cultural diversity of the learning community
- Quality Area 7: Leadership and service management - ensure that effective self-assessment and quality improvement processes support Teachers' implementation of programs and learning outcomes