

School Strategic Plan for

Monash School



Tuggeranong network 2012-2015 (Amended 2014)

Endorsement by School Principal

Name: SHANIE CARPENTER

Signed *Shanie Carpenter*

Date: 14/3/2014

Endorsement by School Board Chair

Name: Melanie Thompson

Signed *Melanie Thompson*

Date: 14/3/2014

Endorsement by School Network Leader

Name: STEPHEN GAWILLIAMS

Signed *Stephen Gawilliams*

Date: 18.3.14

School Context

Monash School is committed to striving for positive outcomes for all students and developing positive caring relationships, scaffolding aspects of personal safety, high expectations for achievement and behaviour, meaningful involvement in decision making, accommodating individual interests, communicating and modelling social and emotional capabilities including values and resilience and providing an academic program that allows multiple opportunities for success. The school has an overall commitment to excellence in a caring and inclusive environment.

In recent years there has been a focus on and renewal of teaching and learning practices. This includes the introduction and the implementation of the Walker Learning Approach across the school from preschool to Year 6. Collaborative teaching is promoted across the school and is facilitated by team planning, moderation days and establishment of literacy and numeracy blocks for explicit teaching. There has been a focus on improving literacy and numeracy outcomes through whole school programs, mentoring, coaching and the use of the train the trainer model.

Reading and numeracy have been identified for improvement across the school based on the NAPLAN results over the previous two years.

In 2011 Monash School underwent validation and the validation panel made the following recommendations:

- Develop structures that are rigorous and reflective to evaluate the effectiveness of programs currently being implemented.
- Further develop whole school assessment practices and support staff in the analysis of data to inform teaching and learning which supports improved student outcomes to meet the needs, interests and abilities of all students.
- Develop processes and procedures that monitor, reflect and provide feedback to ensure quality school wide pedagogical practices.

Based on all of the above, the executive, staff and community of Monash School established priorities for the School Strategic Plan 2012-2015. Monash Primary School's original plan included 2 priorities organised under the 4 domains. Over the period of the plan, with changes to the senior executive of the school, the two priorities expanded into 3 priorities. This new Strategic Plan reflects the new priorities, enacted in 2013 and formally developed and outlined in February 2014. The 2013 Annual Operating Plan Report and the 2014 Annual Operating Plan have been written to reflect these revised priorities.

Strategic Priority 1: Provide personalised learning and differentiation to improve literacy, numeracy and science outcomes for all students P-6.

Performance Measures

- NAPLAN Mean scores in reading and numeracy for years 3 and 5
- Proportion of 'within school matched' students achieving expected growth or better in all test domains of NAPLAN
- Proportion of students achieving expected growth or better in PIPS reading and maths
- Proportion of students who achieve year level system reading benchmarks
- Proportion of students who achieve year level school science standard (Primary Connections)

Key Improvement Strategies

- Use professional learning around personalised learning and play based approach to inform high quality literacy, numeracy and science programs (2014-2015)
- Develop high quality approach to reporting, assessment and evaluation procedures. (2014-2015)
- Develop and build capacity of staff to deliver high quality teaching through instructional leadership, including coaching (2013-2015)
- Provide integrated technology support to enhance personalised student learning in literacy, numeracy and science. (2013-2015)
- Implementation of Open Learning environments and Walker Learning as a whole school approach to planning, programming and assessment practices (2013)
- Align Australian Curriculum documentation with personalised learning and play based approach. (2014-2015)

Domains covered by this Priority

Learning and Teaching; Leading and Managing; Student Engagement

NQS Quality Areas covered by this priority

- Quality Area 1: Educational Program and Practice - develop a cycle of planning and reflective practice based on EYLF
- Quality Area 3: Physical Environment – ensure indoor/outdoor spaces are organised and managed to engage all students in quality social experiences
- Quality Area 4: Staffing Arrangements – develop a culture of mentoring to affirm, challenge and support staff to improve practice and relationships
- Quality Area 7: Leadership and Service Management – strengthen leadership and management practices that support the delivery of quality programs

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

Performance Measures

- Proportion of parents indicating satisfaction with the school valuing parent community partnerships (System survey)
- Proportion of parents indicating the school communicates effectively with them (Kids Matter Survey)
- Proportion of suspensions resulting from reported classroom and playground incidents

Key Improvement Strategies

- Implement strategies to strengthen parental engagement (2013-2015)
- Improve the clarity and consistency of communication procedures with families.
- Identify and develop positive interactions between school and the wider Tuggeranong community.(2013-2015)
- Implement Kids Matter and You Can Do It approach across the school (2013)

Domains covered by this Priority

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

NQS Quality Areas covered by this priority

- Quality Area 6: Collaborative partnerships with family and communities – review and adapt communication processes to reflect the cultural diversity of the learning community

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

Performance Measures

- Proportion of students transitioning from Preschool into Kindergarten
- Proportion of students transitioning from Isabella Plains early Childhood School to Monash

Key Improvement Strategies

- To work collaboratively to build transition partnerships with neighbouring schools (2014-2015)
- To establish a process that tracks student's year-to-year transitions, including preschool kindergarten-transition booklets (2014-2015)
- Information sessions for preschool parents on Primary School pedagogy (2013)

Domains covered by this Priority

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

NQS Quality Areas covered by this priority

- Quality Area 5: Relationships with children – through collaborative learning opportunities enhance social skills
- Quality Area 6: Collaborative partnerships with family and communities – review and adapt communication processes to reflect the cultural diversity of the learning community