



Monash School

Monash Primary School Board Report 2015



Front entrance to Monash Primary School
Year 3/4 students using Chrome books /
Kindergarten students engaging in outdoor play /
5/6 students participating in the Kitchen Garden program

This report supports the work being done in the ACT Education Directorate, as outlined in the Strategic Plan 2014-2017 “Leading the Nation”. It complies with reporting requirements detailed within the ACT Education Act 2004 and the Australian Education Act 2013 and associated Regulations.



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The school website is <http://www.monashps.act.edu.au>.

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School Board Chair Report

MONASH SCHOOL BOARD CHAIR REPORT

The School Board plays a vital role in sustaining a vibrant, healthy and successful school environment. Therefore, it must be committed to providing robust forward-thinking school governance at the local level to ensure that it can meet the current and future needs of their school community. In accordance with section 39(1) of the *Education Act 2004* and the School Board Manual 2014, the School Board is responsible for setting the school's strategic direction, and reporting on the achievements of the school to the school and the wider community as well as the Education and Training Directorate.

During 2015 the School Board worked in partnership with the Principal to achieve the strategic objectives in the following areas:

Financial Management

- At each board meeting we reviewed, monitored and approved the annual budget and in addition we monitored monthly budget reports presented by the school business manager.

Educational Management

- We also reviewed and supported the Monash School Annual Operating Plan. Updates on the progress towards meeting the strategic outcomes of the educational plan were monitored at board meetings throughout the year.
- The board supported the plan and were pleased by the commitment of the executive to deliver against the priorities.

Policy Management

- Throughout the year a number of school policies were developed by Monash School. The School Board took due diligence to review and approve in accordance to its duty to do so.

School Performance Management

- The School Board was pleased to support the school review process and was encouraged by the commendations and recommendations of the panel.

Curriculum Management

- Assisted in supporting the leadership team in the transition from Walker Learning Pedagogy to the Inquiry learning Approach.
- The board was pleased to note and support continued reinvestment in ICT, particularly with the purchase of more Chromebooks and iPads.
- The board was pleased to note and support continued emphasis around building teacher capacity with plans to employ an executive teacher dedicated to coaching and mentoring in 2016.

Furthermore, we reviewed the ACT School Board Manual to ensure that all board members we fully aware of its obligations. We reflected on our governance structure and made strategic adjustments to ensure we were operating in accordance to the guidelines of the manual and acting in the best interest of the whole school community.

In conclusion I am pleased with the School Board's collective efforts in meeting its obligation to ensure that Monash School continues to remain committed to improving excellence across all school areas.

Francis Owusu
Board Chair

Introduction to School

Monash Primary School exemplifies:

- a positive school spirit underpinned by ten whole school values.
- a high quality inquiry based curriculum that prepares students for their future in high school and beyond and;
- a highly dedicated teaching staff with a focus on improving students social, emotional and learning outcomes, supported by quality learning resources.

As a whole school staff and students strive to demonstrate our ten school values of: respect, honesty, getting along, care and compassion, responsibility, organisation, inclusion, persistence, confidence and resilience. We strive that all students will leave year six with the academic and social skills to embody our values in their wider communities.

This translates to our students exhibiting solid English and Mathematic skills, to be able to work independently, show curiosity and deep thinking, and ability to question the world around them. They will be personally responsible with a positive attitude to consistently strive as lifelong learners.

The school leadership team has seen some changes this year with a new executive teacher and deputy principal appointed.

Student enrolment

In 2015 there were a total of 402 students enrolled at this school from kindergarten to year 6.

Table: 2015 Student Enrolment Breakdown

Group	Number of Students
Male	214
Female	188
Indigenous	15
LBOTE	86

Source: Planning and Performance, December 2015

Student attendance

The following table identifies the attendance rate of students by year level during 2015. 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 1 to the last day of Term 2.

Table: 2015 Attendance rates in Percentages

Year Level	Attendance Rate %
K	92.0
1	94.0
2	92.0
3	90.0
4	93.0
5	91.0
6	89.0

Source: Planning and Performance, December 2015

If a student has been absent from school for three consecutive days, the classroom teacher makes a phone call home to the child's parent/carer to check on the child's wellbeing and documents the discussion with the parent/carer in their parent communication folder, they also inform their executive teacher. If the child has seven consecutive unexplained absences a formal letter is sent to the parent/carer. Ongoing patterns of absences are raised with the Student Engagement team and followed up with families.

Staff Information

Teacher Qualifications

All teachers meet the professional requirements for teaching in an ACT public school. The ACT Teacher Quality Institute has provided the following data based on teachers registered as at 18 December 2015.

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

Table: 2015 Qualification of Teaching Staff in Percentages

Qualifications	% Teaching Staff
Certificate/Diploma/Degree	100
Postgraduate	32

Source: Teacher Quality Institute, Date 18 December 2015

Note: Qualifications for teachers who were registered under TQI Transitional arrangements in 2011 are self-reported.

All teachers have a Degree in Education. We have staff members with post graduate degrees in Special Education, Inclusive Education and Early Childhood Education.

Workforce Composition

In 2015 the workforce composition of the school is highlighted in the following table. The data is taken from the school's verified August staffing report. For reporting purposes it includes all school staff including preschools, staff absent for a period of less than four consecutive weeks and staff replacing staff absent for more than four consecutive weeks. It does not include casuals and staff absent for a period of four consecutive weeks or longer.

Table: 2015 Workforce Composition Numbers

Staff Employment Category	Total
Teaching Staff :Head Count	32
Teaching Staff :Full time Equivalent Permanent	29.3
Teaching Staff :Full time Equivalent Temporary	2
Non Teaching Staff (Head Count)	17
Non Teaching Staff :Full time Equivalent	14.3

Source: Workforce Management, August census 2015

Note: This table includes pre-school staffing

There are no indigenous staff at this school.

Note: * Indigenous staff are reported where the staff member has self identified.

60% of teaching staff employed at Monash are classified as early career teachers, specifically in their first five years of teaching.

Volunteers

The estimated number of hours in which volunteers have worked in the school during 2015 was 682.

School Review and Development

In 2015, the ACT Education Directorate's *Strategic Plan 2015-2017* provided the framework and strategic direction for the school's plan. This is supported by the *School Improvement in ACT Public Schools Directions 2010-2015* 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 school's progress towards achieving system and school priorities.

Monash School was validated in 2015. A copy of the 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 2015 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 2015, 87% of parents and carers, 93% of staff, and 89% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2015, 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 2015. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

The results for the 41 number of staff who took part in the survey are tabled below.

Table: Proportion of staff in agreement with each national opinion item

Item	(%)
Teachers at this school expect students to do their best.	100
Teachers at this school provide students with useful feedback about their school work.	95
Teachers at this school treat students fairly.	93
This school is well maintained.	68
Students feel safe at this school.	85
Students at this school can talk to their teachers about their concerns.	100
Parents at this school can talk to teachers about their concerns.	98
Student behaviour is well managed at this school.	54
Students like being at this school.	90
This school looks for ways to improve.	98
This school takes staff opinions seriously.	63
Teachers at this school motivate students to learn.	95

Item (Cont)	(%)
Students' learning needs are being met at this school.	88
This school works with parents to support students' learning.	93
I receive useful feedback about my work at this school.	73
Staff are well supported at this school.	71

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 64 number of parents who took part in the survey are tabled below.

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.	92
Teachers at this school provide my child with useful feedback about his or her school work.	81
Teachers at this school treat students fairly.	89
This school is well maintained.	83
My child feels safe at this school.	87
I can talk to my child's teachers about my concerns.	92
Student behaviour is well managed at this school.	78
My child likes being at this school.	97
This school looks for ways to improve.	89
This school takes parents' opinions seriously.	72
Teachers at this school motivate my child to learn.	94
My child is making good progress at this school.	94
My child's learning needs are being met at this school.	88
This school works with me to support my child's learning.	88

Source: 2015 School Satisfaction Surveys, August/September 2015

The results for the 84 number of students who took part in the survey are tabled below.

Table: Proportion of students in years 5 to 6 in agreement with each national opinion item

Item	(%)
My teachers expect me to do my best.	93
My teachers provide me with useful feedback about my school work.	80
Teachers at my school treat students fairly.	78
My school is well maintained.	70
I feel safe at my school.	72
I can talk to my teachers about my concerns.	68
Student behaviour is well managed at my school.	54

Item (cont)	(%)
I like being at my school.	78
My school looks for ways to improve.	85
My school takes students' opinions seriously.	65
My teachers motivate me to learn.	84
My school gives me opportunities to do interesting things.	78

Source: 2015 School Satisfaction Surveys, August/September 2015

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.

Learning and Assessment

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 2015, 3.00 % of year 3 students and 8.00 % of year 5 students were exempt from testing based on nationally agreed criteria.

Results are not reported when there are fewer than five students with NAPLAN results. This rule is applied for reasons of statistical reliability, as well as to protect the privacy of students in small schools.

The following table shows the 2015 mean scores achieved by our students compared to the ACT.

Table: Monash Primary School 2015 NAPLAN Mean Scores

Test Domain	Year 3 School	Year 3 ACT	Year 5 School	Year 5 ACT
Reading	400	443	469	521
Writing	384	420	470	486
Spelling	384	410	477	500
Grammar & Punctuation	407	441	463	516
Numeracy	392	410	476	502

Source: Performance and Planning December 2015

An analysis of our NAPLAN results can be found when reporting against our priorities.

Our Year 3 and 5 students are performing below the ACT mean across NAPLAN. This will see the employment of a Professional Practice SLC to further build teacher capacity throughout the school in 2016. The position will include coaching and mentoring. With direct responsibility for developing and strengthening professional learning communities at Monash.

Performance in other areas of the curriculum

In 2015 the senior executive acted to work with the community to establish a new direction for the school. The imperative for change and the subsequent work carried out by the senior executive has seen the community embrace the new direction. As a result, the school has implemented the Integrated Inquiry Model for learning, replacing the previously implemented Walker Learning Model.

Science, the Arts, Humanities and Social Science and IT continue to be areas of strength at Monash, and have been further built upon with the development of a scope and sequence for the Integrated Inquiry Model.

Monash School invested in Primary Connections to further embed the Australian Curriculum into the Inquiry Model. This has led to a whole school approach to the teaching of Science. Students and teachers share a common language and approach to the teaching and learning of Science.

Humanities and Social Sciences were delivered through the teaching of the Integrated Inquiry Model, with specific focus to the Australian Curriculum. Content is delivered through tuning in, finding out, sorting out, drawing conclusions, taking action and reflecting. Essential learning questions allow for students to inquire and teachers to scaffold through core, support and extension teaching and learning experiences. Content included local, national and international investigation and learning experiences.

The Arts remained an area of strength at Monash with students participating in Year 5 and 6 band, Bandstrav, Combined Band, Dance Nation, Every Chance to Dance and engagement with Kulture Break for our End of Year concert. Students in Year 5 and 6 also had the opportunity to participate in Wakakirri.

Information Technology has continued to be a key area for development in 2015. The school purchased class sets of Chromebooks for the senior school, and continued to build on the already available iPads for the junior school and learning support units. This has enabled teachers to be innovative and use technology in classrooms as a key tool for learning. Professional learning including use of Chromebooks and Google Apps was provided to build teacher capacity.

Progress against School Priorities in 2015

Methodology in Evaluating Progress

The Annual Operating Plan is aligned to the School Strategic Plan and reflects the ongoing self-reflection carried out with students, staff and the community. The plan reflects the key priorities of teaching and learning, community and transition pathways and is linked to teacher's Professional Pathway goals. The leadership team and staff Professional Learning Teams (PLT) at Monash take responsibility for different priorities and actions. The progress of these actions are regularly discussed at leadership, staff and PLT meetings. Progress is also reported to the School Board each term. Collection of evidence and data occurs regularly throughout the year with student achievement data, teacher planning and reflections, school satisfaction data and ongoing feedback forming the basis of achievement within each priority.

Strategic Priority 1:

Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students P-6.

Target/s:

By the end of 2015 achieve:

- the ACT Education Directorate NAPLAN targets
 - Year 3 Reading: 420 ± 22 - Year 3 Numeracy: 415 ± 18
 - Year 5 Reading: 497 ± 20 - Year 5 Numeracy: 496 ± 20
- a 3% point improvement in the percentage of Kindergarten students achieving expected growth or better in PIPS reading and numeracy based on the 2014 (and 2015) figures.
- a 3% point increase in the proportion of students achieving year level appropriate reading benchmark from the 2014 figures.
- 85% of students achieve appropriate science standard using Primary Connections.

Progress:

The first key improvement strategy towards this priority has been to *'Implement high quality literacy, numeracy and science programs that align with the personalised learning approach across the school'*.

In alignment with this key improvement plan the school leadership team developed a range of school wide documents to ensure a consistent approach to programming and planning learning activities. This included a pedagogical framework, professional learning plan and curriculum guide, as well as the use of consistent planning templates in literacy K-2, and numeracy K-4.

A significant shift was undertaken in the way literacy was delivered in Kindergarten and Year 1-2, with a focus on the teaching of phonics through a whole language and rich text approach. The use of the gradual release model was employed, and teachers across K-2

work collaboratively to plan, teach and assess utilising this new model. Teachers also undertook professional learning attending the ACEL conference and PALLS Professional Development.

In Term 2, all teachers across the school participated in external professional learning with a focus on literacy or numeracy based on the needs identified through National Professional Standards for Teachers. Teachers participated in sessions across the 2015 year and received certification in either *First Steps Reading*, *First Steps Writing*, *First Steps Speaking and Listening* or *Middle Years Mental Computation*.

In 2015, the school also introduced the Kath Murdoch Inquiry Model as a school wide vehicle to deliver the Australian Curriculum. The development and delivery of the curriculum at Monash is planned and implemented systematically. Scoping and sequencing documents have been developed across all year groups, aligned with the Australian Curriculum. The curriculum documents are shared across the school to identify integrated opportunities for skill development to be mapped across all key learning areas. This strategy has been successful as all curriculum documents are aligned with the Australian Curriculum and Monash School Inquiry unit planners to provide a clear structure in curriculum delivery for students. Units of Inquiry concentrate on significant content that recognises the students' cultural perspectives, their prior knowledge and identities and support student understanding, skills and knowledge in a range of Key Learning Areas (KLAs) including Science, History, Geography, Technology, The Arts, Language and Health and Physical Education and align with the Australian Curriculum. Teaching teams were released for a day each term and worked collaboratively to develop units of inquiry every 6 to 8 weeks. A range of support documents and professional learning was undertaken in 2015 with teachers utilising Primary Connections to plan and teach inquiry based science units.

In line with the key improvement strategy personalised learning the school purchased 120 Chromebooks and utilised these in daily practices across 2015. In Term 1, 60 Chromebooks were purchased and implemented into the Year 5/6 unit in week 5 with a ratio of one Chromebook for every two students. 100% of Year 5 and 6 students completed the required permission forms to access the Schoolsnet network.

In Term 3, 60 more Chromebooks were purchased for use in the Year 3/4 unit. The ratio of Chromebooks for students is 1:2 in the middle years of the school. Currently Year 3 and 4 have 98% of students with their own Schoolsnet account and successfully using and accessing Google Chrome for Education in their everyday classrooms.

To continue building teacher capacity in the use of Chromebook technology, key staff attended "Google Apps for Education Summit" on 28 and 29 March. The sharing of the information gathered at this summit was a consistent agenda item for the senior team Professional Learning Community. Senior teachers undertook a coaching approach with their team teaching partners.

Furthermore, to ensure a whole school approach to the use of technology to support individualised learning, a further 4 teachers were trained in the use of Google Apps. This

training assisted in building teacher's capacity and confidence in using Google Apps for Education in the classroom.

To further teacher capacity and in alignment with key improvement strategy two, *'develop and build capacity of staff to deliver high quality teaching through instructional leadership, including coaching'*, Professional Learning Communities were established based on teacher participation in the external professional learning. Each Professional Learning Community (PLT) comprised of a range of teachers from varying grade levels across the school, with a core focus on exploring teaching practices and identifying best practise strategies will support improved outcomes for students. The PLT were utilised to develop curriculum, analyse student learning data, develop and moderate assessment tasks and for identified staff development activities as needed.

Core focus' included:

- Reading pedagogy at Monash
- Spelling pedagogy at Monash
- Speaking and listening pedagogy at Monash
- Mathematic Number Assessment at Monash

Each PLT team met regularly across the year and presented their findings at the end of Term 4. Key findings will support a consistent approach to teaching these areas at Monash and will be reflected in the 2016 Annual Action Plan.

Beginning teachers also engaged in targeted coaching/mentoring sessions with their SLC, which included shoulder to shoulder teaching, peer and shared feedback and lesson observations. The school also engaged in the Tuggeranong Network Mentoring Matters Project, training two experienced teachers in the Graduate and Grow Program. Furthermore, these teachers lead 'beginning teacher conversations' across the year based on reporting and assessment and aligned with the National Professional Standards for Teachers.

The final key improvement strategy was to develop processes to *'develop a high quality approach to reporting, assessment and evaluation procedures'*.

In 2015 Monash School was one of seven ACT Directorate schools to trail the *Common Reporting Template*. This process saw staff engage in a range of targeted professional learning associated with appropriate moderation and assessment practices and also included the development and use of a key 'moderation process document' at Monash. The school also introduced the use of Inquiry Assessment portfolios for all students at Monash. These portfolios aligned directly to the Australian Curriculum Achievement Standards and ensured a clear and transparent tracking and reporting against student achievement from K-6. An annual assessment schedule was developed from K-6, with a focus on consistent assessment, benchmarking and the use of student data to evaluate student achievement and impact. Data dialogue conversations were conducted termly between teachers and executive staff and informed school wide planning and interventions. At the school this practice is embedded within team planning and team teaching time. This strategy is ongoing and workshops to further develop staffs capacity in analysing and understanding data will be enacted in 2016 to ensure data is utilised regularly to inform lesson planning as well as whole unit planning.

Further to this work was the schools shared engagement in the Gowrie Cluster Moderation Sessions. These sessions involved staff working with five other local Tuggeranong Schools to moderate student achievement against writing. The success of these sessions saw the sharing of key assessment tools, including a writing moderation guide at Monash.

This work in 2015 saw the following results against our identified targets for this priority.

1. The school is within the confidence levels for the 2015 NAPLAN Year 3 Reading and Year 5 Numeracy targets as set by the Directorate. While the school did not meet the Directorate targets for Year 3 Numeracy and Year 5 Reading, it was only just below the requirement. The school's targets for 2015 are based on a five year (2010-14) school NAPLAN mean average plus an aspirational loading.

MONASH NAPLAN TARGETS				
	Year 3		Year 5	
	Reading	Numeracy	Reading	Numeracy
ACT Directorate Target	420 ± 22	415 ± 18	497 ± 20	496 ± 20
Actual	399	392	469	476

2. PIPS data reflected a significant and dramatic improvement in student achievement in Kindergarten. This achievement saw the school improve growth rates well above targets have been demonstrated for the last six years. The school attributes this growth to the direct result of changed literacy practice and the implementation of a whole language model in Kindergarten.

READING										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Less than expected growth	21%	16%	25%	32%	43%	57%	36%	37%	43%	14%
Expected growth	55%	43%	53%	43%	47%	33%	53%	57%	52%	47%
Better than expected growth	24%	41%	22%	25%	10%	9%	11%	5%	4%	39%

MATHEMATICS										
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Less than expected growth	15%	16%	29%	25%	43%	41%	38%	32%	40%	19%
Expected growth	50%	41%	49%	57%	45%	41%	57%	57%	46%	45%
Better than expected growth	35%	43%	22%	18%	12%	19%	4%	10%	13%	36%

3. PM Benchmark testing undertaken in Term 4 indicates 68% of students are achieving or exceeding year level appropriate reading benchmarks. In 2014 64% of students achieved or

exceeded year level reading benchmarks. In 2015 we have met our target of a 3% point increase in the proportion of students achieving year level appropriate reading benchmark, with a point increase of 4%.

4. The 2015 A-E data indicated that 86% of students in Years 1- 6 achieved the required Australian Curriculum Achievement Standard in Science. The result exceeded the 2015 target of 85%.

Monash School underwent external validation in 2015. We were commended for:

1. **Strategic transition to a new pedagogical model.** The panel commends the school leadership team in their strategic management of pedagogical intent, change and implementation of the Inquiry Learning model and personalised learning approach. This includes the development and implementation of a variety of (corporate branded) policies, processes, guidelines and frameworks to support the change process and enable shared understandings to align practices across the school.
2. **Development of a positive learning culture.** The principal, school leaders, staff, students and community members are to be commended on the development of a school learning culture that promotes respectful relationships and student and staff wellbeing. There is a very positive, caring, optimistic and friendly tone throughout the school.

Recommendations included:

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.

Strategic Priority 2:

Develop a culture of positive connections between school, students, families and the community.

Target/s:

By the end of 2015 achieve:

- 85% of parents are satisfied that the school values and maintains partnerships between the school and the community.
- 90% of parents are satisfied that the school communicates effectively with them as indicated in the 2015 KidsMatter parent surveys.
- A 5% point decrease in the percentage of suspensions from the 2014 data.

Progress:

The key improvement strategy towards this priority was to *implement strategies to strengthen parental engagement*.

In 2015, the school was one of four pilot schools to undertaken the Education and Training Directorate 'Progressing Parental Engagement Project'. Through this project staff engaged in professional learning in enhancing their understanding about parental engagement methods, and teachers, and parents undertook a survey. Results provided from the survey will be used to inform future school actions in relation to parental engagement.

A key action associated with this priority in 2015 was the establishment of a *Community Hub Consultative Committee*. The role of the CHCC supported the strategic planning and evaluation of the current service with an aim to provide advice to the school regarding the implementation of the programs and services delivered through the Community Hub.

Additional to this was the draft development of a 3 year strategic plan and community mapping to support the implementation of localised activities that supports the school and wider school community. The community plan will be further refined in 2016 to align with the schools new Strategic Plan and presented to the community for feedback.

Key stakeholders engaged with the *Consultative Committee* including the Network Leader, Tuggeranong Child and Family Centre, community members, parents and teachers. The Consultative Committee provided key feedback to the school and information gained through the committee has been utilised to year strategic plan commencing in 2016.

Additionally, the school's Community Hub continued to operate two days per week, and introduced and enhanced a range of parental engagement programs. Programs offered in the 2015 included Playgroup, Multicultural Dinner, Breakfast Club, Father and Son Nights, Cool Kids Program, and Daughter and Mum Nights.

In alignment with the second Key Improvement Strategy included the *'implementation of the KidsMatter and You Can Do It approach across the school'*, the KidsMatters Framework saw a renewed focus in 2015, with the re-established of a KidsMatter Action Team comprising of five teachers, three parents and representation from the leadership team. The KidsMatter Action Team led professional learning for all staff in Component One and Component Two of the framework across the 2015 year. Professional learning was also offered to parents and regular KidsMatter information provided through the newsletter and school Facebook site, including articles provided by the school counsellor. At the end of 2015, representatives from the Action Team engaged in a whole day training in *Friendly Kids*

Plus Social and Emotional Learning Program with the aim to implement the program across the school in the 2016 year.

In 2015 the school's Student Engagement procedures, counsellor referral forms, Behaviour Management Policy and associated student management procedures were revised to more clearly reflect the school's focus on restorative practices and a case management approach. As part of the strategy, selected students were also engaged in flexible learning opportunities, with a focus on developing the students' confidence with targeted literacy and numeracy sessions and a focus on the development of emotional and social intelligence. This included a focus on early reading skills for students in the junior school.

The school community has continued to evaluate the practices through feedback regarding general student behaviour within the school and the school plans to address this specific feedback in the 2016 AAP.

These actions resulted in the following progress towards our targets.

1. 94% of parents surveyed through the 2015 Monash School Parent Satisfaction Survey, are satisfied that the school values and maintains partnerships between the school and the community. This exceeded the 2015 target of 85%.
2. 85% of parents surveyed through the KidsMatter survey identified that they were satisfied that the school communicates effectively with them. This result was just below the aspirational target of 90%.
3. The school's suspension rate in 2015 was reduced from 32 to 12. Through restorative practices, staff work closely with students and families to determine appropriate consequences and harm minimisation strategies in response to issues that arise. This work will continue in 2016.

From our external validation report Monash School received the following commendations:

1. **Developing a strong culture of community engagement.** Parental engagement is viewed as a key strategic priority. The panel noted the positive relationship between parents and the school. This was evident through the Monash Community Hub which has been recognised as an exemplar of an inclusive school environment and also through extensive community consultation and education with regard to the changes in the school direction.
2. **Development and embedding of values that are shared with students, staff and parents.** The principal, school leadership team and all staff are to be commended on the development of clearly articulated values which permeate every aspect of the school curriculum, explicitly and implicitly. The panel observed the school values during lesson observations, the school assembly, morning gathering, assembly awards, in the school song, and in planning documentation.

Recommendations included:

1. **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.

Strategic Priority 3:

Develop a culture of positive connections between school, students, families and the community.

Target/s:

By the end of 2015 achieve:

- improved transition rate from Preschool into Kindergarten from 75% to 85%.
- improved transition rate of IPECS students coming to Monash to 40% to 60%.

Progress:

The key improvement strategy towards this priority was *to work collaboratively to maintain transition partnerships with neighbouring schools*.

This priority was introduced in the re-worked 2013-15 School Plan. The performance measures used to measure the priority area were enrolment numbers and transition data.

A range of actions were undertaken in meeting this key improvement strategy, this included the establishment and development of collaborative partnerships between Monash staff, transition coordinators from neighbouring schools, including Wanniasa School, Caroline Chisholm School and Isabella Early Childhood School. A shared strategic approach was developed where in Term 1 all coordinators from each school work collaboratively to facilitate the transition processes and discussed transition pathways for students.

Additionally, enrichment programs were established at each of the neighbouring schools, with students from K–2, and Years 4–6 provided with opportunities to participate in programs held at each school sites. Fourteen Year 6 students attended an Ignite Taster Day at Caroline Chisholm on 1 May and twelve students attended the Sports Expo on 10 September. Twelve students from Year 5 attended a sports expo on 24 September in preparation for their High School decision in 2016. Approximately 48 students in Years K–2 participated in Tuggeranong Enrichment program, attending numerous schools through the network.

During Terms 3 and 4 the Wanniasa School Youth Worker, Trevor Preston, has visited Monash for one session each week to work with students enrolled at Wanniasa in 2016.

This strategic work and planning resulted in forty-seven percent of Year 6 students enrolling in a government school within the Tuggeranong network (see table below).

Type of School	Number	Percentage %
Government schools (Tuggeranong network)	30	47
Government schools (other networks)	22	35
Non-Government schools	12	18

Internal transition processes at Monash have also been strengthened in accordance with key strategic priority. In 2015 the staff participated in reflection about the process to date, and the feedback was used to strengthen the approach. The comprehensive *year-to-year transition program* included the refining of key documents associated with this process, including the development of a transition process. Professional learning was provided to staff in Term 4 outlining the philosophy of transitions, the processes and procedures in ensuring a consistent approach.

The 2016 classes were published to families early in Term 4, and student portfolios and overview documents were completed by current teachers containing information about students' current academic and social development. Additionally, parents provided information about their child and contributed to 2016 goal setting. The transition process concluded in a transition meeting held between the student, their current teacher and their 2016 teacher. This streamlined transition process built upon last year's work.

Throughout the year students at Monash Preschool have visited the Primary School campus on a weekly basis. Each week students participate in a cooking class in the Primary School kitchen and attend the Primary School library to learn about information literacy. This year two assemblies hosted by Monash Preschool have been conducted using the Monash Primary School hall. During Term 4 the preschool students visited the Kindergarten unit on three occasions, touring the school and taking part in Kindergarten activities. 68% of students enrolled in the Monash Preschool in 2015 are now enrolled at Monash Primary School in 2016.

These actions resulted in the following progress towards our targets.

1. In 2016, 68% of students enrolled in the Monash Preschool for will be transitioned into Kindergarten and enrolled at Monash School. This is a decrease of 1% from 2014, however in 2015 we have had one less Preschool class.
2. Three (13%) students in Year 2 at Isabella Plains Early Childhood School have enrolled into Year 3 at Monash School for the 2016 academic year. This is a decrease from 2015 when eleven students enrolled at Monash School for the 2015 academic year.

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.

Financial Summary			
INCOME	January to June	July to December	January to December
Self management funds	186527.93	175313.68	361841.61
Voluntary contributions	8940.00	2333.00	11273.00
Contributions & donations	0.00	2516.70	2516.70
Subject contributions	4604.00	1024.55	5628.55
External income (including community use)	11292.82	10251.39	21544.21
Proceeds from sale of assets	0.00	0.00	0.00
Bank Interest	4494.77	3533.00	8027.77
TOTAL INCOME	215859.52	194972.32	410831.84
EXPENDITURE			
Utilities and general overheads	50473.95	52670.69	103144.64
Cleaning	53120.37	51926.42	105046.79
Security	2481.81	204.55	2686.36
Maintenance	23570.31	41128.01	64698.32
Administration	7717.46	4611.99	12329.45
Staffing	32880.00	-6839.99	26040.01
Communication	1877.60	3661.30	5538.90
Assets	57450.40	29782.15	87232.55
Leases	0.00	0.00	0.00
General office expenditure	15523.87	21015.36	36539.23
Educational	29765.60	14678.71	44444.31
Subject consumables	6626.97	-421.17	6205.80
TOTAL EXPENDITURE	281488.34	212418.02	493906.36
OPERATING RESULT	-65628.82	-17445.70	-83074.52
Actual Accumulated Funds	130086.14	129890.56	129890.56
Outstanding commitments (minus)	-9139.85	0.00	-9139.85
BALANCE	55317.47	112444.86	37676.19

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was \$185.00.

Voluntary contributions

These funds listed were used to support the general operations of the school. The spending of voluntary contributions is in line with the approved budget for 2015.

Reserves

Name and Purpose	Amount	Expected Completion
New Senior Play Equipment	\$66,000	2016
New senior playground, with tanbark and shade cloth, to ensure that all mandatory requirements are adhered to.		
Minor New Works	\$25,000	2016
Upgrades to Monash School such as Sensory and Indigenous Gardens		

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: Lisa Silberberg, Lori Korodaj, Anne-Maree Palasrinne

Community Representative Frances Owusu

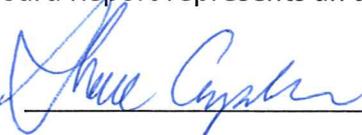
Teacher Representative Jillian Coulthart, Renee Berry

Student Representative:

Board Chair: Frances Owusu

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 in 2015.

Principal Signature:  _____

Date: 1/6/2016

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

Board Chair Signature:  _____

Date: 1/6/2016