

School Self-Evaluation Report

Mont Albert Primary School

NEVR Region

School number:	3943
Principal:	Mrs Sharon Saitlik
School Council President:	Mr Jehrom Clift
Dates of School Strategic Plan being evaluated	2011 - 2014



VALUES

The school values of Learn, Endeavour, Aspire, Respect and Nurture form the school values emblem. 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.

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1. Context

Mont Albert Primary School serves the educational needs of families in a pleasant residential area of Mont Albert and Mont Albert North. The school was established in 1917.

The school demographic has not changed significantly over the past ten years. Most students live close to the school. There is a low degree of student mobility. The demographics have remained reasonably stable over the past years however there is a higher increase of rental properties and families choosing to lease these properties to access enrolment at the school. High density housing is also becoming more common.

The Student Family Occupation density has been relatively stable from 2006 to 2013 with a percentile rating of just over 90% indicating a community with a high socio-economic status advantage relative to other Victorian government schools. In brief, the school enrolment consists of students from high to middle class families with a relatively low, however increasing percentage of students from a non-English speaking background. The LBOTE proportion has trended upwards since 2011.

The school is committed to ensuring that average class sizes are maintained across Years Prep to 6 however this has become increasingly difficult to manage with the significant rise in student numbers. Enrolment figures have shown a significant increase since 2010; the school's proposed enrolment for 2015 is approximately 730 students with this year's exiting Year 6 cohort the smallest group currently in the school. Prep enrolments since 2011 have shown an overall upwards trend of over 100 students and this continues into 2015. The school catchment areas have hence had to be clearly defined to prospective families as interest in the school has been very high.

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. The school celebrates successes and thinks creatively about future possibilities and opportunities to enhance and improve student-learning outcomes. High expectations are set for all. Mont Albert Primary School has a reputation for high standards in Literacy and Numeracy, with our student achievement data continuing to compare most favourably against state and like school group benchmarks. In addition, there are strong traditions in the school which promote a commitment to the Visual and Performing Arts and to Physical and Sport Education. The school continues to be recognised for its high academic standards and outstanding achievements.

A staff of 68 work in a cohesive manner to ensure success for all. The staff profile has changed significantly throughout the triennium with the retirement of a number of key, highly experienced teachers who had all been in the school for some years. The school's workforce profile has changed with a number of graduate teachers successfully commencing their careers at Mont Albert Primary School bringing an excellent balance of experience across the staff profile. The school currently enjoys an outstanding teaching staff consisting of a blend of younger and more experienced professionals who demonstrate significant care and commitment to their students. Other changes have been made, including the Leadership Team, with two new Assistant Principals appointed in 2011 and two new Leading Teachers appointed in 2014.

Having new staff with a common direction has provided the opportunity to re-establish the importance of positive relationships with our students and utilise restorative practice approaches when dealing with a range of student welfare issues, furthermore proactively setting up programs to develop and enhance social competencies and student leadership. Part of our commitment is to cater for the needs, abilities and interests of students in a safe, secure and caring environment. We place great emphasis on student wellbeing. Discussions of whole school pedagogy and philosophies have also strengthened teaching practices, and will require continued work and reflection.

Teaching and learning activities endeavour at all times to be rich, open ended, authentic, differentiated, developmentally appropriate and future focused allowing for all students to live, lead and learn within their local, national and global communities.

The school offers a comprehensive curriculum in all the AUSVELS domains. Emphasis is placed on developing student knowledge and skills in Literacy, Numeracy and Information & Communication Technology. Specialist programs include Visual Arts, LOTE -Italian/Japanese (Senior School), Performing Arts, Library, Physical Education, Reading Recovery and EAL. A Literacy Additional assistance program with a focus on Reading is in place from Prep – Year 6.

An extension Maths Program caters for acceleration and enhancement of concept understandings for specific students. The school applied for a Science Specialist grant in 2013 and was successful in gaining funding for a two year period. This has revitalized the manner in which Science is facilitated across the school. The installation of electronic interactive whiteboards in all classrooms, as too the purchase of tablets and laptops allows for Information and Communication Technology to be an important aspect of our programs, and we have continued to place significant emphasis on providing access to ICT tools to enhance student learning.

The school recognises that students have different learning styles, talents and interests and provides additional enrichment programs, which include: Swimming programs, Camps and Excursions, Rock Band, Orchestra, Ensembles, Choir, Glee Club, Arts Festivals, School Productions, Science Club, Bike Education, Perceptual Motor Program, Running Club, Chess Club, Inter-school Sport and House Sports, Cross Country, Swimming and Athletics. The School Orchestra represented Public Education, performing in front of 1500 Australian and New Zealand Principals in 2013 at the Trans-Tasman Australian/New Zealand Principals Conference held at the Melbourne Convention Centre to a standing ovation.

In 2014 Mont Albert PS was identified as a leader in best practice and hence completed a DEECD Case Study on Challenge Based Learning which will be released on the Department website in the near future. Various teacher and principal interviews, as too student focus groups, took place, as too filming. Classroom practice has also been observed in the Senior School whilst students have been engaged in their Challenge Based Learning Program. The opportunity to be involved in such research that will be shared with all schools across the state and beyond has also allowed us to reflect on the following:

- What was the impetus to begin exploring different instructional models or approaches to teaching and learning for our school?
- What led the school to believe that this particular instructional model or approach was what was needed in our school?
- What connections are there between changes in teacher practice as a result of engagement with this teaching model/approach and improvements in student learning?
- What has been the main learning in relation to successfully engaging teachers with an instructional model to better enable students to progress in their learning?

The school's belief in strong parent-school partnerships has also continued to enable parents to participate in all aspects of school life. This partnership promotes a cooperative school culture where a spirit of mutual respect is evident. 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. The school has worked closely with Professor David Dunstan (parent) and implemented 'stand up desks' as a trial in one Year 6 classroom. David's M.A.S.K (Make A Stand Kids) Program gained a great deal of media attention late last year and our school was featured on the Channel 7 Evening News and the Channel 7 Sunrise Program. This work will be featured on '60 Minutes' in the coming months.

The school has a strong commitment to positive home / school relationships as it is recognised that this results in enhanced learning outcomes. This is evidenced with all staff being accessible via email (for working parents) as well as each morning in their classroom. School Council and its sub committees ensure that parents' views are regularly represented and expressed through an organised, cohesive and focussed body. Parents are actively encouraged to be involved in many aspects of school life and school operations including: membership of School Council and its sub-committees, classroom support – especially in the area of Early Years Literacy, PMP, Physical Education, Excursions, Camps and Working Bees. Parents' Club has brought a productive level of parental involvement to the school, and also providing valuable school services such as the provision of a Uniform Shop and the continuation of Special lunches. The Canteen Manageress is assisted by parent helpers on a regular basis. Fundraising and social events have continued to improve both the physical and supportive culture of our school over the years.

Our school provides Funcare - Out of Hours School Care Program which incorporates both before and after school care to cater for working parents. Caring and dedicated staff are a feature of the program which is very well attended.

2. Methodology

Preparation for the self-evaluation commenced in Term 1, 2014, with both the staff, Education Committee and School Council provided with a briefing about the school review inclusive of the self-evaluation process. Staff also continued work in Curriculum and Level Teams.

A significant factor for the school was to secure John Marks, NCS, who reviewed our school in 2010; we hope John is impressed with the direction the school has taken in the past four years and look forward to him working with us again.

The Leadership Team consisting of Sharon Saitlik (Principal) Andrew Searle (AP), Craig Crouch (AP), Leah Stevenson, Taila Donald, Wendy Mackie, Shirley Borg (LT), Cara Morford (LT), Luke Byrne and Business Manager Shirley Pettitt worked with Tracey Ezard who is a talented and accomplished trainer, facilitator and consultant, specialising in leadership and team development focussing on strategic direction. Tracey allowed the group to reflect on the past and plan creatively for the future. She has given us the opportunity to reflect upon a clear picture of our desired result with a strategic and resonant approach. Throughout the day Tracey also graphically tracked our conversations so that the group can refer back and fine tune accordingly.

Staff, in particular the Leadership Team, have been driven by the careful examination of various data sets over this last Strategic Plan.

As part of the upcoming school evaluation the following questions have been asked:

- Why did we achieve/not achieve improved student outcomes?
- How effectively did we manage resources to support the achievement of improved student outcomes?
- What can we do in the future to continue to improve?

Specific data sets that have been monitored, evaluated and reflected upon by staff over the last four years are:

- NAPLAN data
- VELs teacher judgements
- AusVELs teacher judgements
- ATS survey results
- Parent Opinion Survey results
- Staff Opinion Survey results

Involvement of Staff

The core staff group who had a major involvement in the school self-evaluation process was the Staff Leadership Team, consisting of Principal, Assistant Principal, Leading Teachers and Team Leaders.

The School Leadership Team have worked extensively to build leadership capacity in preparation for the School Review and the new Strategic Plan.

These team members carried the responsibility of engaging their team members in meaningful discussion at each stage during the self-evaluation process. The feedback gained from the team meetings provided added value to each section of the School Self Evaluation Report. Staff Briefings and Performance and Development Culture meetings also provided an avenue for further consultation and presentation of progress reports.

Involvement of Parents

The Education Committee was recognised as the main parent/ teacher working party. The discussion in this group focussed specifically on the level of success of the Strategic Plan in the areas of Student Learning, Student Engagement and Wellbeing and Student Pathways and Transitions. Progress reports were tabled at School Council meetings for further discussion. The weekly school newsletter was used to inform and update the school community of the process.

Involvement of Students

An active Junior School Council regularly meets to discuss areas for school improvement – specifically related to student wellbeing, engagement and connectedness to our wider community.

Year 6 School and House/Vice Captains are consulted formally and informally as required.

Involvement of Critical Friend/Reviewer

John Marks is our selected NCS Reviewer. He will assist us in the Review process, meeting with various groups and individuals in the school. Our review date is set for Wednesday 17th September, 2014, where John will meet with the Leadership Team, School Council President Jehrom Clift, Peer Principals Glenys Williamson (Hawthorn West PS) and Margaret Pickburn (Roberts McCubbin PS) and Boroondara/Whitehorse Network SARPP, Rod Williamson.

3. Evaluation of practice

Mont Albert Primary School is focused on setting high expectations for all students, providing a supportive environment that enhances learning, personal growth and wellbeing. We aim to provide an engaging environment that promotes equity and excellence with learners who are confident, creative and community minded. We encourage a sense of self-worth and self-awareness to enable our students to function as informed, responsible local and global citizens. We believe in a strong community spirit where relationships between students, teachers and parents is fostered and supported. Our LEARN values – Learn, Endeavour, Aspire, Respect and Nurture underpin all levels of operation throughout the school and are actively promoted through all that we do.

What do we teach?

Mont Albert Primary School offers a typical school curriculum according to AusVELS from Foundations to Year 6. Classes are structured according to the numbers within each year level in accordance with cognitive, social and emotional demands and needs. In 2014, 29 classes in total are all structured in Year levels. 31 classes will operate in 2015.

The curriculum is planned sequentially across the year levels at a whole school level, and from this yearly, term and weekly planners are developed and implemented.

The curriculum planning guidelines at Mont Albert PS have been developed to provide advice for teachers on the effective use of AusVELS to develop whole-school curriculum plans and to report student learning achievement. These guidelines set out an approach to curriculum delivery based on understanding learning as a continuum. The guidelines also provide flexibility for teachers to differentiate in particular curriculum areas and to develop teaching and learning programs that suit their particular cohort.

Curriculum Plan - including time allocations - The curriculum is based on the AusVELS standards. The timetable is structured on a weekly/fortnightly basis dependent on the year level.

Specialist areas are allocated 40 minutes per week or 80 minutes per fortnight dependent on the class. Prep -2, 40 minute weekly sessions; Years 3-6 80 minutes fortnightly. The following Specialist classes are offered: Health and Physical Education, Visual and Performing Arts, Languages – Italian and Japanese (senior students only) and Library which incorporates ICT.

Two Science Specialists work with all classroom teachers to facilitate Science teaching Prep-Year 6.

Mont Albert Primary School generates a strong academic culture by:

- Focusing on improved student and teacher learning, setting high expectations
- High quality teacher practice
- All key stakeholders role modelling the core values of LEARN
- Developing a strong professional learning community that uses knowledge, experience and research to improve practice
- Creating a strong leadership profile that continuously looks for improvement in the achievements of students and staff and provides opportunity to develop leadership capacity
- Maintaining a physical environment that supports the schools goals and visions
- Developing and maintaining a widely shared sense of respect and care for each other and the school physical environment.

How do we teach?

The AITSL standards are a powerful set of guidelines relating to quality teacher practice which all Professional Development plans adhere to as too the writing of SMART goals has been a major focus.

Since 2010 a considerable amount of time and professional learning has been invested in Literacy, Numeracy, ICT and Welfare and Wellbeing as too Inquiry Learning with Kath Murdoch.

Consistent assessment practices, both formative and summative, are used across the school with moderation occurring both within and between year levels.

Planning for teaching occurs in teams, with work samples, rubrics and assessment tasks developed. We have a strong focus on professional learning and reflective practices with the following structures in place to support this process:

Professional Learning Teams – Make it possible for teachers to engage in teaching as *collaborative problem-solving groups*. They also provide opportunities for moderation of assessment data.

Coaching – Involves teachers in collaborative processes in which they *refine, reflect, conduct research, expand on ideas, build skills and knowledge and problem solve* in order to improve student learning and achievement.

Focus on Learning - The fundamental purpose of the school is to ensure high levels of learning for all students. This focus on learning translates into four critical questions that drive the daily work of the school. In professional learning teams educators demonstrate their commitment to helping all students learn by working collaboratively to address the following critical questions:

- 1) **What do we want students to learn?** What should each student know and be able to do as a result of each unit, Year level, and/or course?
- 2) **How will we know if they have learned?** Are we monitoring each student's learning on a timely basis?
- 3) **What will we do if they don't learn?** What systematic process is in place to provide additional time and support for students who are experiencing difficulty?
- 4) **What will we do if they already know it?** What systemic process is in place to provide additional time and support for students who are achieving?

How do we know our students are learning?

At a whole school level we assess governance reports to School Council against the progress of students in learning, engagement and wellbeing strategic and annual goals and targets.

System data e.g. English and Maths online, on Demand testing, Fountas & Pinnell Literacy levels and NAPLAN are used to look at trends, possible programming gaps and misconceptions of students. This gives us a lens to inquire into the curriculum, structure and practices to design teacher and student learning.

Students are plotted against the AusVELS continuum and analysed for progression and programming goals.

As a staff we analyse this data to ensure there is a common understanding about what the data is saying, and we identify areas of the curriculum that we need to focus on for improvement. We use the data to assess where each student is on their learning continuum and to ensure that we then teach to the point of need of each student.

The school has developed an assessment schedule that outlines when and where check in data is to be collected. Moderation is built into the weekly professional learning team cycle and a sequence of learning for teachers is built on the data and student learning needs. Staff work in professional learning teams – Foundations/Junior/Middle/Senior and Specialist and in Year teams to develop appropriate programs of work based on this data analysis. The focus is on providing a viable and guaranteed curriculum.

Assessment practices at Mont Albert Primary School:

- a) Provide quality classroom assessment aligned to the curriculum (AusVELS)
- b) Align with content descriptions and the required achievement standards

- c) Identify and minimise barriers that prevent students demonstrating what they know, understand and can do. This may involve special provisions in the conditions of assessment
- d) Administer prescribed assessments in Years 3 and 5 within the National Assessment Program – Literacy and Numeracy (NAPLAN)
- e) Administer diagnostic assessments in the early years (P–2) as required.

Assessment and Reporting practices at Mont Albert Primary School enable teachers to make judgements about student performances and:

- a) Use a range of evidence of student learning to assess student achievement and monitor student progress.
- b) Judge the quality of each student’s achievement using the Australian Curriculum Achievement Standards.

How do we provide feedback to our students and families on learning progress?

The School Council reports against learning progress in the 2011-2014 Strategic Plan and Annual Implementation Plan. The Annual Report is presented to the school community and uploaded onto the school website.

Individual learning plans are prepared for targetted students, and these are reported against on a regular basis. Students on the PSD program have a minimum of one Student Support Group meeting per term, with more frequent meetings if needed.

The feedback process for students is something that we are developing further and is linked to the understanding of teachers pedagogical content knowledge and pedagogy knowledge i.e. structures and strategies. Formative feedback is being developed through pre and post check-ins and can take the form of rubrics and checklists. Feedback occurs during reading conferences and on an ongoing basis during classwork.

The Mont Albert Primary School reporting processes requires teachers to:

- a) Complete the appropriate report format in QuickVic Assessment Writer to issue a written report to parents twice yearly — on the learning area/subjects studied in the reporting period
- b) Use AusVELS standards to report student achievement in each learning area studied
- c) On request from a parent show the student’s achievement, in the learning areas and subjects studied, relative to that of other students in their peer group at the school. This is subject to the privacy of individual students being maintained
- d) Report on Effort and Behaviour as specified in the Quick Vic Assessment Writer
- e) For students who were provided a different year-level curriculum than their age cohort for the reporting period — in one or more learning areas, specific goals to be documented in their Individual Learning Plans
- g) For students learning English as an additional language or dialect (EAL/D) in their first 12 months of Australian schooling, there can be an exemption from the AusVELS reporting requirements if necessary. These students will be assessed against English as an Additional Language Continuum if deemed appropriate
- h) Offer parents the opportunity, twice a year, to discuss their child’s educational performance at the school with their child’s teachers
- i) Report to parents on their child’s results in Years 3 and 5 national tests as provided by the Victorian Curriculum and Assessment Authority.

4. Evaluation of performance

Achievement	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
Achievement refers to both the absolute levels of learning attainment and growth in student learning that schools strive to support. 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.	<div>1. To significantly improve student achievement in Literacy.</div> <div>2. To significantly improve student achievement in Numeracy.</div> <div>TARGETS</div> <div>All Prep-Year 2 students to achieve at least 12 months of learning as measured by the English On-line Reading, Writing and Speaking and Listening each year of the Strategic Plan.</div> <div>At least 90% of Prep-Year 2 students to achieve at or above Group 4 on English on-line Reading, Writing and Speaking and Listening.</div> <div>At least 50% of students to achieve at or above Group 5 on English on-line Reading, Writing and Speaking and Listening.</div>	<div>English On line PREP/Foundations Interview data</div> <div><u>Reading and Viewing</u></div> <div>T Foundation 2013 50% 2014 42.7%</div> <div>Towards L1 2013 43.4% 2014 49.1%</div> <div>Towards L2 2013 3.8% 2014 7.3%</div> <div>Towards L3 2013 1.9% 2014 0.9%</div> <div><i>All data exceeds state, regional, school type and LGA benchmarks</i></div> <div><u>Speaking and Listening</u></div> <div>T Foundation 2013 68.9% 2014 54.5%</div> <div>Towards L1 2013 24.5% 2014 39.1%</div> <div>Towards L2 2013 0.9% 2014 3.6%</div> <div>Towards L3 2013 0% 2014 2.7%</div> <div><i>All data exceeds state, regional, school type and LGA benchmarks</i></div> <div><u>Writing</u></div> <div>T Foundation 2013 87.7% 2014 93.6%</div> <div>Towards L1 2013 11.3% 2014 4.5%</div> <div>Towards L2 2013 0.9% 2014 1.8%</div> <div><i>All data exceeds state, regional, school type and LGA benchmarks</i></div> <div>AusVels Semester 2 2013</div> <div>Year level Dimension A B C D E</div> <div>Foundations/Prep</div> <div>Reading & Viewing A 8 B33 C59</div> <div>Writing A5 B 30 C64 D1</div> <div>Speaking & Listening A31 B68 C1</div> <div>Number & Algebra A16 B40 C43 D1</div> <div>Measurement & Geometry A7 B50 C43</div> <div>Statistics & Probability A5 B51 C43 D1</div> <div>Year 1</div> <div>Reading & Viewing A17 B37 C45 D1</div> <div>Writing A13 B27 C59 D1</div> <div>Speaking & Listening A7 B42 C51</div> <div>Number & Algebra A12 B39 C47 D2</div> <div>Measurement & Geometry A7 B36 C57</div> <div>Statistics & Probability A7 B43 C50</div>	<div>Strong and knowledgeable leadership was noted by staff to be an influential factor in the development and implementation of the school's approach to teaching and learning.</div> <div>There is a climate of high expectations from all staff and a commitment to ongoing improvement, supported by solid, ongoing professional learning opportunities.</div> <div>The whole school approach to Professional Learning has been refined, where teacher capacity has been enhanced by 'in-house' professional development sessions.</div> <div>There are still inconsistencies in teacher judgements when compared to the NAPLAN scores. Teacher judgements are below the achievements of the NAPLAN and the on-demand results.</div> <div>All staff belong to a Professional Learning Team (PLT) – Level and Year Level as too Curriculum and PDC Teams. Teams are provided with a designated and timetabled time to meet each week. The expected emphasis is on understanding student data to drive the learning and teaching programs ensuring a guaranteed and viable curriculum.</div> <div>The scaffolding consistent approach to professional learning, planning, and assessment from whole school,</div>	<div>Continued focus on the improvement of Writing data through a whole school approach on the 6 Traits of Writing.</div> <div>Continue a focus on Making Consistency Teacher Judgements in an effort to bridge the gap between NAPLAN / On Demand and AusVELS.</div> <div>Develop teacher's knowledge and confidence to make best judgements about student achievements against AusVELS/Australian Curriculum in areas other than English and Mathematics.</div> <div>Peer Observations/Coaching Develop through Professional Learning Teams - a unified approach to expectations and outcomes of Peer Observations in line with teachers PDP's.</div> <div>Build and improve teacher's capacity to triangulate data including calculating effect size to make consistent teacher judgements that is reflective of all assessment tasks students complete.</div> <div>Continue to build teacher understanding of AusVELS content through PLTs.</div> <div>Develop teachers' ability to improve the depth of student understandings and knowledge of content in all curriculum areas.</div> <div>Improve student data through offering various whole school Numeracy Extension Programs.</div>

		<p><u>Year 2</u> Reading & Viewing A14 B40 C45 D1 Writing A4 B27 C68 D1 Speaking & Listening A1 B33 C66 Number & Algebra A4 B32 C64 Measurement & Geometry A2 B13 C85 Statistics & Probability A4 B23 C72</p> <p><u>Year 3</u> Reading & Viewing A23 B46 C31 Writing A5 B39 C56 Speaking & Listening A12 B30 C58 Number & Algebra A19 B35 C46 Measurement & Geometry A18 B31 C51 Statistics & Probability A11 B36 C53</p> <p><u>Year 4</u> Reading & Viewing A31 B30 C37 D2 Writing A15 B34 C45 D4 E1 Speaking & Listening A18 B43 C40 Number & Algebra A23 B33 C44 Measurement & Geometry A20 B32 C47 Statistics & Probability A18 B33 C47 D1</p> <p><u>Year 5</u> Reading & Viewing A37 B24 C39 Writing A23 B35 C43 Speaking & Listening A25 B43 C32 Number & Algebra A35 B32 C32 D1 Measurement & Geometry A49 B35 C15 D1 Statistics & Probability A33 B37 C28 D1</p> <p><u>Year 6</u> Reading & Viewing A29 B34 C36 D1 Writing A23 B32 C39 D4 E1 Speaking & Listening A27 B36 C35 D1 E1 Number & Algebra A37 B37 C23 D1 E1 Measurement & Geometry A37 B45 C14 D4 Statistics & Probability A29 B26 C42 D1 E1</p> <p><u>AusVels analysis:</u> <u>Reading & Viewing</u> –0.3 % below; 33.8% students performing at; 66% above <u>Writing</u> –0.8% below; 48.2% students performing at; 51% above <u>Speaking & Listening</u> – 0.05% below; 42.95% students performing at; 57% above</p>	<p>through to PLT and to teaching teams has resulted in a common understanding and approach to pedagogy.</p> <p>Common Assessment Tasks provide students with an opportunity to showcase their learning based formative and summative assessments.</p> <p>Pre and post assessment tasks are developed and implemented. The students work is analysed and planning then reflects the focus for each students learning.</p> <p>Goal setting with students undertaken and displayed within the classroom so students are aware of their next steps in their learning journey.</p> <p>Intervention and Extension Programs that are provided:</p> <ul style="list-style-type: none"> • Reading Recovery • Literacy and Numeracy Intervention and Support • Fountas & Pinnell Levelled Literacy Intervention • Extension Maths classes <p>It is clear from the EOI data that in the area of English students who start Prep are significantly above the expected level.</p> <p>Whole school Literacy and Numeracy assessment tasks are developed and allow the following to occur:</p> <ul style="list-style-type: none"> • Provide teachers with a document that identifies the various types of assessments that need to be completed and when - all assessment tasks are completed within a specific time frame and under the same conditions, to ensure accurate analysis. 	<p>Improve student data through continuing to provide Literacy and Numeracy Intervention programs for students who show low growth.</p> <p>Currently trialling the TEAL assessment with the view to implementing the tools to enhance the learning of the EAL students.</p> <p>In Specialist areas develop a scope and sequence charts to reflect developmental learning sequences to enable differentiation for students in specialist classes.</p>
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	<p>At least 95% of Year 3 students to be in NAP Bands 4 – 6 for Reading by 2014.</p> <p>At least 90% of Year 3 students to be in NAP Bands 4 – 6 for Writing by 2014.</p> <p>At least 90% of Year 3 students to be in NAP Bands 4 – 6 for Numeracy by 2014.</p> <p>At least 95% of Year 5 students to be in NAP Bands 6 - 8 for Reading by 2014.</p> <p>At least 90% of Year 5 students to be in NAP Bands 6 - 8 for Writing by 2014.</p> <p>At least 90% of Year 5 students to be in NAP Bands 6 – 8 for Numeracy by 2014.</p>	<p><u>Number & Algebra</u> – 1% below; 38% students performing at; 61% above; <u>Measurement & Geometry</u> – 0.2% below; 41.8% students performing at; 58% above <u>Statistics and Probability</u> – 45% students performing at; 55% above.</p> <p><u>2014 NAPLAN data indicated that:</u></p> <p><u>Year 3 Reading</u> –98% students performed above expected level; 2% at</p> <p>89% in NAP bands 4-6</p> <p><u>Year 3 Writing</u> – 100% students performed above the expected level;</p> <p>98% in NAP bands 4-6</p> <p><u>Year 3 Numeracy</u> - 98% students performed above the expected level; 1% at and 1% below</p> <p>90% in NAP bands 4-6</p> <p><u>Year 5 Reading</u> – 97% students performed above the expected level; 1% at; 2% below</p> <p>87% in NAP bands 6-8</p> <p><u>Year 5 Writing</u> - 94 % students performed above the expected level;4% at; 2% below</p> <p>72% in NAP bands 6-8</p> <p><u>Year 5 Numeracy</u> 97% students performed above the expected level; 3% at.</p> <p>84% in NAP bands 6-8</p>	<ul style="list-style-type: none"> • Provide teachers with a scope of the types of assessments we think are valuable. • Enable the collection of data and track / monitor student achievement between assessments with consistency F-6. • Enables the identification of students at risk / working below or above standard and we have then been able to establish intervention programs based on this data; identify those students who are working well beyond expectations. • A breadth of assessment tasks; teachers can see the different types of summative assessments used at DEECD level, school level and classroom level and they can see that different assessments are used for different reasons. • There is accountability for all teachers to complete assessment and reporting requirements as outlined in our schedule. <p>Increasing number of students requiring Reading Recovery.</p> <p>Many new students to Mont Albert are significantly lower in literacy and numeracy skills then the cohort.</p> <p>Timetable restrictions of a large school interferes with the Junior School 2 hour Literacy block.</p> <p>The use of ICT has increased to compliment all studies.</p>	
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		<p>In the area of increased teacher capacity in pedagogical and content knowledge, teaching staff have undertaken intensive staff professional learning both within the school and beyond.</p> <p>Targeted Professional Learning with key presenters has been a focus.</p> <p>A whole school assessment schedule was developed and implemented throughout the school. It is sequential and identified assessments / reporting practices at DEECD level, school level and classroom level and it outlines requirements term by term. Moderation of student work is part of each team's practice.</p> <p>The school has developed and achieved agreement on a number of supportive documents that include:</p> <ul style="list-style-type: none"> ● Assessment Schedule ● Literacy and Numeracy 'Must Haves' ● Yearly Overviews, Term Planners ● Professional Learning @ Mont Albert Primary School ● AusVels Curriculum ● Scope and Sequence charts. 		
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Engagement	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
<p>Engagement refers to the extent to which students feel connected to and engaged in their learning and with the broader school community. Engagement spans students' motivation to learn, as well as their active involvement in learning. Engagement also refers to students engagement as they make critical transitions through school and beyond into further education and work.</p>	<p>1. To develop students who are confident in their learning, self-motivated, engaged and resilient.</p> <p>2. To create a learning environment that focuses on positive relationships and engagement within the school community.</p> <p>TARGETS</p> <p>Student Attitudes to School Survey scores in all variables to be in or above the third quartile throughout the life of the next strategic plan.</p> <p>Increase in 'learning confidence' to the third quartile by 2012. 2012 – 4.43</p>	<p>2014 Attitudes to School data:</p> <p>All Factors are in the fourth quartile</p> <p>2014 Percentile rankings:</p> <p>Classroom Behaviour – 97.5 Connectedness to Peers – 96.3 Student Safety – 96.7 Student Distress – 96.1 Student Morale – 98.0 Learning Confidence – 93.6 School Connectedness – 95.3 Stimulating Learning – 89.8 Student Motivation – 92.3 Teacher Effectiveness – 90.8 Teacher Empathy – 91.6</p> <p>Factor Mean Scores:</p> <p>Classroom Behaviour – 4.72 Connectedness to Peers – 4.80 Student Safety – 4.96 Student Distress – 6.67 Student Morale – 6.63 Learning Confidence – 4.57 School Connectedness – 4.84 Stimulating Learning – 4.60 Student Motivation – 4.85 Teacher Effectiveness – 4.77 Teacher Empathy – 4.79</p>	<p>Student Action Teams have been developed, including the ongoing implementation of the Year 6 Student Leadership Team, Junior School Council, Environmental Action Group, Transition Ambassadors, Peer Mediators. These are all forums where students have the opportunity to give feedback on what is happening in the school.</p> <p>Restorative Practices with a focus on building strong relationships is deeply embedded across the school with all stakeholders.</p> <p>Teachers develop individual learning plans for students on the PSD program, students who have been deemed 'at risk' in their learning and those that are deemed as requiring extension.</p> <p>The school implements term Inquiry based units F-4 and Challenge Based Learning, Years 5-6, which are led by the students' interests; they develop key questions which they then investigate to further their knowledge.</p> <p>At the beginning of each year students participate in the 'Learning to Learn' Program which aims at developing a positive classroom and school climate where students feel safe and secure and willingly take risks in their learning. The school vision and values are revisited.</p> <p>LEARN Groups have been highly successful and allow all students to connect across year levels.</p> <p>GAT (Getting Along Together) sessions have been developed Years 1-6 and</p>	<p>Catering for high achievers across all curriculum levels but with particular focus on Literacy and Numeracy.</p> <p>Continue to improve teacher capacity with the use of ICT.</p> <p>Maintain the superb ATS data.</p>

	<p>Increase in girls perceptions of 'teacher empathy' to the third quartile by 2012. 2012 – 4.64</p>	<p>Girls perceptions of 'Teacher Empathy': 4.79</p>	<p>have been very successful to maximise a positive whole school climate and learning culture.</p> <p>Engagement and Wellbeing Policy has been reviewed and significant changes made, including a whole school behaviour management procedure and school values.</p> <p>Bullying and cyber safety are continually addressed in the classroom and ICT curriculum. There are policies that have been developed and programs implemented including the Bully Stoppers Initiative, Better Buddies Framework and we are continuing to implement the eSmart Framework and strategies.</p> <p>The school has continued to be successful in applying for and maintaining our School Chaplaincy Federal funding 0.4 capacity via the School Chaplaincy Program. The School Chaplain and School Welfare and Wellbeing Coordinator have been able to run 1:1 counselling, small group sessions including Seasons, Kool Kids Positive Parents, and social skills groups and also supporting families in need of additional support.</p> <p>The school staff liaise with support services to support individual students and families.</p> <p>Staff are trained in Mandatory Reporting.</p> <p>Parents are actively involved in their child's learning across all levels. Increased participation at Information sessions, Parent Helpers Programs and Whole School Events has been evident.</p>	
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Wellbeing	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
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>1. To build the school's capacity to provide seamless transition between all year levels, entry and graduation.</p> <p><u>TARGET</u> Increase the proportion of parents reporting satisfaction with the school's transition programs to be above the primary state median each year.</p>	<p><u>Parent Opinion Survey 2013</u> School Transitions 5.90 Above State Mean</p>	<p>Transition Ambassadors have used an Inquiry approach with students posing questions and wonderings about the following year, easing the student anxiety that can occur when moving from one year level to another.</p> <p>Foundations/Year 6 Buddy Program continues to be pivotal in linking the youngest and oldest students across the school and is planned accordingly to accommodate curriculum and student welfare and wellbeing objectives.</p> <p>Foundations Transition Program is a structured approach with various feeder kindergartens where school visits and kinder visits frequent Term 4 of each year. Year 5 students visit the local main feeder kindergarten and collaborate with prospective Foundations students.</p> <p>Year 6/7 Transition Program is supported by Year 6 teaching staff conferencing with Year 7 Coordinators of various feeder schools.</p>	Regular cross level teacher meetings to discuss student learning and engagement would be valuable.

Productivity	What did we set out to achieve?	What did we achieve?	What factors supported or inhibited our success?	Where might we focus future effort?
Productivity refers to the effective allocation and use of resources, supported by evidence and adapted to the unique contexts of each school. 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.	Note: schools will not have productivity goals and targets in their current strategic plans. This section is optional.	<p>The school provided the following through the school timetable:</p> <ul style="list-style-type: none"> • 40 or 80 minute sessions for each staff member to participate in a weekly Year level PLT meeting • Planning weeks each term • Flexibility regarding whole school programs such as Arts Festivals, Productions, and Swimming etc. <p>Staff Meeting schedule that provides time for rotating whole school “in house” professional learning, curriculum team meetings and performance development team meetings.</p> <p>An extensive Professional Learning budget each year.</p> <p>The school’s SRP funds:</p> <ul style="list-style-type: none"> • Additional Intervention support for Foundation and Year 2 • Additional Intervention support (0.2 fortnightly) F-6 to support current program needs which exceeded the time allocated • 0.2 release of the Welfare and Wellbeing Coordinator weekly • Year 5 Numeracy Extension Program. <p>The school’s curriculum budget has allowed for the purchasing of relevant and timely teacher resources and student texts.</p> <p><u>DEEWR</u> funds: Chaplaincy Program 0.4</p> <p><u>DEECD</u> funds: 2 x 0.5 Science Specialists for 2 years 3 teachers participating in Teacher Lead Research with a focus on improved</p>	<p>The ICT program has been significantly enhanced through the provision of both hardware and software, and through the Professional Learning given to staff on the embedded use of technology in the classroom.</p> <p>A significant computer network upgrade has been completed to rectify existing cabling issues and to upgrade the wireless network to support a 1-1 device program.</p> <p>The Literacy and Numeracy intervention programs mean that students who are behind are able to access small group or 1-1 support for their learning.</p> <p>The Transition programs are essential to ensure sustained enrolment at the school and to maintain parent satisfaction within the school.</p> <p>School staff networking with the Whitehorse Network/NEVR and State-wide to widen their own knowledge, understandings and teacher/leadership capacity.</p> <p>The sharing of and learning from best practice across the DEECD e.g. CBL Case Study, TLR and Science Specialist Program. M.A.S.K Program.</p>	<p>Continue to use the SRP to fund school based Intervention Programs.</p> <p>Investigate:</p> <ul style="list-style-type: none"> • Teacher 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. • The use of the iPads/Tablets/Laptops 1-1 learning program and investigate the future of 1-1 learning/BYOD at Mont Albert Primary School. <p>Ensure the school timetable supports the continuation of PLTs, Team Planning, and Professional Learning.</p>

		<p>student Writing outcomes.</p> <p>To complement the classroom programs we ensured the provision of specialist programs – Physical Education, Visual Arts, Performing Arts, Library/ICT, Italian/Japanese, Reading Recovery, EAL, Literacy and Numeracy Intervention programs, Numeracy Extension Program.</p> <p>We also committed to other extra curricula programs to improve and focus upon student engagement and wellbeing:</p> <ul style="list-style-type: none"> ● Instrumental Music program ● School Camping program ● Swimming ● PMP ● Whole school activities, e.g. Book Week, Education Week, Italian Day, Production etc. ● Various lunchtime clubs – Science & Chess ● School Choir and various Instrumental groups such as the Orchestra, Ensemble and other Ensembles. <p>We resource the provision of a Junior School Council, School Captains/ House Captains.</p> <p>We resource the provision of a student Environmental Action Group that meet weekly.</p> <p>To improve the wellbeing of our students we invest in the Restorative Practices Program, KKPP, Seasons for Growth, GAT, Peer Mediators, Transition Ambassadors, Crafternoon and Kids Hope.</p> <p>The continued facilitation of LEARN Groups has also attributed towards positive school culture.</p>		
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