This report supports the work being done in the ACT Education and Training Directorate, as outlined in the Strategic Plan 2014-2017 “Educational capital: Leading the Nation”. It complies with reporting requirements detailed within the Education ACT 2004 and the National Education Agreement.

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

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Telephone (02) 6205 7555
About our school

Monash Primary School is in the Tuggeranong Valley and was opened in 1982. In 2014 the school has a population of 481 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 caring and supportive environments, 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.

The leadership team, in its first full year, 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 2014 Monash School continued with the introduction of 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 2014 there was a total of 481 students enrolled at this school.

Table: 2014 Student Enrolment Breakdown

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>253</td>
</tr>
<tr>
<td>Female</td>
<td>228</td>
</tr>
<tr>
<td>Indigenous</td>
<td>20</td>
</tr>
<tr>
<td>LBOTE</td>
<td>96</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, August 2014

Student attendance

The following table identifies the attendance rate of students by year level during 2014. 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: 2014 Semester 1 attendance rates

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Attendance Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>93.2</td>
</tr>
<tr>
<td>1</td>
<td>91.8</td>
</tr>
<tr>
<td>2</td>
<td>91.9</td>
</tr>
<tr>
<td>3</td>
<td>93.6</td>
</tr>
<tr>
<td>4</td>
<td>93.9</td>
</tr>
<tr>
<td>5</td>
<td>89.7</td>
</tr>
<tr>
<td>6</td>
<td>87.9</td>
</tr>
</tbody>
</table>

Source: Planning and Performance, July 2014

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: 2014 Qualification of Teaching Staff

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Teaching staff (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate/Diploma/Degree</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>44</td>
</tr>
</tbody>
</table>

Source: School Data, December 2014

Workforce Composition
In 2014 the workforce composition of the school is highlighted in the following table. The data is taken from the school’s verified August pay report. For reporting purposes it includes all school staff including preschools if applicable, staff absent for a period of less than four consecutive weeks, staff replacing staff absent for more than four consecutive weeks. It does not include all casuals and staff who were not paid in this period and staff absent for a period of four consecutive weeks or longer nor unfilled vacancies.
<table>
<thead>
<tr>
<th>Role</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Service Officers</td>
<td>16</td>
</tr>
<tr>
<td>General Service Officers &amp; Equivalent</td>
<td>1</td>
</tr>
<tr>
<td>School Leader A</td>
<td>1</td>
</tr>
<tr>
<td>School Leader B</td>
<td>1</td>
</tr>
<tr>
<td>School Leader C</td>
<td>3</td>
</tr>
<tr>
<td>Teachers</td>
<td>27</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

Source: Workforce Management, August census 2014

Note: This table includes pre-school staffing

There is 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 1600 volunteer hours have been contributed in 2014.

**School Review and Development**
In 2014, the ACT Education and Training Directorates Strategic Plan 2014-2017 provided the framework and strategic direction for the school’s plan. This is supported by the School Improvement in ACT Public Schools Directions 2010-2014 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 Primary School will be validated in 2015. A copy of their most recent 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 2014 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, who were invited to take part in an online survey.

**Overall Satisfaction**

In 2014, 75 parents, 21 staff and 37 students responded to the survey. Where less than five responses were received the results were not reported due to concerns about participant privacy.

In 2014, 80% of parents and carers, 76% of staff, and 76% of students at this school indicated they were satisfied with the education provided by the school.

As well in 2014, 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 2014. The following tables show the percentage of parents and carers and students who agreed with each of the national items at this school.

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

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td>87</td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback about his or her school work.</td>
<td>75</td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td>80</td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td>84</td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td>88</td>
</tr>
<tr>
<td>I can talk to my child’s teachers about my concerns.</td>
<td>91</td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td>69</td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td>95</td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td>93</td>
</tr>
<tr>
<td>This school takes parents’ opinions seriously.</td>
<td>88</td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td>80</td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td>79</td>
</tr>
<tr>
<td>My child's learning needs are being met at this school.</td>
<td>79</td>
</tr>
<tr>
<td>This school works with me to support my child's learning.</td>
<td>83</td>
</tr>
</tbody>
</table>

Source: 2014 School Satisfaction Surveys, September 2014
### Table: Proportion of students in agreement with each national opinion item

<table>
<thead>
<tr>
<th>Item</th>
<th>(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My teachers expect me to do my best.</td>
<td>97</td>
</tr>
<tr>
<td>My teachers provide me with useful feedback about my school work.</td>
<td>78</td>
</tr>
<tr>
<td>Teachers at my school treat students fairly.</td>
<td>68</td>
</tr>
<tr>
<td>My school is well maintained.</td>
<td>64</td>
</tr>
<tr>
<td>I feel safe at my school.</td>
<td>53</td>
</tr>
<tr>
<td>I can talk to my teachers about my concerns.</td>
<td>69</td>
</tr>
<tr>
<td>Student behaviour is well managed at my school.</td>
<td>33</td>
</tr>
<tr>
<td>I like being at my school.</td>
<td>69</td>
</tr>
<tr>
<td>My school looks for ways to improve.</td>
<td>86</td>
</tr>
<tr>
<td>My school takes students’ opinions seriously.</td>
<td>44</td>
</tr>
<tr>
<td>My teachers motivate me to learn.</td>
<td>84</td>
</tr>
<tr>
<td>My school gives me opportunities to do interesting things.</td>
<td>76</td>
</tr>
</tbody>
</table>

Source: 2014 School Satisfaction Surveys, September 2014

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

### Professional Learning

<table>
<thead>
<tr>
<th>Professional Learning</th>
<th>Link to Strategic Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>David Langford</td>
<td>Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students.</td>
</tr>
<tr>
<td>Mental computation</td>
<td>Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students.</td>
</tr>
<tr>
<td>Count Me In 2</td>
<td>Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students.</td>
</tr>
<tr>
<td>First Steps (Reading and Writing)</td>
<td>Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students.</td>
</tr>
<tr>
<td>Moderation</td>
<td>Strategic Priority 1: Reflection of student assessment collection (A-E moderation)</td>
</tr>
<tr>
<td>David Hornsby</td>
<td>Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students.</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>Priority 2: Develop a culture of positive connections between school, students, families and the community.</td>
</tr>
</tbody>
</table>
Steve Francis whole staff culture building.

Priority 2: Develop a culture of positive connections between school, students, families and the community.

Priority 3: Develop clear and effective pathways for students to achieve success in the Tuggeranong Network

| Guided Reading | Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students. |
| Cooperative Reading | Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students. |

Source: School Data, December 2014

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. It shows how on entry results were below the ACT in reading at the start and end of the year while our maths results were slightly above at the start but below at the end.

Table: Monash Primary School PIPS 2014 mean raw scores

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>School Start</th>
<th>School End</th>
<th>ACT Start</th>
<th>ACT End</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>49</td>
<td>114</td>
<td>51</td>
<td>124</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
<td>51</td>
<td>39</td>
<td>54</td>
</tr>
</tbody>
</table>

Source: Planning and Performance December 2014

A detailed analysis of our school’s academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

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 2014, 8.10 % of year 3 students and 5.80 % 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 to protect the privacy of students in small schools.

The following table shows the 2014 mean scores achieved by our students compared to the ACT.

**Table: Monash Primary School 2014 NAPLAN Mean Scores**

<table>
<thead>
<tr>
<th>Test Domain</th>
<th>Year 3 School</th>
<th>Year 3 ACT</th>
<th>Year 5 School</th>
<th>Year 5 ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>381</td>
<td>440</td>
<td>491</td>
<td>523</td>
</tr>
<tr>
<td>Writing</td>
<td>386</td>
<td>405</td>
<td>439</td>
<td>474</td>
</tr>
<tr>
<td>Spelling</td>
<td>351</td>
<td>413</td>
<td>479</td>
<td>502</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>388</td>
<td>441</td>
<td>479</td>
<td>520</td>
</tr>
<tr>
<td>Numeracy</td>
<td>419</td>
<td>415</td>
<td>471</td>
<td>499</td>
</tr>
</tbody>
</table>

Source: Performance and Planning December 2014

A detailed analysis of our school’s academic achievement is incorporated into the information related to reporting against our progress against our priorities. This is found later in the report.

**Performance in other areas of the curriculum**

An important focus in 2014 has been the establishment of the Monash Community Hub and associated programs. The Hub was opened in May and aims to connect the school and the community through an inviting place that offers a variety of activities, programs and courses. Some of the activities and programs offered include the Breakfast Club, “Cool Little Kids” which operates over six-week period assisting parents in dealing appropriately with anxiety in children, the Goodwin Village program where residents from Goodwin Village have attended the Hub, meeting with families, and working with children whilst at the same time being musically entertained and “Hub Helpings”, an initiative to provide meals to those in our community who may be in need of extra support for various reasons.

We continue to have a strong relationship with dance organization, ‘Kulture Break’. We currently have all classes, kindergarten to year 6 taking part in weekly dance sessions based on book themes. All classes at Monash also participate in ‘Every Chance to Dance,’ a Kulture Break online dance initiative based on children being active and enjoying movement to music.

The Dirt to Dish Program involves children visiting our school kitchen, on a regular basis, in small groups to attend cooking groups run by one of LSAs, who is a trained chef. In the program they learn to cook healthy meals using produce from our school vegetable garden.

Monash Primary School continues to be engaged in the Instrumental Music Program.
Progress against School Priorities in 2014

Priority 1
Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students.

Targets
By the end of 2014 achieve:
- the ACT Education Directorate NAPLAN targets
  - Year 3 Reading: 428 ± 24  Numeracy :409 ± 18
  - Year 5 Reading: 490 ± 20  Numeracy: 493 ± 18
- a 4% point improvement in the percentage of ‘within school matched’ students achieving expected growth or better in NAPLAN reading, writing and numeracy based on the 2013 figures
- a 3% point improvement in the percentage of ‘kindergarten students achieving expected growth or better in PIPS reading and numeracy based on the 2013 figures
- a 3% point increase in the proportion of students achieving year level appropriate reading benchmark from the 2013 figures.
- 80% of students achieve appropriate science standard using Primary Connections.

Directorate Priority areas covered with this priority
Quality Learning; Inspirational Teaching and Leadership; High Expectations High Performance

Progress
With respect to our first strategy to use personalised learning and play based approach to inform high quality literacy, numeracy and science programs the following occurred.

Throughout 2014 all Monash staff completed targeted professional learning (PL) in both reading and numeracy.
- Guided Reading was targeted as a priority for the junior and middle school and all teachers engaged in targeted professional learning (PL) and modelled Guided Reading lessons with a First Steps trained reading expert from within the Tuggeranong Network. All teachers are now planning explicit Guided Reading sessions, on a daily basis, using a targeted proforma that concentrates on skills and questions to build comprehension and promote connections with the text.
- The middle and senior teaching teams undertook explicit PL in Co-operative Reading.
- All staff also engaged in targeted PL in numeracy. This targeted PL was designed to support staff to effectively embed the Australian Curriculum outcomes using a strategies based approach, ensuring a shared language across the school. These two programs align closely with the school endorsed teaching tool, Go Math.
- During 2013 all teaching and support staff at Monash completed First steps Reading professional learning. Monash staff also completed First Steps Writing in 2012. In 2014 seven new home room teachers joined the Monash staff. Three of the seven staff had already completed First Steps training in both reading and writing. The remaining four new teachers completed First Steps Reading professional learning in
semester one of this year as part of the Murrumbidgee Learning Academy professional learning package. These four staff and any new teachers to Monash in 2015 will undertake First Steps Writing professional learning as it becomes available in 2015.

- During term 2 professional learning in Count me In Too (CMIT) was offered to all staff as either new professional learning or as an opportunity to strengthen the understanding of those who had completed the training in previous years. Eleven Monash staff members completed the training offered.
- During terms 2 and 3 professional learning in Middle Years Mental Computation (MYMC) was offered to all staff as part of the Murrumbidgee Learning Academy professional learning plan. Teachers in years 5/6 and 3/4 completed professional learning in MYMC.
- The leadership team have also invested heavily in coaching and mentoring throughout the junior school to embed effective Guided Reading practice into each classroom. This will be a continued focus moving into 2015 as due to staff movement throughout the school there will be several new members of the junior team next year.

At the beginning of 2014 and in term 4 staff were asked to complete a capacity survey to ascertain their level of confidence to implement each of our targeted whole school programs into their programming and teaching following PL.

The graphs below show the growth in confidence of the staff in regards to First Steps Reading and Writing. This data shows there has been a significant increase in Monash teaching staff’s knowledge of First Steps Reading and Writing strategies through self-evaluation. Program analysis across each teaching team shows 100 percent of Monash teachers implement explicit planning of First Steps strategies for both reading and writing into their weekly planning proformas.
In relation to the professional learning on CMIT the majority of staff who in November were still unsure or not confident in implementing CMIT into their programs did not undertake the CMIT training as they currently teach in the senior school and completed the MYMC professional learning sessions instead.

The graph below shows a significant increase in the number of staff who feel confident to implement MYMC strategies into their weekly numeracy planning. The majority of staff responses in level 2 are from staff currently working across the junior school that undertook professional learning in CMIT this year.
The graph below shows the significant growth of teachers across the year with a large proportion of teachers now feeling confident in their ability to work independently with the program and mentor others in its delivery.

A further indicator that our approach in the use of PL to inform high quality literacy and numeracy and science programs at the school is evidenced through:

- 100 percent of programs show links to CMIT strategies.
• 100 percent of year 5/6 mathematics planning documents have reference to MYMC strategies.
• The year 3 and year 4 teams also use the redesigned planning proforma and 100 percent of mathematics planning documents show specific reference to MYMC strategies.
• 100 percent of planning proformas from Kindergarten, years 1/2 and years 3/4 clearly show direct links to Go Maths units and specific fundamental consolidation games (also a GO Maths resource).
• 100 percent of teaching staff at Monash are planning differentiated lessons across literacy and numeracy.

All teachers at Monash have indicated both in their Professional Pathways Summative Report and through the Teacher Quality Institute (TQI) professional learning portal that they have met or exceeded their set professional goals. This is also demonstrated by the increase in teacher capacity identified in the teacher capacity matrix throughout this report.

Our second strategy in 2014 was to develop high quality approaches to reporting, assessment and evaluation procedures. From the beginning of 2014, we have undergone a thorough review and modification of our reporting practices and templates. All reports now accurately reflect and align with the Australian Curriculum.

All staff were involved in PL at the beginning of 2014 that revolved around the ACARA website and supporting Australian Curriculum endorsed sites such as Scootle.

As a result, our newly developed reporting template is part of a reporting schedule that has been clearly communicated to our school community through newsletters, information nights, the school’s website and social media. In August we ran an assessment and reporting information evening aimed at giving clarity to how we moderate across year groups for A-E grades and how our school based rich reports align with the Australian Curriculum and A-E grading. This information evening was well attended by parents and carers of children in kindergarten to year 6. We now have a clear reporting method and process for each term of the school year.

Term 1 - Interim report and interview (where student goals are revisited and discussed).

Term 2 - School based Rich Report and system generated A-E report.
Term 3 - Parent teacher interview and Learning Expo.
Term 4 - School based Rich Report and system generated A-E report.

Our preschool reports have undergone significant change, which was undertaken at the beginning of semester 2, 2014, and now clearly align with the Early Years Learning Framework (EYLF).

Parents throughout the school expressed many positive comments regarding the new transition process both informally and at a recent principal’s forum. They expressed that they felt empowered by the new “partnership approach to teaching and learning,” they felt teachers knew exactly where their students were academically and demonstrated a willingness to answer questions and provide additional support to parents to help their
children at home. Another parent felt the process was a “welcomed change to the school, especially in kindergarten as the children settled in quickly and confidently.”

In actioning our third strategy, **to develop and build the capacity of staff to deliver high quality teaching through instructional leadership, including coaching has been shown this year by** staff receiving constructive feedback from leadership and colleague mentors through a range of ongoing practices. All members of a team have the opportunity to engage in weekly professional learning sessions and planning. During this time colleagues have the opportunity to share best practice with one another and receive supportive verbal feedback from their team leaders and colleagues on areas such as their practice, programming and ability to provide authentic personalised learning. Through the increased engagement in reflective practice and conversations in 2014 staff are asking for support and seeking to participate in PL sessions to enhance their professional practice.

Staff, including Learning Support Assistants (LSA), completed individual competence capacity matrices in February 2014 and again in November 2014. There was a general trend as evidenced in the graphs below in staff who demonstrated greater capacity in their knowledge and skills across curriculum areas and use of specific curriculums and programs at Monash.

Staff indicated an increase in their capacity to effectively implement the EYLF in their planning. There was also a marked increase in confidence amongst staff in seeking other staff members to support and mentor them in the use of the EYLF in their planning and teaching.

![Staff Self Evaluation of their use of EYFL to Inform planning, teaching and learning](chart.png)

<table>
<thead>
<tr>
<th>Percentage of Teaching Staff</th>
<th>1: I have never heard of this.</th>
<th>2: I have heard of this but never used it.</th>
<th>3: I need support with this.</th>
<th>4: I have begun to implement this in my planning and teaching with support</th>
<th>5: I am confident to work independently with this.</th>
<th>6: I am confident and seek opportunities to mentor others with this.</th>
</tr>
</thead>
<tbody>
<tr>
<td>February%</td>
<td>17</td>
<td>33</td>
<td>11</td>
<td>17</td>
<td>17</td>
<td>6</td>
</tr>
<tr>
<td>November%</td>
<td>6</td>
<td>33</td>
<td>11</td>
<td>22</td>
<td>11</td>
<td>17</td>
</tr>
</tbody>
</table>

Staff indicated that they were beyond the beginning stages of implementation of Primary Connections in November 2014. This saw a significant decrease in staff needing support and an increase in capacity with teachers showing more confidence to work independently to plan and implement Primary Connections.
Data indicates that PL regarding our personalised approach to learning at Monash has been effective throughout 2014. It is clear that staff now feel that they need less support, have confidence to implement the model independently and feel that they have the skills and knowledge to support other staff members with their knowledge.

Targeted PL for preschool to year 2 staff in Guided Reading had a significant impact on staff capacity. Data indicates that the process of seeking expertise from within our cluster, the facilitation of reflective practice and targeted follow up after the PL moved all staff members’ skill base from where they were in February.
After analysis of the staff capacity matrices in February 2014 the junior school School Leader C (SLC) began coaching and supporting teachers with recognised areas of professional development from P-2. This involved ongoing professional discussions, teachers setting personal goals to improve their practice, observations from the SLC, use of a range of coaching methods such as professional reading, team teaching, shoulder to shoulder teaching and observations coupled with verbal and written feedback. Specific emphasis in 2014 throughout the junior school has been on Guided Reading, First Steps Reading and developing a hands-on investigative Mathematics Program. A Guided Reading/First Steps Reading Strategies professional development session was held at the school in term 3 for all staff from P-4. This professional development session was coordinated and run by an external deputy principal with facilitator training. Evidence above demonstrates substantial growth in teacher capacity.

Throughout 2014 the leadership team have sought to provide a range of PL opportunities for all staff in relation to enhancing teacher knowledge, understandings and capacity. The capacity matrix provided the leadership team with an in-depth platform to target PL.

As evidenced above staff have gained greater capacity in their knowledge, understandings and implementation of school based programs as well as the Australian Curriculum and Early Years Learning Framework (EYLF). Monash School was part of the Murrumbidgee Learning Academy Professional Learning Program and each staff member was encouraged to attend professional learning pertinent to their needs. Many teaching teams had a representative attend different professional learning sessions and in turn presented or shared their learning during PL sessions and team meetings.

The table bellows outlines the number of staff who attended each of the sessions held:
The impact of these actions within this strategy is evidenced by the following:

- 100 percent of staff agree or strongly agree they are engaged in professional learning.
- 67 percent of staff agree or strongly agree they receive constructive feedback about their practice, with 29 percent neither agreeing or disagreeing the school's result are below what was achieved in 2013. We will look into how to improve this next year.
- 94 percent of staff agree the school focuses on improving the quality of teaching and learning practices.
- 94 percent of staff feel that their professional achievements are celebrated at this school.

Our fourth strategy in 2014 was to provide integrated technology support to enhance personalised student learning in literacy, numeracy and science. Monash has made significant investments in supporting personalised learning through technology. Each teacher has an iPad to support learning and teaching, which includes a ‘dongle’ so that the iPad screen can be projected onto the Interactive White Board (IAB) in each teaching and learning space. Staff have been supported to use this technology through PL in staff meeting times throughout 2014.

A set of 21 iPads has been purchased for each unit with free and purchased applications managed through ‘configurator’. The school has provided support for these new devices through the employment of an extra IT worker one day per week. Data from each unit indicates that these devices are being well used in supporting student learning. In the senior units. At all times iPads are on loan, with the majority of use being for web based research and presentations of Individual Research Projects. In the junior years the usage is similar in that all devices are consistently on loan however the majority use these to support literacy and numeracy learning during rotations as well as Inquiry Groups.

Our February-November staff capacity matrices indicate a significant increased shift in staff capacity around using iPad technology to support student learning. School satisfaction data also indicates that 75 percent of staff use learning technologies as an integral part of learning and teaching in their classroom.
We have found a barrier to progress with the collection of student information and assessment data on iPads. Appropriate apps have been sourced for this purpose, however, privacy issues have stalled our use in this particular area.

Our library has become more of an information literacy hub through the purchase of 15 laptop computers. Each class group that uses the library facilities is using these computers regularly.

We have developed a new Individual Learning Plan (ILP) process in 2014 that makes ILPs more functional for students and teachers. We have changed the timeline for our ILPs for all Inclusion Support Program (ISP), Learning Support Centre (LSC) and mainstream students. ILP meetings now occur at the beginning of term 2 and term 4. This change has come about as traditionally ILPs were developed early in the school year with parents/carers and school staff. There would always be a ‘lag’ time at the beginning of the school year and meetings would not occur until weeks 3-5 in term 1. The new process allows the goals that are formulated in term 4 to carry over into term 1 so that the teachers for 2015 know exactly what the focus will be from the beginning of the school year.

We have also adjusted the format of our ILPs to improve the balance between long and short term goals. After a series of PL sessions on development of ILPs, we now have a series of short term goals under each long term goal so that teaching can be better targeted and specific to each child’s needs. Our team leaders are also part of the ILP meetings now, so they will be aware of each child’s individual needs.

In 2013 none of our Aboriginal and Torres Strait Islander students had a Personalised Learning Plan (PLP). In 2014 all our Aboriginal and Torres Strait Islander students have a PLP, with meetings occurring in terms 2 and 4 with parents and carers to plan appropriate learning, and social and emotional goals for students.
In respect to our strategy to **align Australian Curriculum documentation with personalised learning and play based approach** at the beginning of 2014 literacy and numeracy planning documents were redesigned by SLCs. Whole school planning documents were created to include the relevant achievement standards, cross-curriculum perspectives and content descriptors. Draft documents were then analysed at the team level and input was received from staff members across the school. Staff requested students to be listed on the planning documents to track which groups they have been in. This was then included in the planning template and redistributed as final working documents for implementation by all staff. One hundred percent of whole school literacy and numeracy planning templates now clearly show alignment with the Australian Curriculum.

Each week all team members are released for two-hours to conduct team sharing and collaborative planning. During this collaborative planning session, teachers discuss students’ current achievement levels with reference to the Australian Curriculum, plan group lessons and complete the required documentation. Completed planning documents are located centrally on the school’s computer system and are available to staff. Seventy percent of individual teachers’ weekly literacy and numeracy planning documents clearly show links to achievement standards, content descriptors, general capabilities and cross-curricular perspectives of the Australian Curriculum.

Preschool planning documents reflect the (EYLF), as do the children’s observations within their learning stories.

An investment was made during 2013 to purchase Primary Connections Science kits aligned to the Australian Curriculum. Each teaching team has planned and taught at least one unit of work during 2014 using the Primary Connections resource.

In 2015 we aim to create a scope and sequence for science and a year 1-6 two-year cycle scope and sequence for all other Key Learning Areas (KLAs). Subsequent refinement of the preschool planning document to further align with the EYLF remains a focus in 2015.
The following data demonstrates progress towards our identified targets for this priority:

1. Year 3 students were well below the reading target and achieved the numeracy target taking the confidence intervals into account.

   **Table: NAPLAN data mean scores against the Directorate targets**

<table>
<thead>
<tr>
<th>Year</th>
<th>Reading Target</th>
<th>Reading Actual</th>
<th>Numeracy Target</th>
<th>Numeracy Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>428±24</td>
<td>381.2</td>
<td>409±18</td>
<td>418.6</td>
</tr>
<tr>
<td>5</td>
<td>490±20</td>
<td>491.0</td>
<td>493±18</td>
<td>471.1</td>
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</tbody>
</table>

   Source: NAPLAN data December 2014

2. The targeted improvement in the percentage of within school matched students in year 5 achieving expected growth was achieved in reading only.

   **Table: Percentage of within school matched children achieving NAPLAN Growth**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>31.3 percent</td>
<td>64.5 percent</td>
<td>71.0 percent</td>
</tr>
<tr>
<td>2014</td>
<td>62.8 percent</td>
<td>52.3 percent</td>
<td>41.4 percent</td>
</tr>
<tr>
<td>Growth</td>
<td>+31.5 percent</td>
<td>-12.2 percent</td>
<td>-29.6 percent</td>
</tr>
</tbody>
</table>

   Source: NAPLAN data December 2014

3. The school achieved 56 percent of students making expected progress in PIPS reading compared to 62 percent in 2013 and 59 percent making expected growth or better in Maths compared to 67 percent in 2013. The target was not reached.

4. At the end of 2013 Monash achieved the target of 75 percent of students from K-6 reading and comprehending effectively at or above the expected benchmark. Current benchmark data indicates that 64 percent of our students have reached or are above the expected level. In effect we have not reached our target of a 3 percentage point increase, which would see 78 percent of our student population sitting at or above their expected benchmark level. However, during semester 2, 2014 we aligned our benchmark levels with those identified by the Education and Training Directorate (ETD). Before this the levels had been set by the school, in line with Reading Recovery levels and in consultation with other schools within our network. These new benchmarks were used as a measure for this analysis. Had we used the old benchmark levels our target would have been met, with 78.5 percent of students from K-6 achieving benchmark or above.

5. In semester 2, 2013, Monash invested comprehensively in Primary Connections. We purchased all the kits that were aligned to the Australian Curriculum outcomes, all teacher reference materials and all concrete materials. This ensured that staff and
students could be fully immersed in each focus area. Programs across each teaching team reflect the explicit teaching and immersion of the units which directly relate to the science content of the Australian Curriculum for their year level. To evaluate the effectiveness of this targeted program Monash has used the achievement standards of the Australian Curriculum.

Our target was for 80 percent of our students to demonstrate their achievement of the appropriate standard by achieving a “C” grade or higher on their A-E Report. We have reached our target with a total of 81 percent of students from years 1-6 achieving a grade of “C” or above for science in 2014.

Priority 2

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

Targets

By the end of 2014 achieve:

- 85% of parents are satisfied that the school values and maintains partnerships between the school and the community.
- 85% of parents are satisfied that the school communicates effectively with them as indicated in the 2014 KidsMatter parent surveys.
- A 5% point decrease in the percentage of suspensions from the 2013 data.

Directorate Priority areas covered with this priority

High expectations, high performance; Connecting with families and the Community; Inspirational Teaching and Leadership

Progress

Our first key improvement strategy was to implement strategies to strengthen parental engagement. Throughout 2014 various integration strategies have been implemented to strengthen relationships with all key stakeholders and encourage further collaboration between families, staff and students to meet the needs of children and families.

A major focus has been to build and improve teachers’ confidence when communicating with families. We have continued with our KidsMatter training (working with parents and carers), with Component 3 being the main focus. This PL has led to a number of new initiatives such as positive postcards, the classroom carer program and ways staff to could be more approachable and welcoming.

Evidence of our success at communicating can be found in our satisfaction results.

- 83 percent of parents believe that the school works with them to support their children’s learning.
- 91 percent of parents believe that they can talk to staff about concerns.
- 88 percent of parents believe the school takes parents opinions seriously.
• 75 percent of parents believe that the school provides children with useful feedback.
• 81 percent of staff believe that there is effective communication between staff and executive staff.
• 81 percent of staff believe that there is effective communication between teachers and parents.
• 81 percent of students believe that the school celebrates achievements appropriately.
• 69 percent of students talk to teachers about their concerns.
• 44 percent of students believe that their school takes students’ opinions seriously.

In 2015 we will continue to work with all stakeholders to build student perceptions.

To build on strategies already in place, the leadership team conducted parent forums in February 2014 where approximately 40 parents from across the school were engaged to provide feedback on how communication procedures were currently working. Key information obtained from these forums included:

• School social media sites are highly valued by parents.
• Assemblies and daily whole school gatherings are received very positively and are a great avenue of communication for parents.

Areas identified for improvement included:

• Assessment and reporting;
• Overhauling reporting documents and procedures in an attempt to provide more concise, informative and meaningful information about children’s academic and social progress;
• Improved transition procedures at the conclusion of each school year to facilitate important information being communicated effectively between staff.

Actions undertaken in 2014 have included the design and implementation of a new reporting template and a review of moderation procedures. In 2014 school satisfaction data indicated that only 75 percent of parents felt that the school provides children with useful feedback on their work. This will be an area to be addressed in 2015.

A further action in 2014 has been the development of a transition document involving input from 2014 staff and parents, which will be communicated to 2015 teachers before the end of the 2014 school year. This process will provide all children with the opportunity to experience a more settled start to the new school year with information on each child available to staff. As a result of restructuring the transition process and parents having the opportunity to set learning and developmental goals for their children and pass on pertinent information for the commencement on 2015, 82 percent of parents from kindergarten to year six attended parent/teacher interviews.
A key initiative in 2014 was the establishment of the Monash Community Hub, which opened in May. The Hub is an initiative to connect the school and the community through an inviting place that offers a variety of activities, programs and courses. Some of the activities and programs offered include:

- Breakfast Club: open to students on Monday, Tuesday and Friday (sponsored by Communities@ Work). Breakfast Club attendance averages 45 students.

- “Cool Little Kids” program: operates over a six week period assisting parents in dealing appropriately with anxiety in children. Approximately 12 families from the school completed this course.

- Goodwin Village program: residents from Goodwin Village have attended the Hub, meeting with families, and working with children whilst at the same time being musically entertained.

- “Hub Helpings”: an initiative to provide meals to those in our community who may be in need of extra support for various reasons.

Attendance at monthly P & C meetings remains an area of concern and will be a focus for 2015. Numbers attending meetings average between six and 10 throughout most of the year. Difficulties were encountered when both the President and Secretary resigned at different times throughout the year.

Our second strategy to improve the clarity and consistency of communication procedures with families occurred through parent forums, social media and refinements to the school newsletters.

Data supporting the popularity of school social media sites includes:

**For the School App**

- In November 2013 there were 140 Apple downloads, and 63 Android downloads.
- In November 2014 there were 235 Apple downloads, and 109 Android downloads.

**For Facebook**

- In November 2013 Monash School had 195 ‘page likes’
- In November 2014 Monash School had 368 ‘pages likes’

A continued focus in 2015 will be communication with families via school social media sites.
Our third strategy in 2014 was to **identify and develop positive interactions between school and the wider Tuggeranong community**. Our strong partnership with Goodwin Village has developed in 2014 with residents making several visits to Monash School throughout the year. These visits have included students performing dance, music and drama based items as well as reading with residents and sharing stories over morning tea. The Goodwin Village Community Liaison Officer is keen to keep this relationship going as students from Monash, and Goodwin residents both benefit from the partnership. The last two visits from Goodwin Village have been hosted in our Community Hub, which continues to strengthen the links between the school and the wider community. In 2014 our Hub has hosted a variety of events outside the weekly events of Breakfast Club (three days per week), and playgroup (Friday mornings). These events have been a success and well attended by not only parents and carers of students that attend Monash School, but members of the wider community.

Events included: mums’ and daughters’ movie night, dads’ and sons’ movie night, Body Shop pampering session, learning a foreign language, support for children with anxiety, KidsMatter information sessions for the community and various community fundraising events.

Staff at Monash School have played a key role throughout 2014 in strengthening our cluster network through science, mathematics and creative arts. A series of extension days have been run for students in preschool-year 2 and our staff have played an important role in planning and delivering lessons for students from Isabella Plains Early Childhood School and Bonython Primary School.

Our students in years 3 and 4 have formed a positive relationship with students and staff from Wanniassa School through our kitchen garden program. Wanniassa hospitality students would visit once a week when their school kitchen was undergoing renovations and were able to assist Monash year 3 and 4 students. The Monash students were then treated to a special dining experience at ‘Café Wanniassa’ at the completion of Wanniassa School’s kitchen renovations.

We continue to have a strong relationship with dance organisation ‘Kulture Break.’ Founder and director of Kulture Break, Francis Owusu, is our community representative on the School Board and often articulates his desire to see the Kulture Break-Monash relationship strengthened. We currently have all classes, kindergarten to year 6 taking part in weekly dance sessions based on book themes. Children are working towards an end of year concert, which will be held, at Erindale Theatre. All classes at Monash also utilise ‘Every Chance to Dance,’ a Kulture Break online dance initiative based on children being active and enjoying movement to music.

We enjoy a strong relationship with the ‘Kid’s Hope Foundation’. Several volunteers come into Monash and spend time with particular students who have been identified by staff as needing some extra one-on-one support.

Our desire to develop a Reconciliation Action Plan (RAP) has been gathering momentum through the strengthening of our relationship with Aboriginal and Torres Strait Islander families linked to Monash through the implementation of PLPs. Two Monash staff members have attended training on how to develop a RAP and how to use the online tool. RAP development will continue to be a focus in 2015.
This work has led us to achieve the following progress against the targets:

1. 88 percent of parents believe that community partnerships are valued and maintained, three percentage points above our target.
2. 89 percent of parents were satisfied that the school communicates effectively with them, four percentage points above our target.
3. Monash did not achieve a 5-percentage point decrease on suspensions from 2013, there was a 3 percentage point increase.

Priority 3

Develop clear and effective pathways for students to achieve success in the Tuggeranong Network

Targets

By the end of 2014 achieve:
- improved transition rate from Preschool into Kindergarten from 75% to 85%.
- improved transition rate of Isabella Plains Early Childhood School (IPECS) students coming to Monash from 40% to 60%.

Directorate Priority areas covered with this priority

Quality learning; Inspirational teaching and leadership; high expectations, high performance

Progress

Our first key improvement strategy was to **work collaboratively to build transition partnerships with neighbouring schools**. As part of the Murrumbidgee Learning Academy, Monash School joined with neighbouring schools (Bonython Primary, Richardson Primary, Gordon Primary, Theodore Primary) to share PL opportunities. First Steps, Middle Years Mental Computation and Count Me in Too were offered to all staff.

Contact was made during term 1 with year 7 coordinators from neighbouring high schools, Wanniassa School and Caroline Chisholm School. The Wanniassa School year 7 coordinator and Pastoral Care Executive Teacher visited year 5 and 6 students at Monash, during term 1, and presented information about the school and its programs. The year 7 coordinator from Caroline Chisholm also visited year 6 students at Monash to present information to students about attending Caroline Chisholm.

Throughout terms 2 and 3, students in years 5 and 6 were given the opportunity to visit both Wanniassa School and Caroline Chisholm School.

Thirty nine percent of year 6 students have enrolled in a government school within the Tuggeranong network (see table below).
Five students from Isabella Plains Early Childhood School (IPECS) participated in the Monash School Swimming Carnival during term 1 and all year 2 students attended the Monash School Cross Country athletics carnival during term 2. All K-2 IPECS students attended the Monash School Athletics Carnival during term 2. Kindergarten and year 1 students from both schools participated in sport rotations and year 2 students competed in all events. An information session for prospective families, interested in enrolling at Monash School, was held on 6 May 2014. The school principal and deputy principal also presented information about Monash School to prospective families at IPECS on 25 March. Eleven students from IPECS have enrolled at Monash School for 2015.

Throughout the year preschool students at Monash Preschool have visited the Primary School campus on a weekly basis. Each week preschool students participate in a cooking class in the Primary School kitchen and attend the Primary School library for book browsing and borrowing. During term 4, preschool students visited the kindergarten unit on three occasions, touring the school and taking part in a number of kindergarten activities. Sixty seven percent of 2014 Monash Preschool students have enrolled in kindergarten at Monash School for 2015. Twenty seven percent are attending non-government schools and six percent of students are transitioning to a specialised school or interstate.

In respect of our strategy to establish a process that tracks students’ year-to-year transitions, including preschool kindergarten-transition booklets we began our journey of redeveloping the transition from preschool to kindergarten early in 2014 to ensure educators had a clear vision and to ensure our students were provided with maximum opportunities to engage in positive and supportive activities in the primary school setting.

In 2014 we utilised the dynamic skills of our teacher librarian who is also Early Childhood trained to provide release to the preschool teachers. This avenue has enabled all four preschool classes to visit and borrow from the main school library on a weekly basis.

Monash Preschool students were also afforded the opportunity to cook for one term as part of Monash School’s ‘Dirt to Dish’ kitchen and garden program. Other experiences for the children included participating in and hosting the junior school assemblies and Book Week celebrations. These transitions coupled with three regular sessions in the kindergarten unit in term 4, the year 4 buddy program and a visit to purchase a treat from the canteen have provided a solid platform for the redevelopment of the Preschool to Kindergarten handbook.

The Preschool to Kindergarten handbook provides families with specific information regarding curriculum, organisational matters, volunteering at Monash and other general information to support families in equipping their child/ren with the knowledge and

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Table: 2015 Year 7 Enrolments

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government schools (Tuggeranong network)</td>
<td>18</td>
<td>39</td>
</tr>
<tr>
<td>Government schools (other networks)</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Non-Government schools</td>
<td>12</td>
<td>26</td>
</tr>
<tr>
<td>Interstate</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

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supplies for a successful transition into kindergarten. Coupled with the handbook, families have been invited to complete a transition document on their child/ren to assist their 2015 teacher in ensuring their needs are met academically, socially and emotionally from the beginning of the school year.

In alignment with the ‘Kindergarten Experience’ handbook an information night was held in term 3 for prospective parents. Current teachers provided families with a presentation of specific information relating to teaching and personalised learning at Monash Primary.

The improvements made in 2014 have resulted in families having knowledge of how to prepare their child/ren for kindergarten and the children having a greater sense of belonging in their new surroundings at Monash Primary.

The Preschool Handbook for incoming preschool students has been redeveloped to provide families with important information regarding the commencement of school, and practical advice such as appropriate food, methods of communication, and hours of operation. This coupled with a personalised invitation to families inviting them to attend the Preschool 2015 Information Night has provided families with the insights and knowledge for the successful commencement in 2015 for their children. Seventy percent of families attended the information session and as a result, educators and families have begun to form meaningful relationships and transition visits have been established to support some students.

The redevelopment of the handbooks and the transition process has resulted in 94 percent of teachers agreeing/strongly agreeing that communication between the school and parents/carers is effective based on data from the 2014 School Satisfaction Survey.

This work has led us to achieve the following progress against the targets:

1. 67 percent of Monash Preschool students have enrolled in kindergarten at Monash School for 2015 which is below our target.

2. 73 percent of IPECS students transitioned to Monash, which is above our target of 60 percent.

**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.

**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. Professional learning opportunities have ranged from a school level, through to network and system
endorsed professional learning. 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. Specific focus is on embedding individual interests, with beginning literacy and numeracy skill development, inclusive of all backgrounds. Educators are working towards encapsulating every teaching opportunity as spontaneous teaching and learning opportunities arise.

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 OH&S issues and are a standing item in the team meeting agendas for our fortnightly team meetings. A designated first aid officer is always on site, ensuring first aid ratios with children are always 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, modelling appropriate food choices and student’s participating in the school’s kitchen and garden program throughout the year.

**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 based on respect 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 caregivers. ILP and PLP meetings have been introduced into the preschool in 2014 to ensure students with identified social, emotional and academic needs are being met. Portfolios and learning stories provide detailed information for parents/caregivers on the learning journey of all children across the learning domains and are sent home to families with two stars and a wish each term. These reflect our philosophy of fostering learning through the children’s authentic interests. Happy notes, face-to-face discussions with parents/caregivers and phones calls also further support positive relationships.

**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 are 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 have resulted in a shared philosophy which 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. Reporting templates for semester 2, 2014 directly reflect the 5 outcomes from the EYLF. Moving into 2015 planning documentation will be revisited in an effort to further align out teaching and learning practices with the EYLF.

**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 amongst the educators and in consultation with Malkara AIU. This shared planning ensures flexibility, educational quality for all students 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.

Professional learning

The average expenditure at the school level per fulltime equivalent teacher on professional learning was $2,000.

Voluntary contributions

This school received $16,744 in voluntary contributions in 2014. 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 2014.

Reserves

<table>
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<tr>
<th>Name and purpose</th>
<th>Amount</th>
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<td>Future School Programs 2015</td>
<td>66,000</td>
<td>Dec 2015</td>
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<tr>
<td>Minor New Works</td>
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Financial Summary

<table>
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<td>EXPENDITURE</td>
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<td>Utilities and general overhead</td>
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<td>Cleaning</td>
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<td>Security</td>
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<td>Maintenance</td>
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<td>Mandatory Maintenance</td>
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<td>Administration</td>
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<td>Staffing</td>
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<td>Communication</td>
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<td>Assets</td>
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<td>Leases</td>
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<td>General office expenditure</td>
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<td>Educational</td>
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<td>Subject consumables</td>
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<td>TOTAL EXPENDITURE</td>
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<td>OPERATING RESULT</td>
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<td>Actual Accumulated Funds</td>
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<td>Outstanding commitments (minus)</td>
<td>34811</td>
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<tr>
<td>BALANCE</td>
<td>102250</td>
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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-
   a) The member is absent from 3 consecutive meetings of the board without reasonable excuse or leave given by the board or
   b) 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-
   a) be present when the board considers the issue or
   b) 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, Lori Korodaj, Cathy Hurman
Community Representative: Francis Owusu
Teacher Representative: Catherine Whittle, Jillian Coulthart
Student Representative: 
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 in 2014.

Principal Signature: [Signature] Date: 19/2/2015

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

Board Chair Signature: [Signature] Date: 20/3/2015