

# **Mont Albert Primary School**

## **School Strategic Plan**

---



2007–2010

## Part 1– School Profile

### Purpose:

Mont Albert Primary School strives to develop a love of learning by providing an effective and engaging learning community, which promotes individual excellence and develops social competencies. We aim to foster life long learning, through child centred, meaningful and challenging activities, within a safe and caring learning environment, which prepares students to become an active participant of the larger community.

### Values:

<p><b>Pride</b></p> <p>Recognising and celebrating your personal achievements and the personal achievements of others.</p>	<p>By:</p> <ul style="list-style-type: none"> <li>• Encouraging and fostering a purposeful learning environment that recognises and rewards student and staff achievement.</li> <li>• Responding positively and constructively to students.</li> <li>• Building positive relationships and valuing each student</li> <li>• Promoting the school and further enhancing links with all sectors of the educational community.</li> <li>• The development of self-esteem, social and life skills such as communication, independence, problem solving, a sense of inquiry and creativity.</li> </ul>
<p><b>Optimism</b></p> <p>Focusing on positive, rewarding and enjoyable daily experiences, that promotes success and excellence.</p>	<p>By:</p> <ul style="list-style-type: none"> <li>• Fostering an educational culture which recognises the contribution and achievements of students, staff and parents.</li> <li>• Encouraging and supporting students to take responsibility for their learning</li> <li>• Ensuring that students’ experience success through structured support, the valuing of effort and recognition of their work</li> <li>• Articulating a learning community, this fosters a shared partnership between students, staff, parents and the wider community.</li> </ul>
<p><b>Responsibility</b></p> <p>Being accountable for your own actions and developing resilience</p>	<p>By:</p> <ul style="list-style-type: none"> <li>• Promoting the development of students as active thinkers equipped with communication and technology skills for their future learning.</li> <li>• Promoting students’ self-confidence and willingness to take risks with their learning</li> <li>• Supporting the development of strategies that develop resilience in order to cope with difficulties.</li> </ul>

<p><b>Respect</b></p> <p>Caring about yourself, others and the things around you and accepting diversity and promoting tolerance</p>	<p>By:</p> <ul style="list-style-type: none"> <li>• Ensuring an effective, safe and harassment free environment for students and staff.</li> <li>• Creating an environment where opinions are acknowledged, differences respected and all members of the school community are valued</li> </ul>
<p><b>Integrity</b></p> <p>Promoting and encouraging the qualities of honesty and fairness</p>	<p>By:</p> <ul style="list-style-type: none"> <li>• Welcoming the input of parents and other community members as partners in supporting the learning of their children.</li> <li>• Ensuring the principles of merit and equity and valuing diversity are applied.</li> <li>• Encouraging the active participation of parents, staff and students in decision-making.</li> <li>• Being accessible to staff, parents and students and responsive to their views and concerns.</li> </ul>

## **Environmental Context:**

Mont Albert Primary School, established in 1917, is proud of its fine tradition of scholarship. From 1919 until the early 1960's it served as a central school.

The school is situated in a pleasant residential area of Mont Albert. The enrolment has remained fairly constant over the past three years. The present enrolment is approximately 600 students, accommodated in 25 classrooms.

Mont Albert Primary School offers a well planned, comprehensive curriculum in all the VELS Domains. Particular emphasis is given to the development of Literacy, Numeracy and Information Technology knowledge and skills. Specialist teachers deliver programs in Art, Italian, Library, Music, Physical Education, Reading Recovery and English as a Second language. Class programs cater for the individual differences of students and provide for students who require extension and support.

The school recognises that children have different learning styles, talents and interests and provides additional enrichment programs, which include:

Swimming, Bike Education, Inter-School Sports, House and Vice-Captain system, Tournament of the Minds, Sports Clinics, Recorder, Choir, School Orchestra and Band, Musical Productions, Junior School Council, Life Education Prep-Year 4 and 'Understanding Sexuality' Years 5&6, Police in Schools, Years 3-6 Camping Program, a Curriculum focused Excursion/Incursion Program, Special Activity Days, Buddy System, Religious Education and lunchtime activities such as Chess and Scrabble.

The school provides an extensive welfare program. As part of this program the staff welfare coordinator and teachers are responsible for liaising with parents, other staff and students in relation to the student code of conduct. Values education is an integral part of the curriculum. The Caring School Program is part of everyday school life and fosters friendly behaviours.

The school community recognises the professionalism of the staff which has a strong commitment to on-going professional development and work as an enthusiastic and effective team. There is great emphasis on the home-school partnership. The school values the high level of parent participation in school programs and decision-making bodies.

An out of hours school program 'Fun Care' is conducted in the School Hall by the School Council. This program caters for the needs of children before and after school, on pupil free days and conducts holiday programs. The Program provides excellent supervision and stimulating activities.

## Part 2 – Strategic Intent

	<b>Student Learning Outcomes</b>	<b>Student Engagement and Wellbeing</b>	<b>Student Pathways and Transitions</b>
<b>Goals</b>	<ul style="list-style-type: none"> <li>To improve student achievement Prep-Year 6 in Mathematics, English and Thinking Skills</li> </ul>	<ul style="list-style-type: none"> <li>To improve student engagement and wellbeing particularly in the areas of student self-esteem and resilience</li> </ul>	<ul style="list-style-type: none"> <li>To improve student transition throughout the school and from Kindergarten to Prep and Year 6 to Secondary School</li> </ul>
<b>Targets</b>	<ul style="list-style-type: none"> <li>An increase in the % of students performing above the expected levels in English and Mathematics in teacher judgements (VELS) and AIM data</li> </ul>	<ul style="list-style-type: none"> <li>To achieve results at the 75<sup>th</sup> percentile across all variables in the Student Attitudes Survey</li> </ul>	<ul style="list-style-type: none"> <li>The percentage of parents responding positively in the Parent Opinion Survey to school transition to be over 75%</li> </ul>

	<b>Student Learning Outcomes</b>	<b>Student Engagement and Wellbeing</b>	<b>Student Pathways and Transitions</b>
<b>Key Improvement Strategies</b>	<p><i>Enhance teaching and learning across the school by:</i></p> <ul style="list-style-type: none"> <li>• Reviewing the Teaching and Learning Policy</li> <li>• Incorporating the PoLT into all aspects of the curriculum</li> <li>• Creating a thinking –orientated curriculum approach to learning and teaching</li> <li>• Developing innovative education programs that promote deeper understanding and a broader range of educational outcomes for all Grades</li> <li>• Developing a school-wide professional performance and development culture</li> </ul> <p><i>Creating comprehensive Integrated Units by:</i></p> <ul style="list-style-type: none"> <li>• Designing and implementing units that combine all the three strands of VELs in a consistent way</li> <li>• Ensuring that all Integrated Units include the relevant VELs domains, standards and learning foci</li> <li>• Incorporating the Values Program and PoLT into all Integrated units</li> </ul> <p><i>Creating a safe, supportive and productive environment by:</i></p> <ul style="list-style-type: none"> <li>• Teachers reflecting on their teaching practice to improve classroom practice and to increase students’ level of understanding and engagement in thinking and learning</li> <li>• Regularly analysing the results from the Student Attitude to School survey and the PoLT survey to enable the development of a more comprehensive curriculum ensuring the needs of the students are met and their connectedness to school is enhanced</li> </ul> <p><i>Develop a comprehensive transition program by:</i></p> <ul style="list-style-type: none"> <li>• Designing a sequence of VELs based thinking behaviours from Prep to Year 6 to ensure continuity</li> <li>• Introducing a staff peer mentoring/observation program between grades and Levels with appropriate Professional Development</li> <li>• Publication of a new Induction Program for people new to the school or taking on new grade responsibilities</li> <li>• Developing a Transition Program to assist students progression from grade to grade</li> </ul>		

## Part 3 – Signatures

SIGNED by the Principal .....

Name John W. Gow

Date .... / .... / .....

SIGNED by the School Council President .....

Name Chris Mirabella

Date .... / .... / .....

SIGNED by the Regional Director (or nominee) .....

Name Jim Waterston

Date .... / .... / .....