

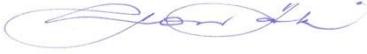
Mont Albert Primary School Strategic Plan

3943

2015-2018



Endorsements

<p>Endorsement by School Principal</p>	<p>Signed... </p> <p>Name: Mrs Sharon Saitlik</p> <p>Date: Monday 23rd February 2015</p>
<p>Endorsement by School Council</p>	<p>Signed... </p> <p>Name: Mr Jehrom Clift</p> <p>Date: Monday 23rd February 2015</p> <p>School Council President's endorsement represents endorsement of School Strategic Plan by School Council</p>
<p>Endorsement by the delegate of the Secretary</p>	<p>Signed..... </p> <p>Name.....R Stephens.....</p> <p>Date.....5 March 2015.....</p>

School Profile

Purpose	<p>Mont Albert Primary School is an outstanding learning community. The school presents as a welcoming and energetic environment, where respect to all is shown and learning is central. Teachers develop a love of learning in their students by being engaging and promoting individual excellence and developing social competencies. The school celebrates successes and thinks creatively about the future possibilities and opportunities to improve student-learning outcomes. Teaching and learning activities aim to be rich, authentic, open-ended, differentiated, and developmentally appropriate and future focused allowing for all students to live, lead and learn within their local, national and global communities.</p> <p>Mont Albert Primary School aims to promote the harmonious development of the whole student – intellectual, social, emotional, physical and creative. Emphasis will be placed on ensuring that the teaching of a rich and rigorous curriculum is apparent in every classroom.</p>
Values	<p>The school values of Learn, Endeavour, Aspire, Respect and Nurture form the school values emblem.</p> <p>We strive to L.E.A.R.N are the key words in our School Declaration: We Love Our School; We Strive to Learn; We Endeavour to Succeed; We Care for and Respect each other.</p>

<p>Environmental Context</p>	<p>Mont Albert Primary School serves the educational needs of families in a pleasant residential area of Balwyn, Mont Albert and Mont Albert North. The school was established in 1917.</p> <p>A culture of high expectations permeates the school and the Principal and staff operate as a collaborative and dynamic community of learners with a shared commitment to improving student outcomes and to ensuring that teaching reflects best practice. The level of staff engagement is commendable with leadership supporting and empowering staff to do their job effectively and build a sense of ownership and commitment to the goals and values of the school.</p> <p>The school offers a comprehensive curriculum in all the AusVELS domains. Emphasis is placed on developing student knowledge and skills in Literacy, Numeracy, Science and Information Technology. Specialist programs include Visual Arts, Italian, Japanese, Performing Arts, Library, Physical Education, Reading Recovery and English as an Additional Language. With the focus on Reading, a Year Foundation-6 Literacy Additional assistance program is in place.</p> <p>The school is identified by DET as a leader in best practice and, as a result, recently completed a case study on Challenge Based Learning. Leader, teacher and student focus groups reflected on the impact of different instructional models and approaches to teaching and learning, the connections made between teacher practice as a result of the engagement with the teaching model, and improvements in student learning.</p> <p>The staff recognises that students have different learning styles, talents and interests and provides additional enrichment programs, which include: Swimming programs, Camps and Excursions, Band, Choir, Music Ensembles, School Productions, Glee Club, Arts Festivals, State Schools Spectacular, Bike Education, Perceptual Motor Program, Gateways Challenge, Chess Club, Inter-school sport and House sports, Running club, Cross Country, Swimming and Athletics.</p> <p>The school is committed to building strong home-school partnerships. Parents are actively involved in many facets of their child’s school life. The Mont Albert school community is cohesive and enthusiastic; setting high expectations. Numerous parents participate in all aspects of school life. A cooperative school culture engenders mutual respect. Community participation complements and extends the quality programs provided.</p> <p>Over the life of this Strategic Plan, the leadership team is keen to build teacher capacity within the context of the individual, team and whole school and to embed peer coaching. Individual differences will continue to be catered for through effective intervention and enrichment programs.</p>

<p>Service Standards</p>	<ul style="list-style-type: none"> • The school ensures an inclusive culture where high expectations are set for both staff and students so as to provide all students with the best educational opportunities, supporting them to achieve optimum learning outcomes across all core curriculum areas. • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement in the school’s Strategic Plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • A love of learning and embracing challenging learning opportunities is encouraged. • All students will receive instruction that is adapted to their individual needs. All students are supported through the provision of a differentiated curriculum where necessary, individual learning improvement plans, intervention and acceleration programs, access to student services, to ensure academic, physical, social and emotional needs are met. • Tolerance and the valuing of the individual strengths and needs of all members of the community characterizes the approach of all stakeholders. • The school has developed a number of accountability controls including the monitoring of curriculum provision, student achievement, a rigorous staff development and appraisal process, regular analysis of school data, particularly student achievement. The development and succession planning of instructional leaders is a priority.

Strategic Direction

	Goals	Targets	Key Improvement Strategies
<p>Achievement</p> <p>Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support.</p> <p>While recognising that literacy and numeracy are essential foundations for students' success, achievement outcomes encompass a broader view of learning, spanning the full range of curriculum domains, as well as students' co-curricular achievements.</p>	<p>Develop independent, capable and confident lifelong learners.</p>	<p>Improved student learning outcomes across all curriculum areas demonstrating relative growth.</p> <p>95% of students P-6 will achieve at or above AusVels standards across all curriculum areas with 40% of students achieving an A in number, measurement and geometry, reading, writing, speaking and listening at each year level F-6.</p> <p>At least 95% of Year 3 students to be in NAP Bands 4 – 6 for Reading by 2018. At least 95% of Year 3 students to be in NAP Bands 4 – 6 for Writing by 2018. At least 95% of Year 3 students to be in NAP Bands 4 – 6 for Speaking and Listening by 2018. At least 95% of Year 3 students to be in NAP Bands 4 – 6 for Numeracy by 2018. At least 95% of Year 3 students to be in NAP Bands 4 – 6 for Measurement, Chance and Data by 2018.</p>	<ul style="list-style-type: none"> • Embedding a whole school approach to Writing (i.e. the 6+1 Traits of Writing). • Ensuring teacher judgments are consistent with NAPLAN, On Demand and AusVELS via cross-school moderation, educating staff on moderating, and consistent ongoing evidence-based assessment. • Developing teachers' knowledge and confidence to make accurate judgments about student achievements against AusVELS/Australian Curriculum in areas other than English and Mathematics. • Developing a unified approach to expectations and outcomes of Peer Observations in line with teachers' Professional Development Plans; this includes identifications of strengths and modeling of skills. • Building and improving teachers' capacity to triangulate data including calculating effect size to make consistent judgments that are reflective of all student assessment tasks. • Building teacher understanding of learning growth. • Continuing to build teacher understandings and knowledge of AusVELS content through PLTs. • Developing students who think creatively, collaboratively, critically and who can communicate effectively through building teacher capacity. • Improving student data through offering various whole school Numeracy extension programs. • In Specialist areas, developing a scope and sequence chart to reflect developmental learning sequences to enable differentiation.

		<p>At least 90% of Year 5 students to be in NAP Bands 6 - 8 for Reading by 2018.</p> <p>At least 90% of Year 5 students to be in NAP Bands 6 - 8 for Writing by 2018.</p> <p>At least 90% of Year 5 students to be in NAP Bands 6 - 8 for Speaking and Listening by 2018.</p> <p>At least 90% of Year 5 students to be in NAP Bands 6 – 8 for Numeracy by 2018.</p> <p>At least 90% of Year 5 students to be in NAP Bands 6 – 8 for Measurement, Chance and Data by 2018.</p>	
<p>Engagement</p> <p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community.</p> <p>Engagement spans students' motivation to learn, as well as their active involvement in learning.</p> <p>Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>Foster learning communities with high expectations which support and nurture the development of the whole child.</p>	<p>Student Attitudes to School Survey scores in all variables to be maintained - equal to or above the third quartile throughout the life of the next Strategic Plan. (2014 - all areas fourth quartile)</p> <p>Maintain – equal or improve School Staff Survey School Climate:</p> <p>Collective efficacy (2014 - 88%)</p> <p>Collective responsibility (2014 -82%)</p> <p>Parent and Community involvement (2014 – 89%)</p> <p>Increase Teacher Collaboration from 77% (2014) to 90% (2018)</p> <p>Increase Shielding and Buffering form 61% (2014) to 80% (2018)</p>	<ul style="list-style-type: none"> • Catering for high achievers across all curriculum levels, particularly focusing on Literacy and Numeracy. • Making the classroom more transparent through the open sharing and modeling of student learning with the parent community, considering the changing demographics. • Provide opportunities for all students to develop their leadership capacity. • Continuing to improve teacher capacity with the use of ICT.

<p>Wellbeing</p> <p>Students' health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining students' positive learning experiences.</p>	<p>That students will continue to develop into self-motivated, resilient, responsible learners and leaders.</p>	<p>Student Attitudes to School Survey scores in all variables to be maintained - equal to or above the third quartile throughout the life of the next Strategic Plan. (2014 - all areas fourth quartile)</p> <p>Maintain – equal School Staff Survey School Climate:</p> <p>Collective responsibility (2014 -82%)</p> <p>Collective focus on student learning (2014 – 88%)</p> <p>Increase Staff Trust in Colleagues from 70% (2014) to 80% (2018)</p>	<ul style="list-style-type: none"> • Regular cross level teacher meetings to discuss student learning and engagement. • Build teacher capacity through professional development and common language to develop student resilience. • Maintain all wellbeing programs. • Continue to emphasise the importance of diversity and continue to promote a culture which celebrates difference. • Maintain clear and consistent expectations of student behaviour both inside and outside the classroom with our commitment to Restorative Practices.
<p>Productivity</p> <p>Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school.</p> <p>Successful productivity outcomes exist when a school uses its resources – people, time, space, funding, facilities, community expertise, professional learning, class structures, timetables, individual learning plans and facilities – to the best possible effect and in the best possible combination to support improved student outcomes and achieve its goals and targets.</p>	<p>With targeted allocation and use of resources, leadership is shared and distributed, to build a sustainable school culture in which trust, vision and ownership are prevalent.</p>	<p>Maintain – equal or improve School Staff Survey Professional Learning:</p> <p>Renewal of knowledge and skills (2014 – 84%)</p> <p>Collective participation (2014 81%)</p> <p>Parent Opinion Survey scores in the variables of:</p> <p>Approachability</p> <p>School Improvement</p> <p>General satisfaction be maintained - equal to or above the third quartile throughout the life of the next Strategic Plan.</p>	<ul style="list-style-type: none"> • Continuing to use the SRP to fund school based intervention programs. • Professional development complementing Performance and Development Plans and the Strategic Plan. • Investigating understandings of 1-1 learning pedagogy, the effective embedding of technology across the curriculum and the safety implications of working online in a global world. • Using iPads, tablets and laptops 1-1 learning program and investigating the future of 1-1 learning/BYOD. • Ensuring the school timetable supports the continuation of PLTs, team planning and professional learning. • Effectively utilize school resources. • Strategically engaging the parent community by communicating through various modes (Education Committee, website, App, Staff correspondence, Assembly, Class reps and the Bulletin) with consideration to changing demographics.

School Strategic Plan 2015- 2018: Indicative Planner

Key Improvement Strategies		Actions	Achievement Milestone
<p>Achievement</p> <p>Develop independent, capable and confident lifelong learners.</p>	Year 1	<p>Engage teachers in literacy content knowledge and teaching methodologies, with a focus on writing, for effective teaching and learning through a team approach using the 6+1 Traits of Writing Instructional Model.</p> <p>Introduce Writers Workshop to all classes F-6.</p> <p>Create Study Groups to discuss and collaborative 6+1 Traits Writing traits</p> <p>Develop a strategic approach to peer observation, modelling and mentoring to improve instructional practice.</p> <p>Review and implement agreed teaching and assessment models, including planning and moderation to increase synchronicity between AusVELS teacher judgements and NAPLAN data.</p> <p>Development of Specialist Program Scope and Sequence.</p>	<p>All teachers regularly engage in discussions regarding their practice in light of the 6+1 Traits of Writing Instructional Model.</p> <p>Level meetings continue to focus on student learning.</p> <p>Regular moderation meetings and data analysis, including data provided on the AusVELS website to ensure marking is against correct standards.</p> <p>All teaches are using student performance data to inform their teaching.</p> <p>A common language and practice is evident for assessment and the teaching and learning of literacy and numeracy. Opportunities provided for teachers to demonstrate / observe teaching practise and provide/receive feedback both within and outside the school setting.</p> <p>Common checklists and assessment tasks.</p>
	Year 2	<p>Continue to build the instructional capacity of leaders and coaches.</p> <p>Evidence based peer/colleague feedback to teachers is acknowledged and acted upon using the 6+1 Traits of Writing.</p> <p>Numeracy Extension will become a peer coaching focus.</p> <p>Evidence based student feedback to teachers is acknowledged and acted upon through the use of the Attitudes to School survey data.</p>	<p>All teachers use peer/colleague and student feedback to further maintain and improve student engagement in learning and teacher instructional practice.</p> <p>Whole school agreed approach to peer observation, feedback and coaching.</p> <p>Increased percentage of students achieving above the AUSVELS standard (increase Bs & As).</p>
	Year 3	<p>Peer Coaching is embedded across all instructional practices within level teams.</p> <p>All year levels will have identified instructional practice models to accelerate students in Numeracy.</p>	<p>All staff to include peer observation as a strategy and form of evidence in PDPs.</p> <p>All staff participating in regular and organised peer observation, coaching and feedback sessions.</p> <p>Increased percentage of students demonstrating high levels of growth in writing (NAPLAN 3-5).</p> <p>Increased percentage of students achieving above the AUSVELS standard (increase Bs & As).</p>

	Year 4	Peer Coaching is embedded across all instructional practices across the school Foundation – 6.	All 3-6 teaching staff to have team goals for writing in PDPs embedded. All staff to include peer observation as a strategy and form of evidence in PDPs. All staff participating in regular and organised peer observation, coaching and feedback sessions. Increased percentage of students demonstrating high levels of growth in writing (NAPLAN 3-5). Increased percentage of students achieving above the AUSVELS standard (increase Bs & As).
Engagement Foster learning communities with high expectations which support and nurture the development of the whole child.	Year 1	<p>Creation of level blogs with weekly updates, links to articles and educational activities to open the lines of communication with the parent community.</p> <p>Incorporate a wide range of ICT within teaching and learning experiences, with focus upon use of a wider range of online resources and software within Literacy instruction including the use of i-Pads.</p> <p>Differentiation of instruction within all key learning areas, including use of open-ended tasks.</p> <p>Staff Survey conducted to identify professional learning needs to be addressed at Techy Brekkie sessions to be held fortnightly.</p>	<p>Embed pedagogical practices in classrooms that place students at the center of learning. E.g. Inquiry and CBL</p> <p>Extend student voice and student leadership opportunities.</p> <p>Catering for high achievers across all curriculum levels, particularly focusing on Literacy and Numeracy.</p> <p>Making the classroom more transparent through the open sharing and modeling of student learning with the parent community, considering the changing demographics.</p> <p>Use of ICT in all curriculum areas.</p> <p>Open ended learning.</p>
	Year 2	<p>Further investigation into BOYD programs – school visits.</p> <p>Review and reflection of current ICT practice.</p> <p>Review and reflection of Inquiry approaches and Challenge Based Learning Instructional Practice models to link with the school’s sister school in the Philippines.</p> <p>All year levels have implemented processes and procedures to share best classroom practice with parents, celebrating student success and</p>	<p>Continuing to improve teacher capacity with the use of ICT.</p> <p>Provide opportunities for all students F-6 to develop their leadership capacity.</p>

		achievements.	
	Year 3	Evaluate current teaching practice, share what is effective teaching practice and ensure that it is effectively implemented in every classroom through peer coaching and collaboration.	Teaching practice is guided by students' individual learning plans. Students are taking responsibility for their own learning.
	Year 4	Continue to reflect upon and further build teacher's capacity to better identify, actively listen and cater for student needs.	Attitudes to School data are equal to or improvement is evident over the last three years. Teaching practice is guided by students' individual learning plans. Students are taking responsibility for their own learning.
<p>Wellbeing</p> <p>That students will continue to develop into self-motivated, resilient, responsible learners and leaders.</p>	Year 1	Focus on Resilience with staff, students and parents working with Lisa McInnes Smith. Focus on the use of the Safe Minds Program in all classrooms. Mindfulness continues to be practised across the school in all classrooms as too the use of Circle Time. Wellbeing Workshops for identified students in Years 4-6 implemented.	Dedicate time to meetings for student learning and engagement discussions and reflections. Promote student resilience through role modelling, student-teacher dialogue and positive reinforcement of effort rather than achievement. Inquiry learning with emphasis on learning assets as well as knowledge.
	Year 2	Maintain all Student Wellbeing Programs. Review LEARN Code of Conduct.	Attitudes to School data LEARN - School Code of Conduct Restorative Practices Program
	Year 3	Review current Student Welfare Programs based on Restorative Practices such as: CIRCLE TIME MINDFULNESS LEARN GROUPS TRANSITION AMBASSADORS PEER MEDIATORS GETTING ALONG TOGETHER YEARS 4-6 WELLBEING WORKSHOPS	Attitudes to School data LEARN - School Code of Conduct Restorative Practices Program
	Year 4	Review current Student Welfare Programs based on Restorative Practices such as: CIRCLE TIME MINDFULNESS LEARN GROUPS	Attitudes to School data LEARN - School Code of Conduct Restorative Practices Program

		<p>TRANSITION AMBASSADORS PEER MEDIATORS GETTING ALONG TOGETHER YEARS 4-6 W3LLBEING WORKSHOPS</p>	
<p>Productivity</p> <p>With targeted allocation and use of resources, leadership is shared and distributed, to build a sustainable school culture in which trust, vision and ownership are prevalent.</p>	Year 1	<p>Continue to develop a distributed leadership culture Continue to maintain a whole school Professional Learning Program. Continuing to use the SRP to fund school based intervention programs. Professional development complementing Performance and Development Plans and the Strategic Plan. Investigating understandings of 1-1 learning pedagogy, the effective embedding of technology across the curriculum and the safety implications of working online in a global world. Using iPads, tablets and laptops 1-1 learning program and investigating the future of 1-1 learning/BYOD. Ensuring the school timetable supports the continuation of PLTs, team planning and professional learning. Effectively utilize school resources. Strategically engaging the parent community by communicating through various modes (Education Committee, website, App, Staff correspondence, Assembly, Class reps and the Bulletin) with consideration to changing demographics.</p>	<p>Coaching opportunities for aspiring leaders continue to be offered.</p> <p>Staff continue to share and further develop their understanding of their professional learning on student learning and the whole school culture.</p> <p>A clear communication strategy is created that articulates to all levels of the community the school vision and goals.</p> <p>Regular reflection on AIP at School Council and Staff meetings, Year level teams and Curriculum Teams.</p> <p>Staff PL included in PDP plan aligned with SSP and AIP.</p> <p>Members of School Council clearly advocate the school’s vision to the community and beyond.</p> <p>Maintain links and the ability to aid and assist in resourcing the Philippines Sister School.</p>
	Year 2	<p>All staff feel empowered in maintaining a sustainable positive school culture of trust and respect.</p> <p>A surplus continues to be retained in the SRP each year to support the implementation of the School Strategic Plan initiatives.</p> <p>All students will receive the appropriate allocation of resources as evidenced by School Financial Data Report.</p>	<p>Coaching opportunities for aspiring leaders continue to be offered.</p> <p>Staff continue to share and further develop their understanding of their professional learning on student learning and the whole school culture.</p> <p>A clear communication strategy is created that articulates to all levels of the community the school vision and goals.</p> <p>Regular reflection on AIP at School Council and Staff meetings, Year level teams and Curriculum Teams.</p>

		Continue to clearly communicate, articulate and celebrate student success through the school website, Bulletin, Class blogs, Year level communications and Assemblies.	Staff PL included in PDP plan aligned with SSP and AIP. Members of School Council clearly advocate the school's vision to the community and beyond.
	Year 3	Effectively utilise school resources Policy review, development and implementation	Sub-program review and submission processes are implemented across the school. Budget review and development processes are implemented by School Council. Administration expenditure is more closely matched to the budgeted allocation.
	Year 4	Effectively utilise school resources Policy review, development and implementation	Sub-program review and submission processes are implemented across the school. Budget review and development processes are implemented by School Council. Administration expenditure is more closely matched to the budgeted allocation.